

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.