

DANCE

CREATING						
Anchor Standard 1: Generating and conceptualizing ideas.						
Enduring Understanding: Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.						
Essential Question(s): Where do choreographers get ideas for dances?						
	2nd 1.1.2.Cr1	5th 1.1.5.Cr1	8th 1.1.8.Cr1	HS Proficient 1.1.12prof.Cr1	HS Accomplished 1.1.12acc.Cr1	HS Advanced 1.1.12adv.Cr1
Explore	a. Demonstrate movement in response to a variety of sensory stimuli (e.g., music, imagery, objects) and suggest additional sources for movement ideas.	a. Use a variety of stimuli (e.g., music, sound, text, objects, images, notation, experiences, observed dance, experiences, literary forms, natural phenomena, current news) to build dance content.	a. Implement movement created from a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) to develop an original dance study.	a. Explore a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement.	a. Synthesize content generated from stimulus materials to choreograph dance studies or dances using original or codified movement.	a. Synthesize and experiment with content generated from stimulus material to invent movement vocabulary, discover personal voice, and communicate artistic intent.
	b. Combine movements using the elements of dance to solve a movement problem.	b. Solve multiple movement problems using the elements of dance to develop dance content.	b. Explore various movement genres through the elements of dance. Identify and select personal preferences to create an original dance study.	b. Analyze the elements of dance to expand personal movement vocabulary and ascertain new movement possibilities through the creation of choreographic works.	b. Manipulate movement vocabulary from various dance genres using the elements of dance to create new choreographic works.	b. Expand personal movement preferences and strengths to discover unexpected solutions that communicate the artistic intent of an original dance. Analyze the unexpected solutions and explain why they were effective in expanding artistic intent.
						Explore

CREATING	Anchor Standard 2: Organizing and developing ideas.					
	Enduring Understanding: The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.					
Essential Question(s): What influences choice-making in creating choreography?						
	2nd 1.1.2.Cr2	5th 1.1.5.Cr2	8th 1.1.8.Cr2	HS Proficient 1.1.12prof.Cr2	HS Accomplished 1.1.12acc.Cr2	HS Advanced 1.1.12acc.Cr2
Plan	a. Create a movement sequence with a beginning, middle and end. Incorporate the use of a choreographic device.	a. Select a choreographic device to expand movement possibilities, create patterns and structures and develop a main idea. Use dance terminology to explain movement choices.	a. Demonstrate a variety of choreographic devices and dance structures (e.g., ABA, palindrome, theme and variation, rondo, retrograde, inversion, narrative, accumulation), to collaboratively develop a dance study with a clear artistic intent. Use dance terminology to articulate and justify reasons for movement choices.	a. Manipulate a variety of choreographic devices and dance structures to collaboratively develop a dance study with a clear artistic intent. Use dance terminology to explain how the dance structures clarify the artistic intent.	a. Work individually and collaboratively to design dance studies that integrate and recombine movement vocabulary, choreographic devices and dance structures drawn from a variety of dance genres. Explain how the dance vocabulary and structures clarify the artistic intent.	a. Demonstrate fluency and personal voice in designing and choreographing original dances. Articulate an understanding of how choreographic devices and dance structures affect artistic intent. Justify choreographic choices and explain how they are used to intensify artistic intent.
	b. Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates non-verbally.	b. Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates non-verbally.	b. Establish criteria to choreograph a dance that communicates personal, historical, socio-political, or cultural meaning. Articulate how the criteria clarify or intensify the artistic intent.	b. Choose a theme to develop a dance and create corresponding movements to communicate the theme. Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates non-verbally.	b. Develop an artistic statement that reflects a personal aesthetic for an original dance study or dance. Select and demonstrate movements that support the artistic statement.	b. Develop artistic statements that reflect personal aesthetics of self-generated dance studies.

CREATING	Anchor Standard 3: Refining and completing products.					
	Enduring Understanding: Choreographers analyze, evaluate, refine, and document their work to communicate meaning.					
Essential Question(s): How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?						
	2nd 1.1.2.Cr3	5th 1.1.5.Cr3	8th 1.1.8.Cr3	HS Proficient 1.1.12prof.Cr3	HS Accomplished 1.1.12acc.Cr3	HS Advanced 1.1.12adv.Cr3
Revise	a. Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences.	a. Revise movement based on peer feedback and self-reflection to improve communication of artistic intent in a dance study. Explain movement choices and revisions.	a. Revise choreography collaboratively or independently based on artistic criteria, self-reflection, and the feedback of others. Explain movement choices and revisions and how they impact the artistic intent.	a. Revise a movement study based on self-reflection and feedback of others to improve the quality of a planned movement sequence. Articulate movement choices and revisions. Analyze and evaluate the impact of choices made in the revision process.	a. Clarify the artistic intent of a dance using established artistic criteria, self-reflection and the feedback of others. Analyze and evaluate the impact of choices made in the revision process. Justify the reasons for revisions.	a. Refine the artistic intent of a dance by manipulating choreographic devices, dance structures, and artistic criteria (e.g., production elements, music/sound, props, costumes). Evaluate self-reflection and feedback from others and apply when warranted. Document choices made in the revision process and justify how the refinements support artistic intent.
	b. Document a dance-making experience through drawing, painting, writing, symbols, mapping, collaging, photo sequencing, photo captioning, video captioning, etc.	b. Document a dance-making experience through drawing, painting, writing, symbols, mapping, collaging, photo sequencing, photo captioning, video captioning, etc.	b. Record changes in a dance sequence through writing and or drawing (e.g., directions, spatial pathways, relationships) using dance notations symbols, or forms of media technology.	b. Compare recognized notation systems to document a section of a dance using writing, symbols, or media technologies (e.g., graphic symbols and figures, path mapping, numerical systems, letter and word notations).	b. Develop a strategy to record a dance using recognized systems of dance documentation (e.g., writing, a form of notation symbols, or using media technologies).	b. Create a portfolio of original dances, using recognized systems of dance documentation (e.g., writing, a form of notation symbols, using media technologies), providing a complete picture of the creative process and product.

Revise

DANCE

PERFORMING	Anchor Standard 4: Selecting, analyzing, and interpreting work.					
	Enduring Understanding: Space, time, and energy are basic elements of dance.					
Essential Question(s): How do dancers work with space, time and energy to communicate artistic expression?						
	2nd 1.1.2.Pr4	5th 1.1.5.Pr4	8th 1.1.8.Pr4	HS Proficient 1.1.12prof.Pr4	HS Accomplished 1.1.12acc.Pr4	HS Advanced 1.1.12adv.Pr4
Express	a. Perform planned and improvised movement sequences, with variations in direction (e.g., forward/backward, up/down, big/small, sideways, right/left, diagonal), spatial level (e.g., low, middle, high), and spatial pathways (e.g., straight, curved, circular, zigzag), alone and in small groups.	a. Perform planned and improvised movement sequences with increasing complexity in the use of space. Establish relationships with other dancers, increasing spatial awareness and design (e.g., diverse pathways, levels, patterns, focus, near/far).	a. Perform planned and improvised movement sequences with increasing complexity in the use of floor and air pathways, including various spatial designs for movement interest and contrast to sculpt the body in space.	a. Develop partner and ensemble skills that enable contrasting level changes while maintaining a sense of spatial design and relationship. Use space intentionally during phrases and through transitions between phrases.	a.Expand partner and ensemble skills. Execute floor and air pathways while maintaining relationships with spatial focus and intentionality. Dance alone and with others with spatial intention.	a. Modulate and use the broadest range of movement in space for artistic and expressive clarity. Use inward and outward focus to clarify movement and intent. Establish and break relationships with other dancers and audience as appropriate to the dance.
	b. Perform planned and improvised movement sequences, with variations in tempo, meter, and rhythm, alone and in small groups.	b. Perform planned and improvised movement sequences with increasing complexity in the use of time/rhythm by accurately transferring rhythmic patterns from the auditory to the kinesthetic and responding immediately to tempo changes.	b. Perform planned and improvised movement sequences of varying lengths with increasing complexity in the use of metric, kinesthetic and breath phrasing.	b. Use syncopation and accented movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath with metric and kinesthetic phrasing.	b. Use syncopation and accented movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath with metric and kinesthetic phrasing.	b. Modulate time factors for artistic interest and expressive acuity. Apply multiple and complex rhythms (e.g., contrapuntal and/or polyrhythmic). Work with and against rhythm of accompaniment or sound environments.
	c. Demonstrate contrasting dynamics and energy with accuracy (e.g., loose/tight, light/heavy, sharp/smooth).	c. Perform planned and improvised movement sequences and dance combinations applying a variety of dynamics and energy (e.g., fast/slow, sharp/smooth, strong/gentle, tight/loose.)	c. Perform planned and improvised movement sequences and dance combinations applying dynamic phrasing, energy, emotional intent and characterization.	c. Perform planned and improvised movement sequences and dance combinations, with variations that accurately demonstrate contrasting dynamics and energy (e.g., fast/slow, sharp/smooth, strong/gentle, tight/loose).	c. Perform planned and improvised movement sequences and dance combinations while self-monitoring and adjusting dynamics and energy to the choreographic intent.	c. Perform planned and improvised movement sequences and dance combinations while self-monitoring and adjusting dynamics and energy to the choreographic intent.

Express

PERFORMING	Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.					
	Enduring Understanding: The way the body is developed, execution of movement and movement quality vary in different dance styles, genres and traditions.					
Essential Question(s): How is the body used as an instrument for technical and artistic expression?						
	2nd 1.1.2.Pr5	5th 1.1.5.Pr5	8th 1.1.8.Pr5	HS Proficient 1.1.12prof.Pr5	HS Accomplished 1.1.12acc.Pr5	HS Advanced 1.1.12adv.Pr5
Embody, Execute	a. Identify personal and general space, to share space safely with other dancers. Categorize healthful strategies (e.g., nutrition, injury prevention, emotional health and overall functioning) essential for the dancer.	a. Apply healthful strategies (e.g., nutrition, injury prevention and emotional health and overall functioning) essential for the dancer.	a. Examine how healthful strategies (e.g., nutrition, injury prevention emotional health and overall functioning) and safe body-use practices are essential for the dancer.	a. Evaluate and apply healthful strategies (e.g., nutrition, injury prevention and emotional health and overall functioning) and safe body-use practices that are essential for the dancer.	a. Research healthful strategies essential for dancers and modify personal practice based on findings.	a. Develop and implement healthful strategies for nutrition, injury prevention and psychological wellness related to dance activities and everyday life.
	b. Identify basic body parts and joints (e.g., limb, bone) and joint actions (e.g., bend, rotate). Examine how basic body organs (e.g., brain, lungs, heart) relate and respond to dance movements.	b. Recall joint actions, articulations and basic anatomical terms (e.g., muscles, bones, tendons, ligaments) as they relate to dance and apply basic kinesthetic principles (e.g., flexion/extension, inward/outward rotation). Track how basic body organs (e.g., lungs, heart, brain) respond to different intensities of dance movement.	b. Examine how kinesthetic principles and various body systems (e.g., cardiovascular, respiratory, musculoskeletal) relate to the dancing body.	b. Demonstrate joint articulations and basic anatomical terms (e.g., muscles, bones, tendons, ligaments) as they relate to dance. Apply kinesthetic principles and various body systems.	b. Investigate how kinesthetic principles and various body systems relate to the dancing body. Examine how the muscles and bones animate the dancer's moving structure.	b. Examine the muscular-skeletal system (e.g., attachments, origin, function) and manipulate kinesthetic principles to enhance technical execution of dance movements.
	c. Explore the use of spine and pursue use of elongated spine. Demonstrate body organization (e.g., core/distal, head/tail, upper/lower half lateral) and explore cross-lateral body organization. Demonstrate holding a shape in the body while traveling through space.	c. Identify body organization Demonstrate use of elongated spine and engage in release of tension from spine/shoulders.	c. Demonstrate use of elongated spine and engage in release of tension from spine/shoulders. the placement and shifting of energy in the body. Use vertical, off-center, and non-vertical alignment. Maintain organization of the body while moving through space.	c. Demonstrate body coordination while moving (e.g., elongated spine, vertical alignment, release of tension from shoulders; use of vertical, off center, non-vertical alignment) the body through space.	c. Maintain optimal alignment and adjust the placement shifting energy of the body while traveling through space and preceding and following jumps.	c. Adjust oppositional pulls/tensions of the body while moving through vertical, off-center, and non-vertical alignment. Maintain optimal alignment preceding and following floor and air patterns. Modulate the placement and shifting of energy in the body.
	d. Explore a variety of body positions requiring a range of strength, flexibility and core support.	d. Demonstrate increased flexibility, strength, and endurance using a variety of bases of support (e.g., body shapes, levels, core).	d. Explore movement that develops a wide range of motion, muscular flexibility, strength, and endurance. Explore different body conditioning techniques (e.g., yoga, weight training, aerobics, Pilates).	d. Explore movement that develops a wide range of motion, muscular flexibility, strength, and endurance. Explore different body conditioning techniques (e.g., yoga, weight training, aerobics, Pilates).	d. Develop a personal conditioning practices, using different body conditioning techniques, that improves range of motion, muscular flexibility, strength, and endurance to enhance performance.	d. Analyze personal patterns of misalignment and develop prescribed conditioning practices and corrective exercises to enhance optimal alignment in performance.
	e. Explore locomotor action vocabulary (e.g., gallop, hop, slide, skip) and non-locomotor action vocabulary (e.g., bending, stretching, twisting) and execute codified movements from various styles/genres with genre specific alignment. Demonstrate, through focused practice and repetition (e.g., breath control, body part initiations, body sequencing).	e. Apply action vocabulary and execute specific codified movements from various styles/genres. Demonstrate, through focused practice and repetition, body part initiations and articulation of limbs and joints.	e. Transfer vocabulary and codified movements from various styles/genres with genre specific alignment. Demonstrate, through focused practice and repetition, breath control, body part initiation and body sequencing.	e. Demonstrate style/genre specific vocabulary and codified movements with style/genre specific alignment. Demonstrate, through focused practice and repetition, breath control, body part initiation and body sequencing.	e. Execute clarity of movement intention during complex movement sequences. Use style/genre specific vocabulary and execute codified movements with style/genre specific alignment and characteristics, through focused practice and repetition.	e. Articulate clarity of codified movement and intention through the execution of prescribed vocabulary and techniques within styles/genres.

Embody, Execute

PERFORMING	Anchor Standard 6: Conveying meaning through art. Enduring Understanding: Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression. Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression. Essential Question(s): What must a dancer do to prepare the mind and body for artistic expression? How does a dancer heighten artistry in a public performance?					
	2nd 1.1.2.Pr6	5th 1.1.5.Pr6	8th 1.1.8.Pr6	HS Proficient 1.1.12prof.Pr6	HS Accomplished 1.1.12acc.Pr6	HS Advanced 1.1.12adv.Pr6
Present	a. Explore how visualization, motor imagery and breath can enhance body mechanics and the quality of a movement skill.	a. Apply visualization, motor imagery, and breath to enhance body mechanics and the quality of a movement skill.	a. Investigate visualization, motor imagery, and breath to apply and enhance the quality of body mechanics and the energy related to the movement skill.	a. Investigate visualization, motor imagery, and breath to apply and enhance the quality of body mechanics and the energy related to the movement skill.	a. Embody the use of the senses and create imagery to envision a particular outcome, projecting and completing movements to enhance dance performance.	a. Research, develop and apply personal strategies of visualization, motor imagery, and breath to become more aware of the relationships that exist between the body and mind.
	b. Rehearse a simple dance using full body movement. Demonstrate the ability to recall the sequence and spatial elements.	b. Rehearse a dance to improve group awareness, unison movement, consistency, and attention to detail.	b. Apply specific feedback in rehearsal to refine performance accuracy, consistency, and expressiveness. Clarify the execution of complex patterns, sequences and formations.	b. Rehearse a dance and apply specific feedback to refine performance accuracy, consistency, and expressiveness. Demonstrate group awareness and develop personal rehearsal strategies.	b. Apply rehearsal strategies to refine ensemble skills, performance accuracy, consistency, and expressiveness. Develop personal rehearsal strategies to enhance artistry and achieve performance goals.	b. Initiate, plan and direct rehearsals with attention to technical details applying rehearsal strategies for individual and ensemble work that enhance artistry, incorporate self-analysis, and are solutions-oriented to achieve performance excellence.
	c. Dance for and with others in a designated space identifying a distinct area for audience and performers	c. Dance for and with others in formal and informal settings. Identify and modify the main areas of a performance space and body movements using production terminology (e.g., stage left, stage right, center stage, upstage, downstage).	c. Apply feedback to make changes to and adapt movements to performance area. Use performance etiquette and performance practices during class, rehearsal and performance. Accept notes from choreographer, apply corrections, and document performance process using dance and production terminology. Analyze and evaluate the success of a performance.	c. Adapt movements to performance area. Demonstrate performance etiquette and performance practices during class, rehearsal and performance. Accept notes from choreographer and apply corrections to future performances. Document the rehearsal and performance process using dance and production terminology. Analyze and evaluate the success of a performance.	c. Implement performance strategies to enhance projection. Demonstrate leadership qualities (e.g., commitment, dependability, responsibility, cooperation) and model performance etiquette and performance practices during class, rehearsal and performance. Accept notes from choreographer and apply corrections to future performances. Document the rehearsal and performance process using dance and production terminology. Analyze and evaluate the success of a performance.	c. Refine performance skills using a broad repertoire of strategies for dynamic projection. Demonstrate and model leadership qualities, performance etiquette and performance practice during class, rehearsal and performance. Develop a professional portfolio (e.g., resume, head shot, social media platforms) that documents the rehearsal and performance process with fluency in professional dance and production terminology. Analyze and evaluate the success of a performance.
	d. Use simple production elements (e.g., hand props, scenery, media projections) in a dance work.	d. Manipulate a variety of technical elements, (e.g., costumes, lighting, sound, performance cues) to support the artistic intent of the dances.	d. Differentiate technical and production elements and terminology to communicate with performers and backstage personnel to enhance the artistic intent of the dances.	d. Demonstrate a variety of technical elements (e.g., costumes, lighting, sound, performance cues) of a dance performance. Utilize production and technical terminology to communicate with performers and backstage personnel.	d. Select and organize alone and with others, technical and production elements necessary to fulfill the artistic intent of dance works in alternative performance venues.	d. Design and organize the technical and production elements to collaboratively produce and fulfill the artistic intent of dance works in a variety of performance venues.

DANCE

RESPONDING	Anchor Standard 7: Perceiving and analyzing products. Enduring Understanding: Dance is perceived and analyzed to comprehend its meaning. Essential Question(s): How is a dance understood?					
	2nd 1.1.2.Re7	5th 1.1.5.Re7	8th 1.1.8.Re7	HS Proficient 1.1.12prof.Re7	HS Accomplished 1.1.12acc.Re7	HS Advanced 1.1.12adv.Re7
Analyze	a. Demonstrate movements in a dance that develop patterns	a. Describe recurring patterns of movement and their relationships to the meaning of the dance.	a. Use genre-specific terminology to compare and contrast recurring patterns of movement and their relationships in dance in context of artistic intent.	a. Use genre-specific terminology to analyze recurring patterns of movement and their relationships in dance in context of artistic intent.	a. Use genre-specific dance terminology to analyze dance works, recurring patterns of movement and their relationships that create structure and meaning in dance.	a. Use genre-specific dance terminology to analyze dance works from a variety of dance genres and reflecting recurring patterns of movement and their relationships in well-structured and meaningful choreography.
Analyze	b. Observe and describe performed dance movements from a specific genre or culture.	b. Compare and contrast qualities and characteristics to another dance genre or culture. Use basic dance terminology and elements of dance to describe the qualities and characteristics.	b. Use genre-specific dance terminology. Explain how the elements of dance are used and how they differ in a variety of genres, styles, or cultural movement practices to communicate intent. Use genre-specific dance terminology.	b. Analyze the use of elements of dance in a variety of genres, styles, or cultural movement practices within its cultural context to communicate intent. Use genre-specific dance terminology to compare and contrast.	b. Analyze and compare the movement patterns and their relationships in a variety of genres, styles, or cultural movement practices and explain how their differences impact communication and intent within a cultural context. Use genre-specific dance terminology.	b. Explain how dance communicates aesthetic and cultural values in a variety of genres, styles, and/or cultural movement practices. Use genre-specific dance terminology.

RESPONDING	Anchor Standard 8: Interpreting intent and meaning. Enduring Understanding: Dance is interpreted by considering intent, meaning, and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context. Essential Question(s): How is dance interpreted?					
	2nd 1.1.2.Re8	5th 1.1.5.Re8	8th 1.1.8.Re8	HS Proficient 1.1.12prof.Re8	HS Accomplished 1.1.12acc.Re8	HS Advanced 1.1.12adv.Re8
Interpret	a. Observe a movement from a dance or phrase and explain how the movement captures a meaning or intent using simple dance terminology.	a. Interpret meaning or intent in a dance or phrase based on its movements. Explain how the movements communicate the main idea of the dance using basic dance terminology.	a. Examine a dance and explain how artistic expression is achieved through relationships among the elements of dance, use of body, dance technique and context. Interpret using genre specific dance terminology.	a. Distinguish different dances and discuss their intent and artistic expression. Explain how the relationships among the elements of dance, execution of dance movements, and context enhance meaning and support intent using genre specific dance techniques.	a. Analyze and discuss how the elements of dance, execution of dance movements, and context contribute to artistic expression in a variety of genres, styles, or cultural movement practices using genre specific terminology.	a. Analyze and interpret how the elements of dance, execution of dance movements, and context contribute to artistic expression across different genres, styles, or cultural movement practices. Use genre specific dance terminology.
RESPONDING	Anchor Standard 9: Applying criteria to evaluate products. Enduring Understanding: Criteria for evaluating dance vary across genres, styles, and cultures. Essential Question(s): What criteria are used to evaluate dance?					
	2nd 1.1.2.Re9	5th 1.1.5.Re9	8th 1.1.8.Re9	HS Proficient 1.1.12prof.Re9	HS Accomplished 1.1.12acc.Re9	HS Advanced 1.1.12adv.Re9
Critique	a. Describe the characteristics that make several movements in a dance interesting. Use basic dance terminology.	a. Develop an artistic criterion as it relates to the elements of dance in specific genres, styles, or cultural movement practices. Use dance terminology to describe, discuss and compare characteristics that make a dance communicate effectively.	a. Examine artistic criteria to determine what makes an effective performance. Consider content, context, genre, style, and /or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology.	a. Analyze artistic criteria to determine what makes an effective performance. Consider content, context, genre, style, and or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology.	a. Differentiate artistic criteria to determine what makes an effective performance and justify the point of view. Consider content, context, genre, style, and /or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology.	a. Define personal artistic preferences to critique dance and justify the point of view. Consider content, context, genre, style, and or cultural movement practice to formulate artistic expression.

DANCE

CONNECTING							
<p>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to make art. Enduring Understanding: As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning. Essential Question(s): How does dance deepen our understanding of ourselves, other knowledge, and events around us?</p>							
2nd 1.1.2.Cn10		5th 1.1.5.Cn10		8th 1.1.8.Cn10	HS Proficient 1.1.12prof.Cn10	HS Accomplished 1.1.12acc.Cn10	HS Advanced 1.1.12adv.Cn10
Synthesize	a. Examine how certain movements are used to express an emotion or experience in a dance that is observed or performed.	a. Describe feelings and ideas evoked by a dance that are observed or performed and examine how they relate to personal points of view and experiences.	a. Explain how the perspectives expressed by the choreographer impacts personal interpretation. Consider how personal background and experiences influence responses to dance works.	a. Analyze a dance to determine the ideas expressed by the choreographer. Explain how the perspectives expressed by the choreographer impacts personal interpretation. Consider how personal background and experiences influence responses to dance works.	a. Evaluate personal choreography and how personal experiences and exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to dance works.	a. Formulate personal choreography with respect to its content and context. Reflect and analyze the variables that contributed to the personal perspectives presented in the dance work, and examine how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to dance works.	Synthesize
	b. Using an inquiry-based set of questions examine global issues, including climate change as a topic for dance.	b. Use an inquiry base to investigate global issues, including climate change, expressed through a variety of dance genres, styles, and cultural lenses.	b. Employ a variety of research methods to inform the development of original dances about global issues, including climate change. Articulate ways the research deepened understanding of the topic and how big ideas are expressed metaphorically through dance.	b. Research global issues, including climate change, using multiple research methods to inform original dances expressed through multiple genres, styles, and varied cultural perspectives.	b. Collaboratively investigate global issues, including climate change, to inform the development of an original dance project. Evaluate and present ways in which critical concepts are communicated metaphorically through dance.	b. Investigate and present ways in which dance can be used to communicate new perspectives and/or realizations about global issues, including global warming.	
CONNECTING							
<p>Anchor Standard 11: Relating artistic ideas and works with societal, cultural, and historical context to deepen understanding. Enduring Understanding: Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts. Essential Question(s): How does knowing about societal, cultural, historical and community experiences expand dance literacy?</p>							
2nd 1.1.2.Cn11		5th 1.1.5.Cn11		8th 1.1.8.Cn11	HS Proficient 1.1.12prof.Cn11	HS Accomplished 1.1.12acc.Cn11	HS Advanced 1.1.12adv.Cn11
Relate	a. Observe a dance and relate the movement to the people or environment in which the dance was created and performed.	a. Observe and describe how the movements of a dance in a specific genre or style communicate the ideas and perspectives of the culture, historical period, or community from which the genre or style originated.	a. Research and analyze how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people of which the dances originate.	a. Analyze and discuss the role of dance in a global society. Examine genres, styles, historical time periods, societal changes and perspectives and how those changes impact dance in relation to the ideas and perspectives of the people from which the dances originate.	a. Analyze how the role of dance in a global society has influenced various cultures, societies, historical periods throughout history. Examine how innovations in the arts have impacted dance-making in these communities in relation to the ideas and perspectives of the people from which the dances originate.	a. Analyze the role of dance in a global society. Examine various genres, styles, historical time periods, societal changes and perspectives. Evaluate how dance movement, characteristics, techniques and artist criteria relate to the ideas and perspectives of the people from which the dances originate.	Relate