

## 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	
<b>P.CP.1</b>	<b>Use choreographic principles, structures, and processes to create dances that communicate ideas, experiences, feelings, and images.</b>	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.
<b>P.CP.2</b>	<b>Understand how to use performance values (kinesthetic awareness, concentration, focus and etiquette) to enhance dance performance.</b>	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	
<b>P.DM.1</b>	<b>Understand how to use movement skills in dance.</b>	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	
<b>P.R.1</b>	<b>Use a variety of thinking skills to analyze and evaluate dance.</b>	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	
<b>P.C.1</b>	<b>Understand cultural, historical, and interdisciplinary connections with dance.</b>	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.