

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.