



North Carolina Essential Standards Beginning Dance

Note on Numbering:

B-Beginning High School Standards

Note on Strands:

CP- Creation and Performance, **DM**- Dance Movement Skills, **R**-Responding, **C**-Connecting

Note: Students at the high school level will have the option of studying an individual arts discipline as an area of interest, or specializing or completing a concentration in studies to prepare them for further education and/or a career in the arts. The Essential Standards communicate what students should know and be able to do as a result of instruction at each proficiency level: beginning, intermediate, proficient, and advanced (9-12).

Beginning High School Dance standards are designed for students with no or limited K-8 progression in dance education.

Creation and Performance (CP)

	Essential Standard	Clarifying Objectives	
B.CP.1	Use choreographic principles, structures, and processes to create dances that communicate ideas, experiences, feelings, and images.	B.CP.1.1	Generate abstracted movement to communicate ideas, experiences, feelings, or images.
		B.CP.1.2	Create dance sequences that vary the use of dance elements, use simple choreographic structures, and use choreographic principles to fulfill choreographic intent.
		B.CP.1.3	Understand the role of improvisation in creating dance choreography.
		B.CP.1.4	Use collaborative and cooperative skills to contribute constructively to the creation of dance.
B.CP.2	Understand how to use performance values (kinesthetic awareness, concentration, focus, and etiquette) to enhance dance performance.	B.CP.2.1	Use appropriate behaviors and etiquette while observing, creating, and performing dance.
		B.CP.2.2	Understand the impact of performance values of clarity, concentration, focus, and projection on dance performance.
		B.CP.2.3	Understand how self-assessment, teacher, and peer feedback can be used to refine dance performance.

Dance Movement Skills

	Essential Standard	Clarifying Objectives	
B.DM.1	Understand how to use movement skills in dance.	B.DM.1.1	Use whole body movements, strength, flexibility, endurance, and proper alignment to develop dance technique.
		B.DM.1.2	Use time, space, weight, and flow in performing dance.
		B.DM.1.3	Execute technical skills from a variety of dance forms.
		B.DM.1.4	Use breath to facilitate dance movement.

Responding

	Essential Standard	Clarifying Objectives	
B.R.1	Use a variety of thinking skills to analyze and evaluate dance.	B.R.1.1	Explain how elements of movement and choreographic structures are used to communicate ideas in dance.
		B.R.1.2	Recognize the use of dance elements and choreographic forms and structures in a variety of significant, modern dance works from the 20th century to the present.

Connecting

	Essential Standard	Clarifying Objectives	
B.C.1	Understand cultural, historical, and interdisciplinary connections with dance.	B.C.1.1	Use dance to explore concepts in world history and relate them to significant events, ideas, and movements from a global context.
		B.C.1.2	Identify how other arts disciplines are integrated into dance creation and performance.
		B.C.1.3	Explain how health and nutrition enhance dance ability.
		B.C.1.4	Identify various dance-related professions.

North Carolina Essential Standards Intermediate Dance

Note on Numbering:

I - Intermediate High School Standards

Note on Strands:

CP- Creation and Performance, **DM**- Dance Movement Skills, **R**-Responding, **C**-Connecting

Note: Students at the high school level will have the option of studying an individual arts discipline as an area of interest, or specializing or completing a concentration in studies to prepare them for further education and/or a career in the arts. The Essential Standards communicate what students should know and be able to do as a result of instruction at each proficiency level: beginning, intermediate, proficient, and advanced (9-12).

Intermediate High School Dance standards are designed for those students who have had a complete K-8 progression in dance education or who have achieved beginning level high school standards for dance.

Creation and Performance (CP)

	Essential Standard	Clarifying Objectives	
I.CP.1	Use choreographic principles, structures, and processes to create dances that communicate ideas, experiences, feelings, and images.	I.CP.1.1	Create dances that vary the use of dance elements and use simple choreographic principles and structures to fulfill choreographic intent.
		I.CP.1.2	Create dances that use a variety of forms (such as AB, ABA, canon, rondo, theme and variation, retrograde, chance) for organizational structure.
		I.CP.1.3	Generate aesthetic criteria for creating and evaluating dance.
		I.CP.1.4	Generate components of a creative process for choreographing and presenting dance.
		I.CP.1.5	Analyze the impact of theatrical elements (lighting, sound, setting, costumes, props and make-up) on choreography to communicate meaning in dance.
I.CP.2	Understand how to use performance values (kinesthetic awareness, concentration, focus, and etiquette) to enhance dance performance.	I.CP.2.1	Use consistently appropriate dance behaviors and etiquette as a dancer, performer, choreographer, and observer.
		I.CP.2.2	Use performance values of clarity, concentration, focus, and projection to enhance dance performance.
		I.CP.2.3	Compare teacher and self-assessment to refine personal performance in dance.

Dance Movement Skills

	Essential Standard	Clarifying Objectives	
I.DM.1	Understand how to use movement skills in dance.	I.DM.1.1	Understand how anatomical concepts can be used to improve alignment, balance, strength, flexibility, and endurance in dance.
		I.DM.1.2	Compare the following pairs of concepts: bound and free flow, strong and light weight, sudden and sustained time, and direct and indirect space.
		I.DM.1.3	Apply technical skills from a variety of dance forms to enhance performance.
		I.DM.1.4	Apply breath support to movement and phrasing.

Responding

	Essential Standard	Clarifying Objectives	
I.R.1	Use a variety of thinking skills to analyze and evaluate dance.	I.R.1.1	Use accurate terminology to describe how elements of movement and choreographic structures are used to communicate ideas in dances.
		I.R.1.2	Explain the influence of the choreographer's vision and intent on the creative process in dance.

Connecting

	Essential Standard	Clarifying Objectives	
I.C.1	Understand cultural, historical, and interdisciplinary connections with dance.	I.C.1.1	Use dance to explore concepts of civics and economics (such as systems, functions, structures, democracy, economies, and interdependence).
		I.C.1.2	Integrate ideas and images from other disciplines to inspire new approaches to dance study.
		I.C.1.3	Identify health issues, strategies, and tools affecting the health, well-being, and care of the dancer's body.
		I.C.1.4	Summarize the advantages and disadvantages of dance as a vocational, educational, and professional choice.

North Carolina Essential Standards Proficient Dance

Note on Numbering:

P - Proficient High School Standards

Note on Strands:

CP- Creation and Performance, **DM**- Dance Movement Skills, **R**-Responding, **C**-Connecting

Note: Students at the high school level will have the option of studying an individual arts discipline as an area of interest, or specializing or completing a concentration in studies to prepare them for further education and/or a career in the arts. The Essential Standards communicate what students should know and be able to do as a result of instruction at each proficiency level: beginning, intermediate, proficient, and advanced (9-12).

Proficient High School Dance standards are designed for those students who have achieved intermediate level dance standards at the high school level.

Creation and Performance (CP)

	Essential Standard	Clarifying Objectives	
P.CP.1	Use choreographic principles, structures, and processes to create dances that communicate ideas, experiences, feelings, and images.	P.CP.1.1	Create dances using selected dance elements, choreographic principles, structures, processes, and production elements to fulfill choreographic intent and meet aesthetic criteria.
		P.CP.1.2	Analyze musical compositions and structural forms as a basis for choreographing dances.
		P.CP.1.3	Use aesthetic criteria to evaluate and revise choreography.
		P.CP.1.4	Use a defined creative process to plan, create, revise, and present dance.
		P.CP.1.5	Analyze the impact of movement selection, choreographic processes, and production design choices on communicating meaning in personal dances.
P.CP.2	Understand how to use performance values (kinesthetic awareness, concentration, focus and etiquette) to enhance dance performance.	P.CP.2.1	Distinguish appropriate behaviors and etiquette for self and others in a variety of dance roles (such as dancer, performer, choreographer, and observer) to enhance the performance experience.
		P.CP.2.2	Monitor the use of performance values to enhance dance performance while dancing alone and with others.
		P.CP.2.3	Monitor teacher, peer, and self-assessments to refine personal performance in dance.

Dance Movement Skills

	Essential Standard	Clarifying Objectives	
P.DM.1	Understand how to use movement skills in dance.	P.DM.1.1	Execute the integration of anatomy, body organization, and body skills in dance.
		P.DM.1.2	Discriminate between qualities of space, time, weight, and flow in dance sequences.
		P.DM.1.3	Understand how articulation of movement and the use of movement vocabulary from a variety of sources support the development of dance technique.
		P.DM.1.4	Integrate breath support into movement, phrasing, and expression.

Responding

	Essential Standard	Clarifying Objectives	
P.R.1	Use a variety of thinking skills to analyze and evaluate dance.	P.R.1.1	Analyze how the major movement ideas, elements, and structures of dances are developed to create meaning.
		P.R.1.2	Compare the choreographer's intent and the audience members' interpretation of meaning.

Connecting

	Essential Standard	Clarifying Objectives	
P.C.1	Understand cultural, historical, and interdisciplinary connections with dance.	P.C.1.1	Understand the role of dance in US history.
		P.C.1.2	Interpret dances from a variety of cultures and historical periods.
		P.C.1.3	Evaluate personal actions, commitment, and discipline necessary to achieve dance goals
		P.C.1.4	Create interdisciplinary projects integrating dance and other disciplines.

North Carolina Essential Standards Advanced Dance

Note on Numbering:

A-Advanced High School Standards

Note on Strands:

CP- Creation and Performance, **DM**- Dance Movement Skills, **R**-Responding, **C**-Connecting

Note: Students at the high school level will have the option of studying an individual arts discipline as an area of interest, or specializing or completing a concentration in studies to prepare them for further education and/or a career in the arts. The Essential Standards communicate what students should know and be able to do as a result of instruction at each proficiency level: beginning, intermediate, proficient, and advanced (9-12).

Advanced High School Dance standards are designed for those students who have achieved proficient level dance standards at the high school level.

Creation and Performance (CP)

	Essential Standard	Clarifying Objectives	
A.CP.1	Use choreographic principles, structures, and processes to create dances that communicate ideas, experiences, feelings, and images.	A.CP.1.1	Create dances using appropriate movement choices; choreographic principles, structures, and processes; and production elements to fulfill choreographic intent and meet aesthetic criteria.
		A.CP.1.2	Create dance based on an analysis of movement choices and structural forms used in a variety of significant American dance works.
		A.CP.1.3	Monitor the use of personal aesthetic criteria to guide the creative process in dance.
		A.CP.1.4	Generate innovative solutions to movement problems with personal choreography and the choreography of others.
		A.CP.1.5	Create dance for performance based on ideas, experiences, feelings, concepts, images, or narratives that have personal meaning or social significance.
A.CP.2	Understand how to use performance values (kinesthetic awareness, concentration, focus and etiquette) to enhance dance performance.	A.CP.2.1	Monitor appropriate behaviors and etiquette in a variety of dance roles (dancer, performer, choreographer, and observer) in order to maintain a positive and supportive environment.
		A.CP.2.2	Integrate performance values when creating and performing dance.
		A.CP.2.3	Evaluate personal performance in dance using feedback from a variety of sources.

Dance Movement Skills

	Essential Standard	Clarifying Objectives	
A.DM.1	Understand how to use movement skills in dance.	A.DM.1.1	Use dynamic alignment, articulation of movement, and aesthetic criteria to refine dance movement.
		A.DM.1.2	Integrate the use of time, space, weight, and effort in dance.
		A.DM.1.3	Monitor the use of anatomy, body organization, body skills, and dance technique to refine dance performance.
		A.DM.1.4	Integrate breath, articulation, and weight shift while dancing.

Responding

	Essential Standard	Clarifying Objectives	
A.R.1	Use a variety of thinking skills to analyze and evaluate dance.	A.R.1.1	Critique dances in terms of multiple aesthetic and cultural criteria.
		A.R.1.2	Analyze how the major movement ideas, elements, and structures of dances are developed to create meaning.

Connecting

	Essential Standard	Clarifying Objectives	
A.C.1	Understand cultural, historical, and interdisciplinary connections with dance.	A.C.1.1	Interpret dance from personal, cultural, and historical contexts.
		A.C.1.2	Differentiate the dance style of important twentieth- and twenty-first century choreographers.
		A.C.1.3	Explain the impact of lifestyle choices, self-concept, cultural media, and social environment on dancers.
		A.C.1.4	Identify skills and qualities leading to success in the dance field and in life, such as responsibility, adaptability, organization, communication, project management, and time management.