

2015 Arizona Academic Standards in the Arts

Dance

Artistic Process - Creating

Anchor Standard #1 - Generate and conceptualize artistic ideas and work

Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th	HS Proficient	HS Accomplished	HS Advanced
DA.CR.1.Ka	DA.CR.1.1a	DA.CR.1.2a	DA.CR.1.3a	DA.CR.1.4a	DA.CR.1.5a	DA.CR.1.6a	DA.CR.1.7a	DA.CR.1.8a	DA.CR.1.HS1a	DA.CR.1.HS2a	DA.CR.1.HS3a
a. Move in a variety of spatial relationships and formations with other dancers, sharing and maintaining personal and general space.	a. Move in a variety of spatial relationships and formations with other dancers, sharing and maintaining personal and general space.	a. Move in a variety of spatial relationships and formations with other dancers, sharing and maintaining personal and general space.	a. Adjust body-use to coordinate with a partner or other dancers to safely change levels, directions and pathway designs through leading and following improvisational strategies.	a. Adjust body-use to coordinate with a partner or other dancers to safely change levels, directions and pathway designs through leading and following improvisational strategies.	a. Adjust body-use to coordinate with a partner or other dancers to safely change levels, directions and pathway designs through leading and following improvisational strategies.	a. Explore relationships of movement components and concepts through creative processes by investigating various improvisational approaches.	a. Explore relationships of movement components and concepts through creative processes by investigating various improvisational approaches.	a. Explore relationships of movement components and concepts through creative processes by investigating various improvisational approaches.	a. Explore various approaches to creative processes that consider relationships of movement components and/or diverse choreographic sources for a dance study (e.g. improvisational approaches).	a. Utilize various approaches to creative processes that consider relationships of movement components and/or diverse choreographic sources for a dance study (e.g. improvisational approaches).	a. Develop creative process strategies that consider complex relationships of movement components and/or diverse choreographic sources for a dance composition (e.g. improvisational approaches).
DA.CR.1.Kb	DA.CR.1.1b	DA.CR.1.2b	DA.CR.1.3b	DA.CR.1.4b	DA.CR.1.5b	DA.CR.1.6b	DA.CR.1.7b	DA.CR.1.8b	DA.CR.1.HS1b	DA.CR.1.HS2b	DA.CR.1.HS3b
b. Explore a variety of locomotor and non-locomotor movements by experimenting with changes in body, effort, shape and space.	b. Explore a variety of locomotor and non-locomotor movements by experimenting with changes in body, effort, shape and space.	b. Explore a variety of locomotor and non-locomotor movements by experimenting with changes in body, effort, shape and space.	b. Explore a given movement problem by combining a variety of movements and manipulating the elements of dance.	b. Explore a given movement problem by combining a variety of movements and manipulating the elements of dance.	b. Explore a given movement problem by combining a variety of movements and manipulating the elements of dance.	b. Construct and solve multiple movement problems to develop choreographic content.	b. Construct and solve multiple movement problems to develop choreographic content.	b. Construct and solve multiple movement problems to develop choreographic content.	b. Identify individual movement preferences and explore ways to expand movement possibilities.	b. Identify and analyze movement preferences of self and others and explore ways to expand movement possibilities.	b. Identify, analyze, and transform movement preferences/salient characteristics of self and/or others to expand movement possibilities and take risks to discover unexpected solutions.
DA.CR.1.Kc	DA.CR.1.1c	DA.CR.1.2c	DA.CR.1.3c	DA.CR.1.4c	DA.CR.1.5c	DA.CR.1.6c	DA.CR.1.7c	DA.CR.1.8c	DA.CR.1.HS1c	DA.CR.1.HS2c	DA.CR.1.HS3c
c. Respond in movement to a variety of stimuli (e.g., music/sound, images, symbols, tactile, text, objects).	c. Respond in movement to a variety of stimuli (e.g., music/sound, images, symbols, tactile, text, objects).	c. Respond in movement to a variety of stimuli (e.g., music/sound, images, symbols, tactile, text, objects).	c. Experiment with a variety of self-identified stimuli and build content for choreography using several stimuli (e.g., music/sound, text, objects, images, observed dance, experiences, literary forms, natural phenomena).	c. Experiment with a variety of self-identified stimuli and build content for choreography using several stimuli (e.g., music/sound, text, objects, images, observed dance, experiences, literary forms, natural phenomena).	c. Experiment with a variety of self-identified stimuli and build content for choreography using several stimuli (e.g., music/sound, text, objects, images, observed dance, experiences, literary forms, natural phenomena).	c. Create movement from a variety of stimuli (for example music/sound, observed dance, literary forms, natural phenomena, current news or social events, personal experience) that expands movement vocabulary and develops artistic expression. Use movement to create an original dance study.	c. Create movement from a variety of stimuli (for example music/sound, observed dance, literary forms, natural phenomena, current news or social events, personal experience) that expands movement vocabulary and develops artistic expression. Use movement to create an original dance study.	c. Create movement from a variety of stimuli (for example music/sound, observed dance, literary forms, natural phenomena, current news or social events, personal experience) that expands movement vocabulary and develops artistic expression. Use movement to create an original dance study.	c. Explore a variety of stimuli for inspiring movement to develop an original dance sequence or dance study. Analyze the process and the relationship between the stimuli and the movement.	c. Synthesize content generated from various stimuli to choreograph a fully developed dance study or dance composition using original or codified movement.	c. Synthesize content generated from various stimuli to choreograph a sophisticated and innovative dance composition. Experiment and take risks to discover a personal voice to communicate artistic intent.

Anchor Standard #2 - Organize and develop artistic ideas and work

Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th	HS Proficient	HS Accomplished	HS Advanced
DA.CR.2.Ka	DA.CR.2.1a	DA.CR.2.2a	DA.CR.2.3a	DA.CR.2.4a	DA.CR.2.5a	DA.CR.2.6a	DA.CR.2.7a	DA.CR.2.8a	DA.CR.2.HS1a	DA.CR.2.HS2a	DA.CR.2.HS3a
a. Explore dance elements of body, effort, shape and space and organize movement choices to create a simple choreographic structure as part of the creative process.	a. Explore dance elements of body, effort, shape and space and organize movement choices to create a simple choreographic structure as part of the creative process.	a. Explore dance elements of body, effort, shape and space and organize movement choices to create a simple choreographic structure as part of the creative process.	a. Explore and develop basic choreographic structures to create and modify movement material (e.g. devices, forms, principles).	a. Explore and develop basic choreographic structures to create and modify movement material (e.g. devices, forms, principles).	a. Explore and develop basic choreographic structures to create and modify movement material (e.g. devices, forms, principles).	a. Explore choreographic elements, structures and processes to develop a dance study. Explain the choreographic intent of the movement.	a. Explore choreographic elements, structures and processes to develop a dance study. Explain the choreographic intent of the movement.	a. Explore choreographic elements, structures and processes to develop a dance study. Explain the choreographic intent of the movement.	a. Investigate and develop choreographic elements, structures and processes to create a dance study. Explain the choreographic intent of the movement.	a. Collaborate in the investigation and development of the choreographic elements, structures and processes to create a dance study. Consider the choreographic intent of the movement.	a. Demonstrate fluency of choreographic elements, structures and processes. Express a personal/collective voice in designing and choreographing original dance compositions. Justify choreographic choices and explain how they are used to support artistry.
DA.CR.2.Kb	DA.CR.2.1b	DA.CR.2.2b	DA.CR.2.3b	DA.CR.2.4b	DA.CR.2.5b	DA.CR.2.6b	DA.CR.2.7b	DA.CR.2.8b	DA.CR.2.HS1b	DA.CR.2.HS2b	DA.CR.2.HS3b
b. Connect movements that express an idea or emotion to create a short movement sequence.	b. Connect movements that express an idea or emotion to create a short movement sequence.	b. Connect movements that express an idea or emotion to create a short movement sequence.	b. Develop a dance sequence that expresses and communicates an idea or feeling. Discuss the effect of the movement choices.	b. Develop a dance sequence that expresses and communicates an idea or feeling. Discuss the effect of the movement choices.	b. Develop a dance sequence that expresses and communicates an idea or feeling. Discuss the effect of the movement choices.	b. Choreograph a dance study that communicates personal or cultural meaning.	b. Choreograph a dance study that communicates personal or cultural meaning.	b. Choreograph a dance study that communicates personal or cultural meaning.	b. Choreograph a dance study that expresses and communicates an idea or feeling. Discuss the effect of the movement choices.	b. Choreograph a dance study that uses ideas and themes as motivation. Justify how the movement supports the artistic intent.	b. Choreograph a dance based on a selected theme. Articulate the artistic intent and consider how the meaning drawn by the audience may differ.

Anchor Standard #3 - Refine and complete artistic work

Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th	HS Proficient	HS Accomplished	HS Advanced
DA.CR.3.Ka	DA.CR.3.1a	DA.CR.3.2a	DA.CR.3.3a	DA.CR.3.4a	DA.CR.3.5a	DA.CR.3.6a	DA.CR.3.7a	DA.CR.3.8a	DA.CR.3.HS1a	DA.CR.3.HS2a	DA.CR.3.HS3a
a. Explore new movement choices through guided improvisational experiences and reflect on the process with others.	a. Explore new movement choices through guided improvisational experiences and reflect on the process with others.	a. Explore new movement choices through guided improvisational experiences and reflect on the process with others.	a. Revise movement choices in response to feedback from others to improve a short dance study. Describe the differences the changes made in the dance.	a. Revise movement choices in response to feedback from others to improve a short dance study. Describe the differences the changes made in the dance.	a. Revise movement choices in response to feedback from others to improve a short dance study. Describe the differences the changes made in the dance.	a. Revise dance compositions using collaboratively developed artistic criteria. Explain reasons for revisions and how choices made relate to artistic intent.	a. Revise dance compositions using collaboratively developed artistic criteria. Explain reasons for revisions and how choices made relate to artistic intent.	a. Revise dance compositions using collaboratively developed artistic criteria. Explain reasons for revisions and how choices made relate to artistic intent.	a. Identify the artistic intent of a dance by manipulating choreographic devices and dance structures/forms based on established artistic criteria and feedback from others. Analyze and evaluate impact of choices made in the revision process.	a. Clarify the artistic intent of a dance by refining choreographic processes and dance structures/forms, collaboratively or independently using established artistic criteria, self-reflection and the feedback of others. Analyze and justify how the refinements support artistic intent.	a. Refine the artistic intent of a dance by manipulating choreographic devices, dance structures/forms, and artistic criteria using self-reflection and feedback from others. Document choices made in the revision process and justify how the refinements support artistic intent.
DA.CR.3.Kb	DA.CR.3.1b	DA.CR.3.2b	DA.CR.3.3b	DA.CR.3.4b	DA.CR.3.5b	DA.CR.3.6b	DA.CR.3.7b	DA.CR.3.8b	DA.CR.3.HS1b	DA.CR.3.HS2b	DA.CR.3.HS3b
b. Record the movements of a dance by drawing a picture or using a symbol (e.g., jump, turn, slide, bend, reach).	b. Record the movements of a dance by drawing a picture or using a symbol (e.g., jump, turn, slide, bend, reach).	b. Record the movements of a dance by drawing a picture or using a symbol (e.g., jump, turn, slide, bend, reach).	b. Depict the dance elements of body, shape, effort, and space in a dance sequence by drawing a picture map or using symbols (e.g. body actions, spatial pathways, relationships, dynamics, and rhythm).	b. Depict the dance elements of body, shape, effort, and space in a dance sequence by drawing a picture map or using symbols (e.g. body actions, spatial pathways, relationships, dynamics, and rhythm).	b. Depict the dance elements of body, shape, effort, and space in a dance sequence by drawing a picture map or using symbols (e.g. body actions, spatial pathways, relationships, dynamics, and rhythm).	b. Explore or invent a system to record a dance sequence through writing, symbols, or a form of media technology (e.g. Laban motif symbols, creative writing, etc.).	b. Explore or invent a system to record a dance sequence through writing, symbols, or a form of media technology (e.g. Laban motif symbols, creative writing, etc.).	b. Explore or invent a system to record a dance sequence through writing, symbols, or a form of media technology (e.g. Laban motif symbols, creative writing, etc.).	b. Investigate a recognized system to document a dance sequence by using words, symbols, or media technologies in order to refine or complete artistic work.	b. Document a dance as a tool to refine work during the creative process.	b. Apply recognized systems of dance documentation and symbol systems to analyze and evaluate the artistry of a dance and apply findings to refine during the creative process.

2015 Arizona Academic Standards in the Arts

Dance

Artistic Process - Performing												
Anchor Standard #4 - Select, analyze, and interpret artistic work for performance												
Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th	HS Proficient	HS Accomplished	HS Advanced	
DA.PR.4.Ka	DA.PR.4.1a	DA.PR.4.2a	DA.PR.4.3a	DA.PR.4.4a	DA.PR.4.5a	DA.PR.4.6a	DA.PR.4.7a	DA.PR.4.8a	DA.PR.4.HS1a	DA.PR.4.HS2a	DA.PR.4.HS3a	
a. Identify and demonstrate directions for moving the body using locomotor and nonlocomotor movements in personal and general space (i.e. forward, backwards, sideways, up, down, turning). Make body shapes (i.e. straight, bent, curved) that change levels and vary in size. Move in straight, curved and zig-zagged pathways.	a. Identify and demonstrate directions for moving the body using locomotor and nonlocomotor movements in personal and general space (i.e. forward, backwards, sideways, up, down, turning). Make body shapes (i.e. straight, bent, curved) that change levels and vary in size. Move in straight, curved and zig-zagged pathways.	a. Identify and demonstrate directions for moving the body using locomotor and nonlocomotor movements in personal and general space (i.e. forward, backwards, sideways, up, down, turning). Make body shapes (i.e. straight, bent, curved) that change levels and vary in size. Move in straight, curved and zig-zagged pathways.	a. Identify symmetrical and asymmetrical body shapes and examine relationship between body parts. Demonstrate shapes with positive and negative space. Move through general space with an awareness of the other dancers. Establish relationships with other dancers through focus.	a. Identify symmetrical and asymmetrical body shapes and examine relationship between body parts. Demonstrate shapes with positive and negative space. Move through general space with an awareness of the other dancers. Establish relationships with other dancers through focus.	a. Identify symmetrical and asymmetrical body shapes and examine relationship between body parts. Demonstrate shapes with positive and negative space. Move through general space with an awareness of the other dancers through focus.	a. Identify symmetrical and asymmetrical body shapes and examine relationship between body parts. Demonstrate shapes with positive and negative space. Move through general space with an awareness of the other dancers through focus.	a. Refine partner and ensemble skills through the development of kinesthetic awareness while performing diverse pathways, levels, and patterns in space. Maintain focus with partner or group in near and far space. Convert inward focus to outward focus for projecting out to far space.	a. Refine partner and ensemble skills through the development of kinesthetic awareness while performing diverse pathways, levels, and patterns in space. Maintain focus with partner or group in near and far space. Convert inward focus to outward focus for projecting out to far space.	a. Refine partner and ensemble skills through the development of kinesthetic awareness while performing diverse pathways, levels, and patterns in space. Maintain focus with partner or group in near and far space. Convert inward focus to outward focus for projecting out to far space.	a. Develop partner and ensemble skills that enable contrasting level changes while maintaining a sense of spatial awareness. Develop spatial clarity while performing sequences and transitions between sequences. Establish and break relationships with others as appropriate to the choreography.	a. Dance alone and with others with spatial intention. Expand partner and ensemble skills to greater ranges and skill level. Execute complex floor and air sequences with others while maintaining relationships through focus and intentionality.	a. Develop artistic and expressive clarity while performing alone and with others. Use varied focus to clarify movement and intent. Establish and break relationships with other dancers and audience as appropriate to the dance.
DA.PR.4.Kb	DA.PR.4.1b	DA.PR.4.2b	DA.PR.4.3b	DA.PR.4.4b	DA.PR.4.5b	DA.PR.4.6b	DA.PR.4.7b	DA.PR.4.8b	DA.PR.4.HS1b	DA.PR.4.HS2b	DA.PR.4.HS3b	
b. Identify fast, moderate and slow movements. Recognize steady beat and move to varying tempi of steady beat. Identify and move on the downbeat of duple and triple meter.	b. Identify fast, moderate and slow movements. Recognize steady beat and move to varying tempi of steady beat. Identify and move on the downbeat of duple and triple meter.	b. Identify fast, moderate and slow movements. Recognize steady beat and move to varying tempi of steady beat. Identify and move on the downbeat of duple and triple meter.	b. Dance to a variety of rhythmic patterns. Recognize and respond to tempo changes as they occur in dance and music. Perform movement sequences that show the ability to respond to changes in time.	b. Dance to a variety of rhythmic patterns. Recognize and respond to tempo changes as they occur in dance and music. Perform movement sequences that show the ability to respond to changes in time.	b. Dance to a variety of rhythmic patterns. Recognize and respond to tempo changes as they occur in dance and music. Perform movement sequences that show the ability to respond to changes in time.	b. Use combinations of sudden and sustained timing as it relates to both the time and the dynamics of a sequence or dance work. Accurately use accented and unaccented beats in 3/4 and 4/4 meter. Use timing accents to add rhythmic interest to movement.	b. Use combinations of sudden and sustained timing as it relates to both the time and the dynamics of a sequence or dance work. Accurately use accented and unaccented beats in 3/4 and 4/4 meter. Use timing accents to add rhythmic interest to movement.	b. Use combinations of sudden and sustained timing as it relates to both the time and the dynamics of a sequence or dance work. Accurately use accented and unaccented beats in 3/4 and 4/4 meter. Use timing accents to add rhythmic interest to movement.	b. Use syncopation and accented movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath phrasing with metric and kinesthetic phrasing.	b. Perform dance studies and compositions that use time and tempo in unpredictable ways. Use internal rhythms and kinetics as phrasing tools.	b. Modulate time factors for artistic interest and expressive acuity. Demonstrate time complexity in phrasing with and without musical accompaniment. Use multiple and complex rhythms (for example, contrapuntal and/or polyrhythmic). Work with and against rhythm of accompaniment or sound environments.	
DA.PR.4.Kc	DA.PR.4.1c	DA.PR.4.2c	DA.PR.4.3c	DA.PR.4.4c	DA.PR.4.5c	DA.PR.4.6c	DA.PR.4.7c	DA.PR.4.8c	DA.PR.4.HS1c	DA.PR.4.HS2c	DA.PR.4.HS3c	
c. Demonstrate movement qualities along with movement vocabulary (for example, use adverbs and adjectives that apply to movement such as a floating leap, a floppy fall, a jolly jump, and a joyful spin). Move with opposing movement qualities (e.g. sudden/sustained, light/heavy, jerky/smooth). Identify and apply different characteristics to movements (e.g. slow, smooth, or wavy).	c. Demonstrate movement qualities along with movement vocabulary (for example, use adverbs and adjectives that apply to movement such as a floating leap, a floppy fall, a jolly jump, and a joyful spin). Move with opposing movement qualities (e.g. sudden/sustained, light/heavy, jerky/smooth). Identify and apply different characteristics to movements (e.g. slow, smooth, or wavy).	c. Demonstrate movement qualities along with movement vocabulary (for example, use adverbs and adjectives that apply to movement such as a floating leap, a floppy fall, a jolly jump, and a joyful spin). Move with opposing movement qualities (e.g. sudden/sustained, light/heavy, jerky/smooth). Identify and apply different characteristics to movements (e.g. slow, smooth, or wavy).	c. Change use of energy/effort and dynamics by modifying movements and applying specific movement qualities to heighten the effect of their intent.	c. Change use of energy/effort and dynamics by modifying movements and applying specific movement qualities to heighten the effect of their intent.	c. Change use of energy/effort and dynamics by modifying movements and applying specific movement qualities to heighten the effect of their intent.	c. Incorporate energy/effort and dynamics to technique exercises and dance performance. Use energy and dynamics to enhance and project movements.	c. Incorporate energy/effort and dynamics to technique exercises and dance performance. Use energy and dynamics to enhance and project movements.	c. Incorporate energy/effort and dynamics to technique exercises and dance performance. Use energy and dynamics to enhance and project movements.	c. Connect energy/effort and dynamics to movements by applying them in and through all parts of the body. Develop total body awareness so that movement sequences demonstrate variances of energy/effort and dynamics.	c. Perform movement sequences by applying energy/effort and dynamics over the length of a sequence and transition smoothly out of the sequence and into the next sequence, paying close attention to movement initiation and energy/effort.	c. Modulate dynamics and develop effort movement phrasing to clearly express intent while performing dance sequences and choreography. Perform movement sequences expressively using a broad dynamic range and employ dynamic skills for establishing relationships with other dancers and projecting to the audience.	
Anchor Standard #5 - Develop and refine artistic work for presentation												
DA.PR.5.Ka	DA.PR.5.1a	DA.PR.5.2a	DA.PR.5.3a	DA.PR.5.4a	DA.PR.5.5a	DA.PR.5.6a	DA.PR.5.7a	DA.PR.5.8a	DA.PR.5.HS1a	DA.PR.5.HS2a	DA.PR.5.HS3a	
a. Demonstrate a range of locomotor and non-locomotor movements, body patterning, body shapes, directionality, and dance sequences that require moving through space.	a. Demonstrate a range of locomotor and non-locomotor movements, body patterning, body shapes, directionality, and dance sequences that require moving through space.	a. Demonstrate a range of locomotor and non-locomotor movements, body patterning, body shapes, directionality, and dance sequences that require moving through space.	a. Demonstrate fundamental dance skills (for example, alignment, coordination, balance) when replicating and recalling patterns and sequences of locomotor and non-locomotor movements.	a. Demonstrate fundamental dance skills (for example, alignment, coordination, balance) when replicating and recalling patterns and sequences of locomotor and non-locomotor movements.	a. Demonstrate fundamental dance skills (for example, alignment, coordination, balance) when replicating and recalling patterns and sequences of locomotor and non-locomotor movements.	a. Apply technical dance skills (for example, alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement) to accurately execute changes of direction, weight shifts, flexibility/range of motion, elevations and landings, extensions of limbs, and movement transitions within dance sequences.	a. Apply technical dance skills (for example, alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement) to accurately execute changes of direction, weight shifts, flexibility/range of motion, elevations and landings, extensions of limbs, and movement transitions within dance sequences.	a. Apply technical dance skills (for example, alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement) to accurately execute changes of direction, weight shifts, flexibility/range of motion, elevations and landings, extensions of limbs, and movement transitions within dance sequences.	a. Embody technical dance skills (for example, functional alignment, coordination, balance, core support, clarity of movement, weight shifts, flexibility/range of motion) to execute complex dance movements, sequences, and choreography in a variety of genres and styles.	a. Apply body-mind principles to technical dance skills while executing complex spatial, rhythmic and dynamic sequences and choreography.	a. Embody body-mind principles to technical dance skills in a variety of dance genres and styles.	
DA.PR.5.Kb	DA.PR.5.1b	DA.PR.5.2b	DA.PR.5.3b	DA.PR.5.4b	DA.PR.5.5b	DA.PR.5.6b	DA.PR.5.7b	DA.PR.5.8b	DA.PR.5.HS1b	DA.PR.5.HS2b	DA.PR.5.HS3b	
b. Move safely through general space when performing locomotor movements and stop on cue while maintaining personal space.	b. Move safely in a variety of spatial relationships and formations with other dancers, paying and maintaining personal space.	b. Move safely in a variety of spatial relationships and formations with other dancers, paying and maintaining personal space.	b. Demonstrate safe body-use practices during movement, technical exercises and combinations that promote strength, flexibility, and endurance. Identify healthful eating habits.	b. Demonstrate safe body-use practices during movement, technical exercises and combinations that promote strength, flexibility, and endurance. Identify healthful eating habits.	b. Demonstrate safe body-use practices during movement, technical exercises and combinations that promote strength, flexibility, and endurance. Identify healthful eating habits.	b. Identify and evaluate healthful practices including nutrition and basic anatomical knowledge that promote safe and healthful strategies when warming up, dancing, and in everyday life.	b. Identify and evaluate healthful practices including nutrition and basic anatomical knowledge that promote safe and healthful strategies when warming up, dancing, and in everyday life.	b. Identify and evaluate healthful practices including nutrition and basic anatomical knowledge that promote safe and healthful strategies when warming up, dancing, and in everyday life.	b. Apply healthful practices in dance activities including nutrition and injury prevention. Identify anatomical principles that contribute to functional alignment.	b. Apply anatomical principles and healthful practices to a range of technical dance skills for achieving fluency of movement. Follow a personal nutrition plan that supports health for everyday life.	b. Embody complex anatomical principles to technical dance skills and choreography in a variety of dance genres and styles.	
DA.PR.5.Kc	DA.PR.5.1c	DA.PR.5.2c	DA.PR.5.3c	DA.PR.5.4c	DA.PR.5.5c	DA.PR.5.6c	DA.PR.5.7c	DA.PR.5.8c	DA.PR.5.HS1c	DA.PR.5.HS2c	DA.PR.5.HS3c	
c. Repeat movements, with an awareness of self and others in space.	c. Repeat movements, with an awareness of self and others in space.	c. Repeat movements, with an awareness of self and others in space.	c. Coordinate sequences and timing with other dancers, and refine spatial relationships that reflect an awareness of self, others, and the environment.	c. Coordinate sequences and timing with other dancers, and refine spatial relationships that reflect an awareness of self, others, and the environment.	c. Coordinate sequences and timing with other dancers, and refine spatial relationships that reflect an awareness of self, others, and the environment.	c. Apply movement principles such as movement initiation, and use of imagery, while performing dance sequences and movement studies.	c. Apply movement principles such as movement initiation, and use of imagery, while performing dance sequences and movement studies.	c. Apply movement principles such as movement initiation, and use of imagery, while performing dance sequences and movement studies.	c. Identify and apply dance movement principles such as breath and core support when performing dance sequences in a variety of genres. Identify body patterning concepts.	c. Evaluate how movement principles such as breath and core support improve technical performance. Identify how somatic practices contribute to greater body and movement awareness.	c. Perform complex movement sequences and choreography integrating somatic practices and movement principles.	
Anchor Standard #6 - Convey meaning through the presentation of artistic work												
DA.PR.6.Ka	DA.PR.6.1a	DA.PR.6.2a	DA.PR.6.3a	DA.PR.6.4a	DA.PR.6.5a	DA.PR.6.6a	DA.PR.6.7a	DA.PR.6.8a	DA.PR.6.HS1a	DA.PR.6.HS2a	DA.PR.6.HS3a	
a. Dance for and with others in a space where audience and performers occupy different areas.	a. Dance for and with others in a space where audience and performers occupy different areas.	a. Dance for and with others in a space where audience and performers occupy different areas.	a. Identify the main areas of a performance space using production terminology (for example, stage right, stage left, center stage, upstage, and downstage). Demonstrate the ability to adapt dance to alternative performance venues by modifying spacing and movements to the performance space.	a. Identify the main areas of a performance space using production terminology (for example, stage right, stage left, center stage, upstage, and downstage). Demonstrate the ability to adapt dance to alternative performance venues by modifying spacing and movements to the performance space.	a. Identify the main areas of a performance space using production terminology (for example, stage right, stage left, center stage, upstage, and downstage). Demonstrate the ability to adapt dance to alternative performance venues by modifying spacing and movements to the performance space.	a. Demonstrate leadership qualities (for example, commitment, dependability, responsibility, and cooperation) when preparing for performances. Use performance etiquette and performance practices during class, rehearsal and performance. Document efforts and create a plan for ongoing improvements. Post-performance, accept notes from choreographer and apply corrections to future performances.	a. Demonstrate leadership qualities (for example, commitment, dependability, responsibility, and cooperation) when preparing for performances. Use performance etiquette and performance practices during class, rehearsal and performance. Document efforts and create a plan for ongoing improvements. Post-performance, accept notes from choreographer and apply corrections to future performances.	a. Demonstrate leadership qualities (for example, commitment, dependability, responsibility, and cooperation) when preparing for performances. Use performance etiquette and performance practices during class, rehearsal and performance. Document efforts and create a plan for ongoing improvements. Post-performance, accept notes from choreographer and apply corrections to future performances.	a. Demonstrate leadership qualities (for example, commitment, dependability, responsibility, and cooperation) when preparing for performances. Demonstrate performance etiquette and performance practices during class, rehearsal and performance. Post-performance, accept notes from choreographer and apply corrections to future performances. Document the rehearsal and performance process and evaluate methods and strategies using dance terminology and production terminology.	a. Demonstrate leadership qualities (for example, commitment, dependability, responsibility, and cooperation) when preparing for performances. Model performance etiquette and performance practices during class, rehearsal and performance. Implement performance strategies to enhance projection. Post-performance, accept notes from choreographer and apply corrections to future performances. Document the rehearsal and performance process and evaluate methods and strategies using dance terminology and production terminology.	a. Demonstrate leadership qualities (for example, commitment, dependability, responsibility, and cooperation) when preparing for performances. Model performance etiquette and performance practices during class, rehearsal and performance. Enhance performance using a broad repertoire of strategies for dynamic projection. Develop a professional portfolio (resume, head shot, etc.) Document the rehearsal and performance process with fluency in professional dance terminology and production terminology.	
DA.PR.6.Kb	DA.PR.6.1b	DA.PR.6.2b	DA.PR.6.3b	DA.PR.6.4b	DA.PR.6.5b	DA.PR.6.6b	DA.PR.6.7b	DA.PR.6.8b	DA.PR.6.HS1b	DA.PR.6.HS2b	DA.PR.6.HS3b	
b. Select a prop to use as part of a dance or explore the use of simple props to enhance performance. Demonstrate the use of limited production elements (for example, hand props, simple scenery, or media projections).	b. Select a prop to use as part of a dance or explore the use of simple props to enhance performance. Demonstrate the use of limited production elements (for example, hand props, simple scenery, or media projections).	b. Select a prop to use as part of a dance or explore the use of simple props to enhance performance. Demonstrate the use of limited production elements (for example, hand props, simple scenery, or media projections).	b. Identify, explore, and select a variety of production elements (costumes, props, music, scenery, lighting or media) to heighten the artistic intent and audience experience of a dance performed in a chosen performance space.	b. Identify, explore, and select a variety of production elements (costumes, props, music, scenery, lighting or media) to heighten the artistic intent and audience experience of a dance performed in a chosen performance space.	b. Identify, explore, and select a variety of production elements (costumes, props, music, scenery, lighting or media) to heighten the artistic intent and audience experience of a dance performed in a chosen performance space.	b. Identify and select production elements that would intensify and heighten the artistic intent of the work and explain reasons for the decisions made using production terminology. Explore possibilities of producing dance in a variety of venues or for different audiences. Provide evidence of how the production elements would be handled in different situations.	b. Identify and select production elements that would intensify and heighten the artistic intent of the work and explain reasons for the decisions made using production terminology. Explore possibilities of producing dance in a variety of venues or for different audiences. Provide evidence of how the production elements would be handled in different situations.	b. Identify and select production elements that would intensify and heighten the artistic intent of the work and explain reasons for the decisions made using production terminology. Explore possibilities of producing dance in a variety of venues or for different audiences. Provide evidence of how the production elements would be handled in different situations.	b. Collaborate in investigating and evaluating the design and in execution of production elements that would intensify and heighten the artistic intent of a dance performed on a stage, in a different venue, or for different audiences.	b. Work collaboratively to produce a dance on a stage or in an alternative performance venue and plan the production elements that would be necessary to fulfill the artistic intent of the dance.	b. Work collaboratively to produce dance concepts in a variety of venues and design and organize the production elements that would be necessary to fulfill the artistic intent of the dance works in each of the venues, with regards to the environment, production elements, and audience response.	

2015 Arizona Academic Standards in the Arts

Dance

Artistic Process - Responding

Anchor Standard #7 - Perceive and analyze artistic work

Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th	HS Proficient	HS Accomplished	HS Advanced
DA.RE.7.Ka	DA.RE.7.1a	DA.RE.7.2a	DA.RE.7.3a	DA.RE.7.4a	DA.RE.7.5a	DA.RE.7.6a	DA.RE.7.7a	DA.RE.7.8a	DA.RE.7.HS1a	DA.RE.7.HS2a	DA.RE.7.HS3a
a. Find movements that develop a pattern.	a. Find movements that develop a pattern.	a. Find movements that develop a pattern.	a. Identify a movement pattern that creates a dance sequence in a dance work.	a. Identify a movement pattern that creates a dance sequence in a dance work.	a. Identify a movement pattern that creates a dance sequence in a dance work.	a. Describe, demonstrate and compare dance sequences within a dance in context of their artistic intent.	a. Describe, demonstrate and compare dance sequences within a dance in context of their artistic intent.	a. Describe, demonstrate and compare dance sequences from different dances in context of their artistic intent.	a. Analyze recurring dance sequences and their relationships within a dance in context of artistic intent and structure.	a. Analyze dance works and provide examples of recurring dance sequences and their relationships that create well-structured and meaningful choreography.	a. Analyze dance works from a variety of dance genres and styles and explain how recurring patterns of movement and their relationships create well-structured and meaningful choreography.
DA.RE.7.Kb	DA.RE.7.1b	DA.RE.7.2b	DA.RE.7.3b	DA.RE.7.4b	DA.RE.7.5b	DA.RE.7.6b	DA.RE.7.7b	DA.RE.7.8b	DA.RE.7.HS1b	DA.RE.7.HS2b	DA.RE.7.HS3b
b. Identify, describe or respond through movement to observed or performed dance movements from different genres or cultures.	b. Identify, describe or respond through movement to observed or performed dance movements from different genres or cultures.	b. Identify, describe or respond through movement to observed or performed dance movements from different genres or cultures.	b. Demonstrate, explain and describe, using basic dance terminology, the qualities and characteristics of style used in a dance from an established dance genre or one's own cultural movement practice.	b. Demonstrate, explain and describe, using basic dance terminology, the qualities and characteristics of style used in a dance from an established dance genre or one's own cultural movement practice.	b. Demonstrate, explain and describe, using basic dance terminology, the qualities and characteristics of style used in a dance from an established dance genre or one's own cultural movement practice.	Explain and compare how the elements of dance are used in a variety of genres, styles, or cultural movement practices to communicate intent. Use genre-specific dance terminology.	b. Explain and compare how the elements of dance are used in a variety of genres, styles, or cultural movement practices to communicate intent. Use genre-specific dance terminology.	b. Explain and compare how the elements of dance are used in a variety of genres, styles, or cultural movement practices to communicate intent. Use genre-specific dance terminology.	b. Analyze the use of components of dance and their relationships in a variety of genres, styles, or cultural movement practices within cultural context to communicate intent. Use genre-specific dance terminology.	b. Analyze the components of dance and their relationships in a variety of genres, styles, or cultural movement practices and provide evidence on how their differences impact communication and intent within a cultural context. Use genre-specific dance terminology.	b. Provide evidence on how dance communicates aesthetic and cultural values in a variety of genres, styles, or cultural movement practices. Use genre-specific dance terminology.

Anchor Standard #8 - Interpret intent and meaning in artistic work

Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th	HS Proficient	HS Accomplished	HS Advanced
DA.RE.8.Ka	DA.RE.8.1a	DA.RE.8.2a	DA.RE.8.3a	DA.RE.8.4a	DA.RE.8.5a	DA.RE.8.6a	DA.RE.8.7a	DA.RE.8.8a	DA.RE.8.HS1a	DA.RE.8.HS2a	DA.RE.8.HS3a
a. Identify movements that capture an idea and explain the meaning or intent using simple dance terminology.	a. Identify movements that capture an idea and explain the meaning or intent using simple dance terminology.	a. Identify movements that capture an idea and explain the meaning or intent using simple dance terminology.	a. Explain (ex: verbally, in writing, visually) how the movements in a dance communicate the main idea. Relate movements, ideas, and context to interpret their meaning using basic dance terminology.	a. Explain (ex: verbally, in writing, visually) how the movements in a dance communicate the main idea. Relate movements, ideas, and context to interpret their meaning using basic dance terminology.	a. Explain (ex: verbally, in writing, visually) how the movements in a dance communicate the main idea. Relate movements, ideas, and context to interpret their meaning using basic dance terminology.	a. Interpret and provide evidence on how artistic expression of dance is achieved through the relationships among the components of dance using genre-specific dance terminology.	a. Interpret and provide evidence on how artistic expression of dance is achieved through the relationships among the components of dance using genre-specific dance terminology.	a. Interpret and provide evidence on how artistic expression of dance is achieved through the relationships among the components of dance using genre-specific dance terminology.	a. Compare different dances and discuss their intent and artistic expression. Provide evidence on how the relationships among the components of dance enhance meaning and support the intent using genre-specific dance terminology.	a. Analyze and provide evidence for how the components of dance contribute to artistic expression. Use genre-specific dance terminology.	a. Analyze and interpret how the components of dance contribute to artistic expression across different genres, styles, or cultural movement practices. Provide evidence of your findings. Use genre specific dance terminology.

Anchor Standard #9 - Apply criteria to evaluate artistic work

Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th	HS Proficient	HS Accomplished	HS Advanced
DA.RE.9.Ka	DA.RE.9.1a	DA.RE.9.2a	DA.RE.9.3a	DA.RE.9.4a	DA.RE.9.5a	DA.RE.9.6a	DA.RE.9.7a	DA.RE.9.8a	DA.RE.9.HS1a	DA.RE.9.HS2a	DA.RE.9.HS3a
a. Utilize two criteria to evaluate the strength of an artistic work. Discuss movements and other components of the dance that make the dance work well, and explain why they were effective.	a. Utilize two criteria to evaluate the strength of an artistic work. Discuss movements and other components of the dance that make the dance work well, and explain why they were effective.	a. Utilize two criteria to evaluate the strength of an artistic work. Discuss movements and other components of the dance that make the dance work well, and explain why they were effective.	a. Describe and define the characteristics that make a dance artistic and meaningful using basic dance terminology, and develop, understand and apply artistic criteria for evaluating dance.	a. Describe and define the characteristics that make a dance artistic and meaningful using basic dance terminology, and develop, understand and apply artistic criteria for evaluating dance.	a. Describe and define the characteristics that make a dance artistic and meaningful using basic dance terminology, and develop, understand and apply artistic criteria for evaluating dance.	a. Use artistic criteria to determine what makes an effective dance work. Utilize criteria to evaluate a specific dance work and consider content, context, genre, style, or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology.	a. Use artistic criteria to determine what makes an effective dance work. Utilize criteria to evaluate a specific dance work and consider content, context, genre, style, or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology.	a. Use artistic criteria to determine what makes an effective dance work. Utilize criteria to evaluate a specific dance work and consider content, context, genre, style, or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology.	a. Analyze the artistic expression of a dance. Discuss insights using evaluative criteria and dance terminology.	a. Compare two or more dances using artistic criteria to critique artistic expression. Consider societal values and a range of perspectives. Use genre-specific dance terminology.	a. Define personal artistic preferences to critique dance. Consider societal and personal values, and a range of artistic expression. Discuss perspectives with peers and justify views.

2015 Arizona Academic Standards in the Arts

Dance

Artistic Process - Connecting

Anchor Standard #10 - Synthesize and relate knowledge and personal experiences to make art

Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th	HS Proficient	HS Accomplished	HS Advanced
DA.CN.10.Ka	DA.CN.10.1a	DA.CN.10.2a	DA.CN.10.3a	DA.CN.10.4a	DA.CN.10.5a	DA.CN.10.6a	DA.CN.10.7a	DA.CN.10.8a	DA.CN.10.HS1a	DA.CN.10.HS2a	DA.CN.10.HS3a
a. Recognize a personal or emotional response to a dance work. Identify a social or cultural experience that relates to your response. Discuss how specific movements contributed to your	a. Recognize a personal or emotional response to a dance work. Identify a social or cultural experience that relates to your response. Discuss how specific movements contributed to your	a. Recognize a personal or emotional response to a dance work. Identify a social or cultural experience that relates to your response. Discuss how specific movements contributed to your	a. Analyze and compare dance elements that elicit a specific personal response. Discuss ideas and feelings evoked by the dance, and how your response to the work relates to	a. Analyze and compare dance elements that elicit a specific personal response. Discuss ideas and feelings evoked by the dance, and how your response to the work relates to	a. Analyze and compare dance elements that elicit a specific personal response. Discuss ideas and feelings evoked by the dance, and how your response to the work relates to	a. Analyze and compare various movement sources (ex: personal, cross-cultural, styles and genres of movement) and their dance elements. Interpret the movement observed in regards to	a. Analyze and compare various movement sources (ex: personal, cross-cultural, styles and genres of movement) and their dance elements. Interpret the movement observed in regards to	a. Analyze and compare various movement sources (ex: personal, cross-cultural, styles and genres of movement) and their dance elements. Interpret the movement observed in regards to	a. Analyze a dance to determine the ideas expressed by the choreographer. Compare one's own interpretation with other interpretations. Provide evidence to support one's analysis.	a. Analyze a dance to determine the ideas expressed by the choreographer. Draw connections between one's observations, and cultural and historical influences. Provide evidence to support one's	a. Review choreography developed over time with respect to its content and context and its relationship to one's personal perspectives. Reflect upon and analyze the components that
DA.CN.10.Kb	DA.CN.10.1b	DA.CN.10.2b	DA.CN.10.3b	DA.CN.10.4b	DA.CN.10.5b	DA.CN.10.6b	DA.CN.10.7b	DA.CN.10.8b	DA.CN.10.HS1b	DA.CN.10.HS2b	DA.CN.10.HS3b
b. Role-play personal experiences through movement. Discuss observations made and identify the movements that expressed the personal experience.	b. Role-play personal experiences through movement. Discuss observations made and identify the movements that expressed the personal experience.	b. Role-play personal experiences through movement. Discuss observations made and identify the movements that expressed the personal experience.	b. Investigate an idea from another discipline of study and express the information through movement. Communicate how the movement expressed the ideas and what was learned from the experience through oral, written, visual or movement form.	b. Investigate an idea from another discipline of study and express the information through movement. Communicate how the movement expressed the ideas and what was learned from the experience through oral, written, visual or movement form.	b. Investigate an idea from another discipline of study and express the information through movement. Communicate how the movement expressed the ideas and what was learned from the experience through oral, written, visual or movement form.	b. Research an aspect or contrasting aspects from the cultural, social or historical development of a dance genre or style, and/or the dance elements. Share the findings and discuss how these reinforced or changed personal views and understandings. Document the process of investigation.	b. Research an aspect or contrasting aspects from the cultural, social or historical development of a dance genre or style, and/or the dance elements. Share the findings and discuss how these reinforced or changed personal views and understandings. Document the process of investigation.	b. Research an aspect or contrasting aspects from the cultural, social or historical development of a dance genre or style, and/or the dance elements. Discuss how these findings reinforced or changed personal and collective views and understandings. Apply the findings to a project. Document the process of investigation and application.	b. Research an aspect of the cultural, social or historical development of a dance genre or style, and/or the dance elements. Discuss how these findings reinforced or changed personal and collective views and understandings. Apply the findings to a project. Document the process of investigation and application.	b. Research and compare an aspect of the cross-cultural, social or historical development and/or the dance elements of two or more dance genres or styles. Discuss how these findings reinforced or changed personal and collective views and understandings. Apply the findings to a project. Document the process of investigation and application.	b. Collaborate to research and compare multiple aspects of the cross-cultural, social or historical development and/or dance elements of two or more dance genres or styles. Compare and synthesize contrasting viewpoints and identify the tensions between them. Apply the findings to a collaborative project, and document the process of investigation and application.

Anchor Standard #11 - Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th	HS Proficient	HS Accomplished	HS Advanced
DA.CN.11.Ka	DA.CN.11.1a	DA.CN.11.2a	DA.CN.11.3a	DA.CN.11.4a	DA.CN.11.5a	DA.CN.11.6a	DA.CN.11.7a	DA.CN.11.8a	DA.CN.11.HS1a	DA.CN.11.HS2a	DA.CN.11.HS3a
a. Investigate the dance literacy skills of dance observation, engaging in dialogue, and utilizing symbol systems in one's learning.	a. Investigate the dance literacy skills of dance observation, engaging in dialogue, and utilizing symbol systems in one's learning.	a. Investigate the dance literacy skills of dance observation, engaging in dialogue, and utilizing symbol systems in one's learning.	a. Investigate the dance literacy skills of dance observation and writing, understanding cultural influences, engaging in dialogue, and utilizing technology and symbol systems in one's learning.	a. Investigate the dance literacy skills of dance observation and writing, understanding cultural influences, engaging in dialogue, and utilizing technology and symbol systems in one's learning.	Investigate the dance literacy skills of dance observation and writing, understanding cultural influences, engaging in dialogue, and utilizing technology and symbol systems in one's learning.	a. Investigate the dance literacy skills of dance observation, writing, and critique, understanding cultural influences, engaging in dialogue, and utilizing technology and symbol systems in one's learning.	a. Investigate the dance literacy skills of dance observation, writing, and critique, understanding cultural influences, engaging in dialogue, and utilizing technology and symbol systems in one's learning.	a. Investigate the dance literacy skills of dance observation, writing, and critique, understanding cultural influences, engaging in dialogue, and utilizing technology and symbol systems in one's learning.	a. Develop the dance literacy skills of dance observation, writing and critique, understanding history and culture, implementing processes of evaluation, recognizing meaning and values of dance experiences, engaging in dialogue, contributing knowledge, and utilizing technology and symbol systems in one's learning.	a. Apply developed dance literacy skills of dance observation, writing and critique, understanding history and culture, implementing processes of evaluation, recognizing meaning and values of dance experiences, engaging in dialogue, contributing knowledge, and utilizing technology and symbol systems in one's learning.	a. Integrate developed dance literacy skills to contribute in meaningful and positive ways to one's culture: dance observation, writing and critique, understanding history and culture, implementing processes of evaluation, recognizing meaning and values of dance experiences, engaging in dialogue, contributing knowledge, and utilizing technology and symbol systems in one's learning.