



Visual and Performing Arts Sample Learning Targets for Dance

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Document Introduction

The Visual and Performing Arts are not only a vital component of a well-rounded education but also a powerful avenue for self-expression, creativity, and understanding. As educators, our mission is to cultivate these essential skills in our learners, enabling them to engage with the world around them through various artistic mediums.

This *Visual and Performing Arts Sample Learning Targets* document serves as a resource designed to guide educators in effectively implementing the *South Carolina College- and Career-Ready Visual and Performing Arts Proficiency Standards (SC CCR VPAPS)* within their classrooms.

The SC CCR VPAPS provide expectations for developmental growth across four artistic processes: Creating, Performing or Presenting, Responding, and Connecting. Within each of these artistic processes there is a framework of Benchmarks and Indicators. The Benchmarks simply establish the proficiency levels while the Indicators clearly outline what students should know and/or be able to demonstrate .

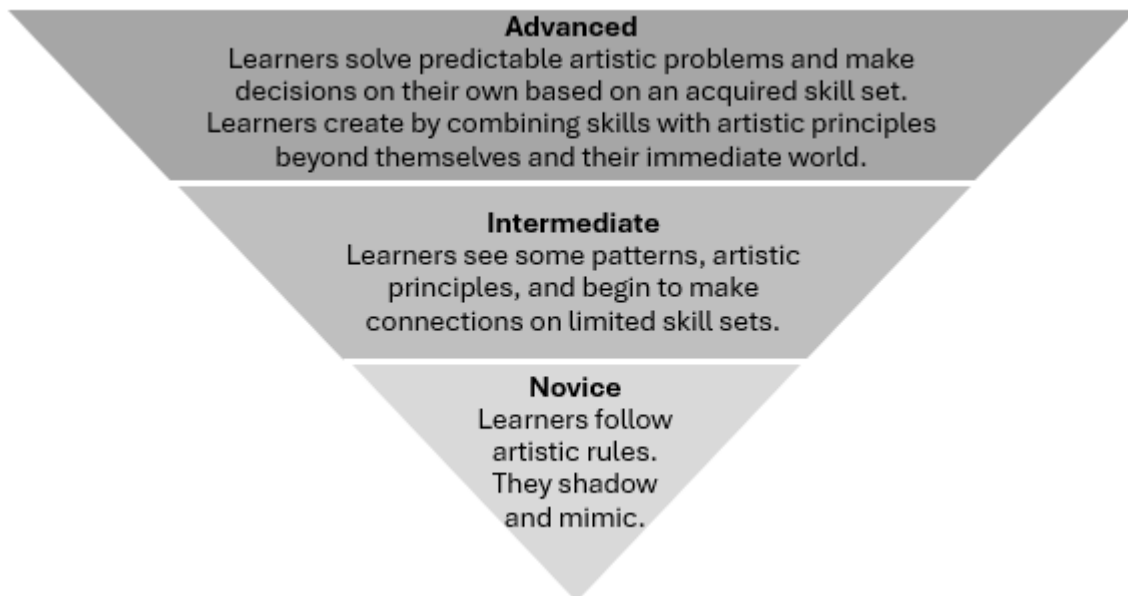
The Sample Learning Targets (SLT) included in this document are not intended to serve as a prescriptive curriculum or a one-size-fits-all approach. Instead, SLT are intended to provide educators with examples of how they might articulate instructional objectives related to the indicators. These SLT illustrate possible ways learners might demonstrate their abilities and understanding that can be adapted to fit the unique needs, context, and instructional style of each classroom.

Proficiency-Based Standards, Instruction, and Assessment

Proficiency-based standards represent a revolutionary approach to education that emphasizes mastery of skills and demonstration of knowledge. Learners progress toward proficiency at different rates, often influenced by instructional time, resulting in varied levels of proficiency among similarly aged learners. By prioritizing individual progress and personalized learning experiences, proficiency-based standards aim to cultivate a deeper understanding of the subject matter. The SC CCR VPAPS delineate a progression of skills based on proficiency rather than traditional grade levels, enabling educators to effectively identify and differentiate instruction and assessment for all learners. This document outlines indicators that learners should demonstrate at three distinct levels of proficiency.

Proficiency-based instruction and assessment rely on the planned, intentional use of clear learning objectives, formative assessment, and summative assessment. Personalized instruction and feedback mechanisms are essential components of the educational structure.

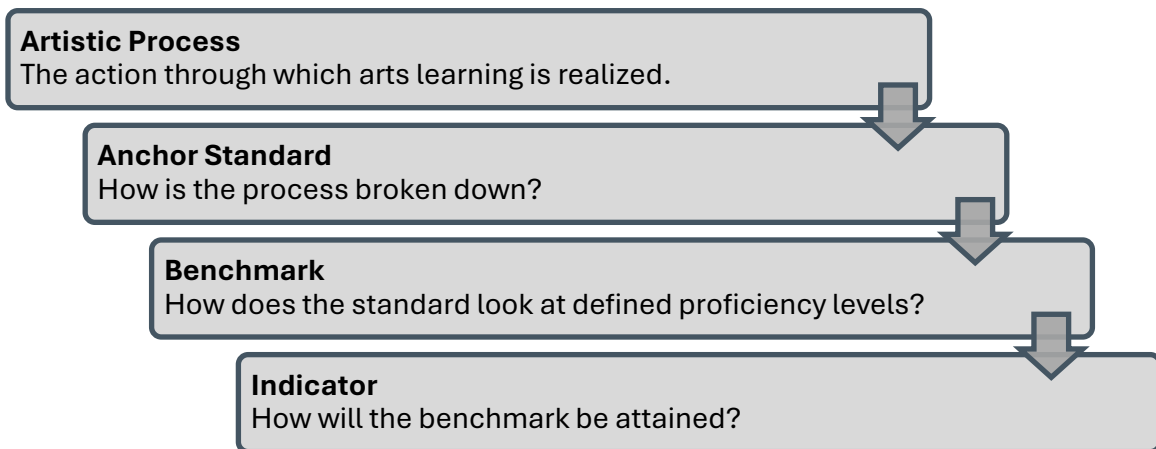
The three proficiency levels used within this document—Novice, Intermediate, and Advanced—are further subdivided into low, mid, and high sublevels.



SC CCR VPAPS Organization

The SC CCR VPAPS are organized according to the artistic processes outlined in the national arts standards, providing a unified structure for all arts disciplines. The order of the artistic processes and anchor standards is NOT intended to prescribe an instructional sequence.

Each artistic process is broken down into anchor standards that define learning and provide overarching goals. Benchmarks deconstruct the anchor standard into defined levels of proficiency to establish course or unit learning targets. Indicators dissect the benchmarks to further clarify specific learning goals.



Artistic Processes

The artistic processes are the cognitive and physical actions by which arts learning is realized. Inspired by the National Assessment of Educational Progress (NAEP) Arts Education Framework, the artistic processes are: Creating; Performing or Presenting; Responding; and Connecting. The collective inclusion of indicators from the four artistic processes in the development and alignment of instructional units differentiates what learners should experience in an arts education classroom versus what an individual might experience in a private studio.

The artistic processes are color-coded, as follows, for quick identification.

Artistic Process: Creating
Artistic Process: Performing/Presenting
Artistic Process: Responding
Artistic Process: Connecting

Creating, Responding, and Connecting are used in each of the arts disciplines; however, their “I can” descriptors may differ slightly from one discipline to another. Performing and Presenting are specific to their related disciplines. Performing is the artistic process demonstrated through dance, general music, choral music, instrumental music, and theatre. Presenting is the artistic process demonstrated through design, media arts, and visual arts.

Anchor Standards

Anchor standards provide broad, overarching guidelines that shape the learning process within artistic disciplines by expressing essential competencies developed consistently across all proficiency levels. All proficiency benchmarks map to these anchor standards, ensuring that each benchmark supports the overarching goals established by them.

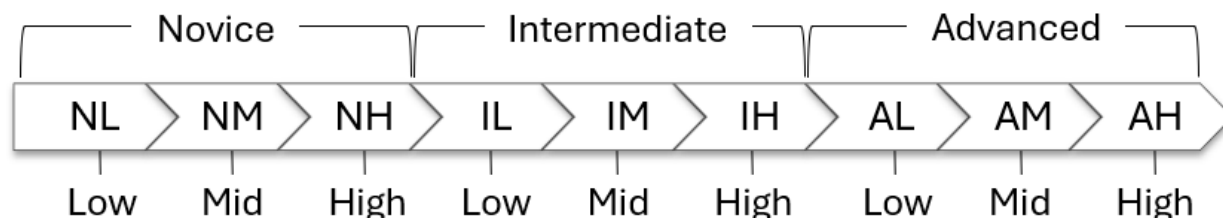
The anchor standards are color-coded similarly to artistic processes.

Artistic Process: Creating
Anchor Standard(s)
Artistic Process: Performing/Presenting
Anchor Standard(s)
Artistic Process: Responding
Anchor Standard(s)
Artistic Process: Connecting
Anchor Standard(s)

For instructional planning purposes, anchor standards should be utilized in the development of long-range goals for student achievement. Anchor standards are achieved over the course of a year or multiple years.

Benchmarks

Benchmarks are statements describing the skills and knowledge learners should demonstrate at each level of proficiency. Benchmarks begin with “I can,” empowering learners to chart their own progress fostering self-reflection, goal setting, and a strong sense of ownership over their individual learning journey towards mastery.



Building upon these foundations, benchmarks are carefully structured across a continuous spectrum of knowledge and skill acquisition. This continuum encompasses three primary levels (Novice, Intermediate, and Advanced), each representing a significant milestone in the learning process. It is important to note that these levels are not intended to directly correlate with traditional educational stages like elementary, middle, and high school. For example, a student in elementary school may exhibit Advanced proficiency in a specific discipline, while a high school student embarking on a new artistic pursuit may initially fall into the Novice category. Within each of these levels, further granularity is achieved through sub-levels designated as Low, Mid, and High. These sub-levels allow for a more nuanced assessment of progress. The benchmarks function as a series of progressive steps; learners should successfully demonstrate mastery of all indicators within a given benchmark before advancing to the subsequent, more challenging benchmark. This sequential structure ensures a steady and measured development of skills and knowledge, leading towards a comprehensive understanding of the art form.

For instructional planning purposes, benchmarks should be utilized in the development of unit goals and objectives for student achievement. Benchmarks are traditionally achieved over the course of a unit consisting of one or more lessons.

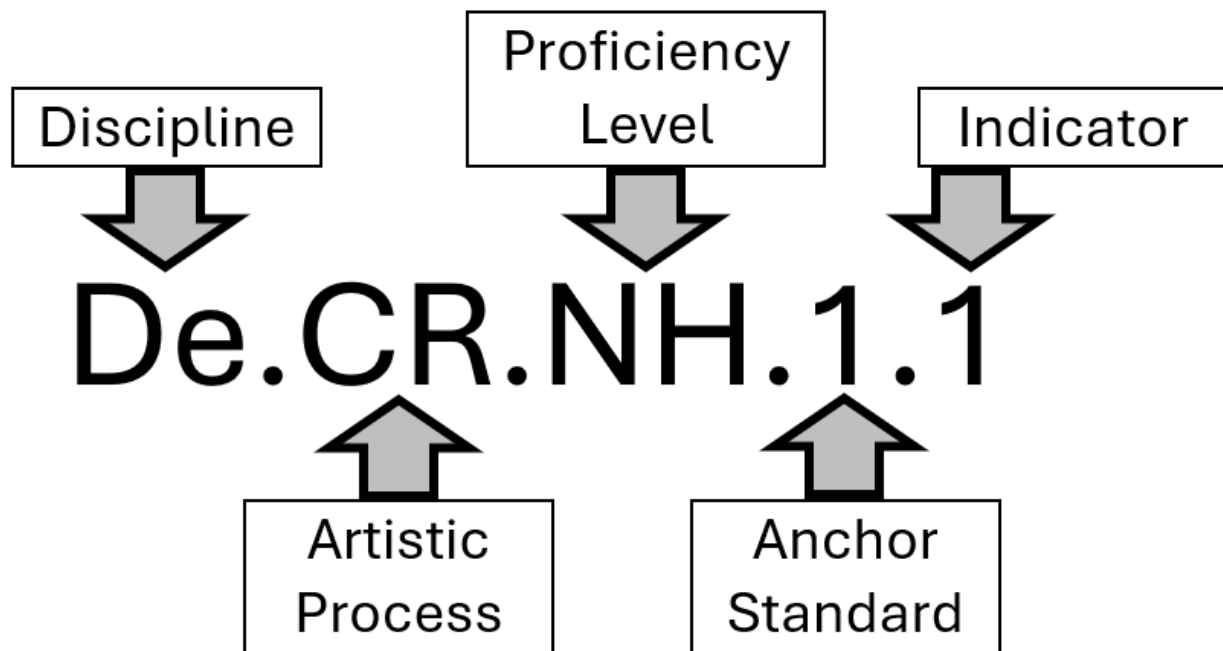
Indicators

Indicators serve as critical tools in the educational framework, breaking down benchmarks into specific, observable functions that outline the range of skills and knowledge a learner is expected to attain. These indicators clarify what learners should be able to demonstrate at various points in their learning journey, providing a clear set of expectations without prescribing the methods of instruction or assessment. By highlighting the “what” rather than the “how,” indicators empower educators with the flexibility to tailor their teaching strategies and assessment approaches to meet the unique needs of their students. This adaptability fosters an environment in which personalized learning can flourish, enabling educators to experiment with various pedagogical techniques while ensuring that each learner can achieve and demonstrate the necessary competencies outlined in the benchmarks.

For instructional planning purposes, indicators should be utilized in the development of individual lessons since they include the specific skills and knowledge that are both taught and assessed. The sequence in which indicators are addressed within a unit or lesson is flexible; while a logical progression may be beneficial, there is no strict requirement to teach indicators in a predetermined order. However, it is crucial to recognize that a student's successful achievement of a proficiency benchmark is only confirmed when they have successfully demonstrated mastery of all the indicators within that benchmark. This structure allows educators to adapt their teaching to suit the unique learning styles and needs of their students, while still ensuring a comprehensive and well-rounded understanding of the artistic discipline.

Coding System

The coding of the *SC CCR VPAPS* is presented in a format showing the arts discipline, artistic process, proficiency level, anchor standard number, and indicator number.



De.CR.NH.1.1 = Design, Creating, Novice High, Standard 1, Indicator 1

Dance Introduction

Students who participate in standards-based visual and performing arts education programs in South Carolina are heirs to excellent arts opportunities and programs because of the vision and tenacity of generations of devoted arts educators in our state.

Dance education plays a transformative role in fostering creativity, self-expression, and kinesthetic awareness among students in South Carolina. As an integral part of the arts curriculum, the *South Carolina College- and Career-Ready Visual and Performing Arts Proficiency Standards (SC CCR VPAPS)* provide a structured framework that ensures students engage with dance in meaningful and enriching ways. These standards emphasize not only the technical skills required for performance but also the historical contexts that dance embodies, allowing students to explore the dynamic nature of this art form.

The dance standards focus on four primary components: creating, performing, responding, and connecting. Through these lenses, learners develop their ability to choreograph original works, perform with confidence, analyze movement, and understand the relationships between dance and other disciplines. This holistic approach aligns with national dance standards that advocate for dance as a lifelong discipline enhancing physical health and emotional well-being (National Dance Education Organization, 2014).

Research underscores the numerous benefits of dance education beyond artistic skills. Students involved in dance programs demonstrate improved physical fitness, coordination, and cognitive abilities (Bradley et al., 2013). Moreover, dance fosters essential life skills such as teamwork, discipline, and awareness—qualities that are invaluable in today's interconnected world.

In South Carolina, dance programs celebrate the state's rich heritage, incorporating a myriad of styles that reflect both local traditions and global influences. From traditional dance forms to contemporary choreography, these programs create an environment where students can explore their identities and connect with their communities. The South Carolina Arts Commission highlights that such educational experiences not only enrich the lives of students but also contribute to the vitality of the region.

The *SC CCR VPAPS* should serve as the basis for the continuation of the comprehensive, sequential arts education offered in our state. In addition, these standards provide guaranteed experiences for our students to grow, perform, and produce in the arts.

Novice Dance Sample Learning Targets

Artistic Process: Creating – I can conceive and develop new artistic ideas and work.

Anchor Standard 1: I can use movement exploration to discover and create artistic ideas and works.

Proficiency Level: Novice Low (NL)	Benchmark: D.CR.NL.1 – I can explore and respond to one dance element and idea at a time.
Indicator	Sample Learning Targets
D.CR.NL.1.1 – I can move my body in different ways.	• I can explore locomotor movements like run, skip, jump, crawl... • I can explore nonlocomotor movements like shake, bend, push... • I can explore levels like low, middle, and high... • I can explore shapes like curved, twisted, angular...
D.CR.NL.1.2 – I can use movement to respond to an idea.	• I can explore movement based on rock-n-roll, world, classical, jazz, swing, and hip-hop music. • I can explore movement based on the qualities of water (e.g., takes on size of container, pours, pools, flows, sloshes, drips, splashes, etc.). • I can explore movement based on how an animal moves, such as a snake slithering and a frog jumping.
Proficiency Level: Novice Mid (NM)	Benchmark: D.CR.NM.1 – I can explore and respond in multiple ways to more than one dance element and idea.
Indicator	Sample Learning Targets
D.CR.NM.1.1 – I can explore different ways to combine basic dance elements.	• I can explore walking and swinging movements at the same time. • I can explore walking backwards in a curved pathway. • I can explore curved shapes on a high level.
D.CR.NM.1.2 – I can use movement to respond in multiple ways to an idea.	• I can explore movement based on music/sound, symbols, or images. • I can explore the movement of the bodies of water (e.g., river, lake, ocean) with a partner. • I can explore slithering on the three levels while traveling and staying in one spot.
Proficiency Level: Novice High (NH)	Benchmark: D.CR.NH.1 – I can explore and respond in multiple ways to a variety of dance elements and ideas.
Indicator	Sample Learning Targets
D.CR.NH.1.1 – I can intentionally explore multiple dance elements at the same time.	• I can explore transitions between twisted shapes performed at a high level. • I can walk backwards at high and low levels. • I can explore jumping lightly.
D.CR.NH.1.2 – I can explore ideas through movement and explain my choices.	• I can explore movement in response to a poem and explain how the movements relate to the words of the poem. • I can explore movement in response to the textures of things (e.g., feathers, bubbles, rocks) and explain why I chose to move that way. • I can explore movement based on a photograph and explain why I chose to move that way.

Artistic Process: Creating – I can conceive and develop new artistic ideas and work.

Anchor Standard 2: I can choreograph a dance

Proficiency Level: **Novice Low (NL)** **Benchmark: D.CR.NL.2 – I can create a movement sequence using literal gestures.**

Indicator	Sample Learning Targets
D.CR.NL.2.1 – I can create a simple movement sequence with a clear beginning and end.	- I can create a dance about getting ready in the morning. - I can create a dance that has a beginning shape and an ending shape. - I can create a dance that has an entrance and exit.
D.CR.NL.2.2 – I can create literal movement based on an emotion, idea, or experience.	- I can jump lightly, heavily, and loosely. - I can shake like a leaf in the wind. - I can create movements that represent a flower growing.

Proficiency Level: **Novice Mid (NM)** **Benchmark: D.CR.NM.2 – I can create a dance with a beginning, middle, and end using literal and abstract gestures.**

Indicator	Sample Learning Targets
D.CR.NM.2.1 – I can create a movement sequence that has a beginning, middle, and end.	- I can create a dance with a beginning shape, middle gesture, and ending shape. - I can create a dance about being cold and use another part of my body to show shivering. - I can create a dance that links three specific movements.
D.CR.NM.2.2 – I can create literal movements based on emotions, ideas, or experiences and change them to abstract movements.	- I can move slowly as if I am sad and tired. - I can move across the floor like a ship sailing on the sea. - I can explore movements representing activities on a playground.

Proficiency Level: **Novice High (NH)** **Benchmark: D.CR.NH.2 – I can create a dance that communicates an idea using literal and abstract gestures.**

Indicator	Sample Learning Targets
D.CR.NH.2.1 – I can create a movement phrase with a beginning, middle, and end that communicates an idea.	- I can create a dance phrase about a fairytale. - I can create a dance phrase that has a beginning shape, middle movements, and ending shape that all relates to one animal. - I can create a dance phrase that has a beginning, three movements about winter activities, and an ending.
D.CR.NH.2.2 – I can create literal and abstract movements based on emotions, ideas, and experiences.	- I can create a dance about making a cake, demonstrating the movement qualities of the ingredients and the mixer. - I can explore literal and abstract movements about planting a flower. - I can explore movements representing a time when I was angry.

Artistic Process: Performing – I can perform movement skills with technical proficiency and artistic expression.

Anchor Standard 3: I can perform movements using the dance elements.

Proficiency Level: Novice Low (NL)	Benchmark: D.P.NL.3 – I can follow movements using the dance elements.
Indicator	Sample Learning Targets
D.P.NL.3.1 – I can follow pathways, directions, and levels for moving the body in general space.	• I can travel forwards and backwards. • I can travel in straight and curved pathways. • I can move on high, middle, and low levels.
D.P.NL.3.2 – I can follow and match steady beat.	• I can identify and clap to a steady beat. • I can identify and keep time by nodding my head to a steady beat. • I can dance in and through space to a steady beat.
D.P.NL.3.3 – I can follow basic movement qualities.	• I can copy a sharp movement. • I can mirror a swinging movement. • I can copy a smooth movement.
Proficiency Level: Novice Mid (NM)	Benchmark: D.P.NM.3 – I can demonstrate movements using the dance elements.
Indicator	Sample Learning Targets
D.P.NM.3.1 – I can demonstrate still and moving body shapes that show changes in levels and size.	• I can travel in a zigzag pathway using three different locomotor actions. • I can make different sized shapes. • I can get into a circle with others.
D.P.NM.3.2 – I can identify and match the speed of various dance movements and musical selections.	• I can identify fast and slow music. • I can move quickly in time to the music. • I can move slowly with the music.
D.P.NM.3.3 – I can demonstrate basic movement qualities.	• I can demonstrate a twisting movement. • I can demonstrate a rolling movement. • I can demonstrate a light movement.
Proficiency Level: Novice High (NH)	Benchmark: D.P.NH.3 – I can perform movements using the dance elements.
Indicator	Sample Learning Targets
D.P.NH.3.1 – I can perform transitions between shapes on different levels and in different directions.	• I can transition between straight, curved, and zigzag pathways. • I can transition from movements facing downstage to upstage and identify the transition. • I can transition from low to high level smoothly and with control.
D.P.NH.3.2 – I can choose my own speed when dancing to music or accompaniment.	• I can move my arms with and against the tempo of a beat. • I can move out of time to the accompaniment and then move with it. • I can perform movements at my own timing.
D.P.NH.3.3 – I can perform simple contrasting movement qualities (force/energy).	• I can perform sharp movements and then perform smooth movements. • I can change between heavy and light movements. • I can change between free flow and bound movements.

Artistic Process: Performing – I can perform movement skills with technical proficiency and artistic expression.

Anchor Standard 3: I can perform movement skills and techniques.

Proficiency Level: Novice Low (NL)	Benchmark: D.P.NL.4 – I can demonstrate basic movement elements and skills.
Indicator	Sample Learning Targets
D.P.NL.4.1 – I can demonstrate basic dance steps and positions in some genres or forms of dance.	• I can jump. • I can gallop. • I can perform body isolations.
D.P.NL.4.2 – I can replicate a brief movement sequence.	• I can copy my teacher’s movements. • I can mirror a partner. • I can shadow a partner.
D.P.NL.4.3 – I can maintain personal space while moving.	• I can create a shape and have others walk around me (i.e., shape museum). • I can dance in my spot. • I can dance without bumping into other dancers or objects.
Proficiency Level: Novice Mid (NM)	Benchmark: D.P.NM.4 – I can demonstrate movement elements and performance skills.
Indicator	Sample Learning Targets
D.P.NM.4.1 – I can identify and demonstrate basic dance steps and positions in some genres or forms of dance.	• I can perform center work. • I can balance on one leg. • I can skip.
D.P.NM.4.2 – I can replicate and memorize a movement sequence.	• I can copy and perform movements. • I can create and perform a shape dance with my partner. • I can memorize a 24-count phrase.
D.P.NM.4.3 – I can dance for and with others in a designated space.	• I can perform a dance sequence in place while my peers watch. • I can perform a dance sequence through space while my peers watch. • I can dance with a small group and stay aware of where I am in space and in relation to others.
Proficiency Level: Novice High (NH)	Benchmark: D.P.NH.4 – I can identify and demonstrate a variety of movement elements and performance skills.
Indicator	Sample Learning Targets
D.P.NH.4.1 – I can identify and demonstrate dance steps, positions, and patterns in several genres or forms of dance.	• I can perform a counterbalance with a partner. • I can perform first position, plié, and relevé. • I can maintain proper body alignment while standing.
D.P.NH.4.2 – I can memorize movement sequences created by myself and others.	• I can copy movements of my teacher and peers. • I can perform a short dance that my group and I created. • I can make a dance sequence with my group and then vary something in the sequence.
D.P.NH.4.3 – I can dance for and with others in a space where audiences and performers occupy different areas.	• I can dance on a stage while the audience is in front. • I can dance on one side of the gym while the audience sits on the other side. • I can perform with the audience surrounding me.

Artistic Process: Responding – I can interpret (read) and evaluate how dance conveys meaning.

Anchor Standard 5: I can describe, analyze, and evaluate a dance.

Proficiency Level: Novice Low (NL)		Benchmark: D.R.NL.5 – I can identify specific movements.
Indicator	Sample Learning Targets	
D.R.NL.5.1 – I can identify basic dance elements performed by others or myself.	• I can identify that the dancers are making curved shapes. • I can see dancers moving fast and slow. • I can see dancers dancing in and through space.	
D.R.NL.5.2 – I can identify and describe a movement performed by others or myself using dance vocabulary.	• I can recognize dancers stomping loudly. • I can see a dancer is moving his/her arms and legs in unison on a low level.	
Proficiency Level: Novice Mid (NM)		Benchmark: D.R.NM.5 – I can identify specific movements and share my opinion with others.
Indicator	Sample Learning Targets	
D.R.NM.5.1 – I can describe a few of the movement qualities and basic dance elements in a sequence performed by others or myself.	• I can describe the way dancers make shapes on high and low levels. • I can describe how dancers use sharp movements. • I can watch recordings of my dance to see that I moved in curved pathways.	
D.R.NM.5.2 – I can observe choreography and use dance vocabulary to identify the emotion or mood.	• I can demonstrate a shape that expresses a feeling. • I can see a dancer is angry and say which movements show anger.	
Proficiency Level: Novice High (NH)		Benchmark: D.R.NH.5 – I can identify and describe patterns and explain how movement communicates an idea.
Indicator	Sample Learning Targets	
D.R.NH.5.1 – I can identify and describe movement qualities and patterns in a dance.	• I can see that the dancers are moving in an up, up, down, down pattern. • I can identify every time the dancers perform a smooth movement. • I can describe the pattern in a folk dance.	
D.R.NH.5.2 – I can observe a dance and use dance vocabulary to explain its meaning.	• I can see a dancer is excited because she is jumping and reaching her arms. • I can see the dancers are friends because they are holding hands in a circle.	

Artistic Process: Connecting – I can relate artistic ideas and work with personal meaning and external context.

Anchor Standard 6: I can examine and perform dance styles from a variety of historical periods and cultures.

Proficiency Level: Novice Low (NL)	Benchmark: D.C.NL.6 – I can recognize that all cultures dance and explore elements specific to that culture/form.
Indicator	Sample Learning Targets
D.C.NL.6.1 – I can demonstrate movement from a culture and time periods.	• I can recognize and use movements from the 1920s. • I can recognize and perform a popular social dance. • I can recognize movements from home or at school and perform these for others.
Proficiency Level: Novice Mid (NM)	Benchmark: D.C.NM.6 – I can identify and demonstrate movement from a culture and an historical time period.
Indicator	Sample Learning Targets
D.C.NM.6.1 – I can identify and demonstrate dance from a specific culture and time period.	• I can identify and demonstrate the Tanko Bushi. • I can identify and demonstrate movement from the Colonial era.
Proficiency Level: Novice High (NH)	Benchmark: D.C.NH.6 – I can demonstrate movement and make connections to multiple cultures and/or historical time periods.
Indicator	Sample Learning Targets
D.C.NH.6.1 – I can perform a dance and relate the movement to people or the environment in which it was created.	• I can perform Les Saluts from Canada and describe it as a welcome dance. • I can perform the Virginia Reel and relate it to colonial times.

Artistic Process: Connecting – I can relate artistic ideas and work with personal meaning and external context.

Anchor Standard 7: I can relate dance to other arts disciplines, content areas, and careers.

Proficiency Level: Novice Low (NL)	Benchmark: D.C.NL.7 – I can explore dance concepts among arts disciplines and other content areas as well as things about dance that interest me.
Indicator	Sample Learning Targets
D.C.NL.7.1 – I can identify a relationship between dance and another subject in my school.	• I can see how rhythm is used in music and dance. • I can see a dance that changes level and relate it to a flower growing. • I can make shapes with my body that connect to what I learned in math.
D.C.NL.7.2 – I can identify topics in dance that interest me.	• I can identify dance styles that interest me. • I can identify dance steps that I like. • I can identify the movements I like to make.
Proficiency Level: Novice Mid (NM)	Benchmark: D.C.NM.7 – I can identify and demonstrate dance concepts among arts disciplines, content areas, and related careers.
Indicator	Sample Learning Targets
D.C.NM.7.1 – I can demonstrate a relationship between dance and another subject in my school.	• I can show with my body how the planets revolve around the sun. • I can create a dance based on the water cycle. • I can see how mimes use their bodies in similar ways to a dancer.
D.C.NM.7.2 – I can identify and demonstrate the skills in dance that interest me.	• I can identify how dance costumes are designed and unique to the style of dance. • I can recognize my interest in creating dances and demonstrate my ability to choreograph one.
Proficiency Level: Novice High (NH)	Benchmark: D.C.NH.7 – I can relate dance concepts to arts disciplines, other content areas, and related careers.
Indicator	Sample Learning Targets
D.C.NH.7.1 – I can demonstrate and describe the relationship between dance and a concept from another subject in my school.	• I can connect the pattern of a simple essay (e.g., thesis, body, conclusion) and describe how the format matches the pattern in a dance phrase. • I can make a map and then use the map to create a dance based on shape and pathway. • I can observe a piece of art and make a dance based on my observations.
D.C.NH.7.2 – I can identify specific careers in dance.	• I can name notable choreographers who do not perform in their dance works. • I can create a list of production careers.

Artistic Process: Connecting – I can relate artistic ideas and work with personal meaning and external context.

Anchor Standard 8: I can identify and apply healthful practices related to dance.

Proficiency Level: Novice Low (NL)		Benchmark: D.C.NL.8 – I can identify ways to be healthy.	
Indicator		Sample Learning Targets	
D.C.NL.8.1 – I can identify parts of my body.		• I can recognize and move my upper and lower body. • I can move my arms over my head. • I can recognize and move one side of my body at a time.	
Proficiency Level: Novice Mid (NM)		Benchmark: D.C.NM.8 – I can demonstrate multiple ways dance makes me healthy and strong.	
Indicator		Sample Learning Targets	
D.C.NM.8.1 – I can demonstrate movements that improve physical health.		• I can move to strengthen my muscles. • I can stretch safely to improve my flexibility. • I can warmup safely to prepare my body for movement.	
Proficiency Level: Novice High (NH)		Benchmark: D.C.NH.8 – I can identify and demonstrate ways dance improves my physical health.	
Indicator		Sample Learning Targets	
D.C.NH.8.1 – I can identify and demonstrate movements specific to individual body parts for physical health.		• I can design a warmup to prepare the body for movement. • I can identify and use my abdominal muscles while dancing. • I can move in ways that raise my heart rate.	

Intermediate Dance Sample Learning Targets

Artistic Process: Creating – I can conceive and develop new artistic ideas and work.

Anchor Standard 1: I can use movement exploration to discover and create artistic ideas and works.

Proficiency Level: Intermediate Low (IL)	Benchmark: D.CR.IL.1 – I can apply the dance elements to explore solutions to a simple movement problem.
Indicator	Sample Learning Targets
D.CR.IL.1.1 – I can make choices by combining and manipulating a variety of dance elements.	- I can create complex transitions between shapes on low, middle, and high levels. - I can explore skipping, galloping, and sliding while moving on different levels and in a curved pathway. - I can wiggle, stretch, and bend within the negative space of my partner's shape.
D.CR.IL.1.2 – I can explore a movement solution using a variety of senses, ideas, and moods.	- I can explore movement inspired by a quote and suggest appropriate formations and spacing. - I can explore movement inspired by a current event and suggest appropriate energy/force to enhance the meaning.
Proficiency Level: Intermediate Mid (IM)	Benchmark: D.CR.IM.1 – I can develop my own solutions to a movement problem using the dance elements.
Indicator	Sample Learning Targets
D.CR.IM.1.1 – I can explore and select a solution to a given movement problem.	- I can explore different levels to demonstrate the concept of space when general space is limited. - I can take a list of the dance elements and create a composition. - I can explore different pathways to move around other dancers.
D.CR.IM.1.2 – I can use the elements of dance to develop a solution to a movement problem using a variety of senses, ideas, and moods to clarify meaning.	- I can explore different movements based on a music choice. - I can explore movement based on elements of nature that appeal to me. - I can choose a piece of art and explore movement based on the line, shape, texture, and color.
Proficiency Level: Intermediate High (IH)	Benchmark: D.CR.IH.1 – I can develop my own movement problem by selecting variables from the dance elements and choreographic devices.
Indicator	Sample Learning Targets
D.CR.IH.1.1 – I can construct movement problems and solve them using the dance elements and choreographic devices.	- I can create a movement problem based on the dance element. - I can create a movement problem using fragmentation, diminution, repetition, and/or additional choreographic devices.
D.CR.IH.1.2 – I can use the elements of dance to develop a composition based on a variety of senses, ideas, and moods.	- I can use the dance elements to create a composition in complete silence. - I can create a composition in response to another dance. - I can create a composition based on the characteristics of fabric moving through space while demonstrating the texture, actions, and energy/force.

Artistic Process: Creating – I can conceive and develop new artistic ideas and work.

Anchor Standard 2: I can choreograph a dance.

Proficiency Level: Intermediate Low (IL)		Benchmark: D.CR.IL.2 – I can organize and develop a dance that communicates an idea with a specific choreographic structure.	
Indicator		Sample Learning Targets	
D.CR.IL.2.1 – I can identify and demonstrate choreographic structures to create a dance.		- I can identify dances that use ABA choreographic structure and apply it to my choreography. - I can identify the differences between dancing in unison versus in canon.	
D.CR.IL.2.2 – I can create a dance that communicates emotions, ideas, and experiences.		- I can create a dance about my morning routine. - I can create a dance about my family. - I can create a dance based on my after-school activities.	
Proficiency Level: Intermediate Mid (IM)		Benchmark: D.CR.IM.2 – I can compose a dance that communicates an idea by applying choreographic devices, structures, and production elements and reflect on my choices.	
Indicator		Sample Learning Targets	
D.CR.IM.2.1 – I can use choreographic devices and structures to develop a dance and reflect on my artistic choices.		- I can create a dance that uses retrograde. - I can create a dance and then change it by adding diminution and accumulation. - I can choreograph a dance phrase that has one theme that I vary through manipulation.	
D.CR.IM.2.2 – I can choreograph a dance that communicates emotions, ideas, experiences, or images and suggest production elements.		- I can create a dance about my school and suggest a set to represent it. - I can videotape my choreography in front of a green screen and select an appropriate background that complements the idea of the dance. - I can create a dance about my mood and suggest lighting effects that represent the mood.	
Proficiency Level: Intermediate High (IH)		Benchmark: D.CR.IH.2 – I can compose and refine a dance by selecting choreographic devices, structures, and production elements to communicate my intent.	
Indicator		Sample Learning Targets	
D.CR.IH.2.1 – I can select and apply a variety of choreographic devices and structures to create and refine a dance with a clear intent.		- I can create a dance using contrasts to develop extensions of the movement developed while maintaining my intent. - I can choose among the choreographic structures for my own dance. - I can create a dance and manipulate it through augmentation.	
D.CR.IH.2.2 – I can choreograph a dance that communicates emotions, ideas, experiences, or images and apply production elements that clarify my intent.		- I can create a dance about illness and select costumes, which represent the emotion or story of the choreography. - I can choreograph a dance about bullying and apply lights and sound (e.g., words, silence, music, hallway noise) to communicate the idea of the choreography. - I can edit recorded sounds to create an original sound score that intensifies the feelings of a dance I create.	

Artistic Process: Performing – I can perform movement skills with technical proficiency and artistic expression.

Anchor Standard 3: I can perform movements using the dance elements.

Proficiency Level: Intermediate Low (IL)	Benchmark: D.P.IL.3 – I can perform in response to changes in time, space, or energy/force movement qualities.
Indicator	Sample Learning Targets
D.P.IL.3.1 – I can perform movements that change body shapes, facings, and pathways in space.	- I can demonstrate the difference between circling and turning. - I can perform a shape and manipulate it by changing the facing and varying the energy. - I can create shapes in opposition and in unison with a partner to create symmetry.
D.P.IL.3.2 – I can respond to tempo changes as they occur in dance and music.	- I can travel through space keeping time with tempo changes in a piece of music. - I can speed up or slow down my movements to match the beat or accompaniment. - I can transition between levels to match the tempo changes within a piece of music.
D.P.IL.3.3 – I can perform more than one movement quality (force/energy) at a time.	- I can perform sharp, heavy, and bound movements. - I can perform a walk as loose and smooth. - I can identify a movement as shaking and twisting and then demonstrate those movements together.
Proficiency Level: Intermediate Mid (IM)	Benchmark: D.P.IM.3 – I can perform complex movements using space, time, and energy/force movement qualities.
Indicator	Sample Learning Targets
D.P.IM.3.1 – I can perform in and through space with intentional choices.	- I can jump over my partner and create a shape with my body in the air. - I can perform positive and negative shapes with a partner. - I can travel through positive and negative space with others.
D.P.IM.3.2 – I can perform movement phrases emphasizing changes in speed and tempo.	- I can perform movement in a duple and triple meter. - I can perform phrases that have even and uneven rhythms. - I can stay in time with my group when moving in counterpoint to another group.
D.P.IM.3.3 – I can choose and perform increasingly complex movement qualities (force/energy).	- I can choose and perform vibratory and sustained movements. - I can choose to perform percussive movements followed by sustained movements. - I can show the difference between bound and free flowing movements.
Proficiency Level: Intermediate High (IH)	Benchmark: D.P.IH.3 – I can perform and respond to changes in space, time, relationships, and energy/force movement qualities with intent.
Indicator	Sample Learning Targets
D.P.IH.3.1 – I can perform shapes and create designs in relation to others' bodies, using a variety of spatial directions, pathways, and levels.	- I can create movements from my partner's ability to shape the space around movement. - I can perform movement sequences in and through space with transitions into specific formations. - I can work in a group to create mechanical movements with awareness of relationships (e.g., over, under, around, through, etc.).
D.P.IH.3.2 – I can respond to rhythmic changes as they occur in dance and music.	- I can perform movements that fill the allotted counts without rushing. - I can manipulate the rhythm of my movements to match the melody and rhythm of the accompaniment.
D.P.IH.3.3 – I can choose from a broad range of movement qualities (force/energy) to enhance my performance.	- I can choose to include vibratory and percussive movements in my performance to enhance the meaning of the dance. - I can choose to do a wring, press, flick, dab, glide, float, punch, or slash in my performance. - I can select and perform light, heavy, and strong movements in performance.

Artistic Process: Performing – I can perform movement skills with technical proficiency and artistic expression.

Anchor Standard 4: I can perform movement skills and techniques.

Proficiency Level: Intermediate Low (IL)	Benchmark: D.P.IL.4 – I can demonstrate dance techniques and performance skills.
Indicator	Sample Learning Targets
D.P.IL.4.1 – I can demonstrate dance steps and patterns from a variety of genres or forms of dance using intentional kinesthetic skills.	• I can provide support in a simple lift. • I can maintain proper body alignment while moving. • I can perform fall and recovery.
D.P.IL.4.2 – I can accurately perform movement phrases created by myself and others.	• I can perform movement phrases I created with a partner. • I can recall and perform a movement phrase I created. • I can help my partner remember our dance phrase.
D.P.IL.4.3 – I can dance for and with others while being aware of the space my body uses while performing.	• I can dance in formations with others. • I can perform and know where center stage is located. • I can find the positive space that my body is using with each shaping.
Proficiency Level: Intermediate Mid (IM)	Benchmark: D.P.IM.4 – I can demonstrate increasingly complex dance techniques and performance skills.
Indicator	Sample Learning Targets
D.P.IM.4.1 – I can demonstrate increasingly complex dance steps, concepts, and intentional kinesthetic skills while applying feedback.	• I can travel with off-vertical head movements. • I can balance during a rotation on one leg.
D.P.IM.4.2 – I can memorize and perform movement phrases created by myself and others.	• I can memorize and perform my own choreography. • I can perform the choreography of my peers without needing help. • I can help my group by remembering the dance phrase.
D.P.IM.4.3 – I can perform with concentration, expression, and spatial awareness.	• I can demonstrate professional etiquette when performing. • I can focus on the technique of the movements while performing.
Proficiency Level: Intermediate High (IH)	Benchmark: D.P.IH.4 – I can demonstrate complex dance techniques and performance skills.
Indicator	Sample Learning Targets
D.P.IH.4.1 – I can demonstrate complex dance combinations, concepts, and intentional kinesthetic skills while applying feedback.	• I can use breath to support my movement. • I can perform multiple steps from a codified dance vocabulary. • I can perform combinations of contraction, release, fall, and recovery. • I can work in a group to create mechanical movements with awareness of relationships (e.g., over, under, around, through, etc.).
D.P.IH.4.2 – I can commit to memory and accurately perform movement phrases created by myself and others.	• I can reflect on feedback from others to inform personal dance performance goals. • I can perform movement phrases with ease due to rehearsals and commitment. • I can smoothly transition from one section to another in a performance since I know the choreography well.
D.P.IH.4.3 – I can consistently perform with concentration, expression, and spatial awareness.	• I can perform with projected expressions that match the meaning of the choreography. • I can maintain my focus while performing in different locations. • I can perform without self-consciousness.

Artistic Process: Responding – I can interpret (read) and evaluate how dance conveys meaning.

Anchor Standard 5: I can describe, analyze, and evaluate a dance.

Proficiency Level: Intermediate Low (IL)	Benchmark: D.R.IL.5 – I can describe characteristics in a dance and interpret the meaning of the movement.
Indicator	Sample Learning Targets
D.R.IL.5.1 – I can describe movement qualities and patterns in a dance.	• I can describe how to repeat movements in a pattern and change my energy. • I can describe repeated movement patterns in a dance. • I can identify patterns of dancers skipping as they travel through space and explain why the choreographer chose skipping.
D.R.IL.5.2 – I can select specific context clues from a dance and explain how they relate to the main idea using dance vocabulary.	• I can explain to a partner what the use of space communicates in a dance. • I can write a short paragraph explaining why the Corps de Ballet is frozen while the principal dancer is performing a solo. • I can explain how the structure of a dance contributes to its overall meaning.
Proficiency Level: Intermediate Mid (IM)	Benchmark: D.R.IM.5 – I can analyze artistic choices and discuss the interpreted meaning in a dance.
Indicator	Sample Learning Targets
D.R.IM.5.1 – I can compare and contrast dance elements, movement qualities, and patterns in a dance.	• I can use the dance elements vocabulary to compare light and heavy weight in a dance. • I can compare the performance of weight, attack, and flow in two dances.
D.R.IM.5.2 – I can describe how the use of elements, choreographic structure, movement choices, and context communicate intent of a dance using genre-specific dance vocabulary.	• I can describe the intent of the dance by citing specific movements seen in a dance. • I can write a paragraph describing the important dance elements seen in a work.
Proficiency Level: Intermediate High (IH)	Benchmark: D.R.IH.5 – I can analyze artistic differences and discuss the meaning among genres and styles of dance.
Indicator	Sample Learning Targets
D.R.IH.5.1 – I can analyze dance elements, movement qualities, and patterns in different genres and styles of dance.	• I can use the dance elements to describe how dancers use relationships such as over/under, around/through, near/far as patterns in dance. • I can use a codified movement vocabulary to analyze the types of turns and leaps in a dance.
D.R.IH.5.2 – I can identify and describe how the genre or style contributes to the meaning of a dance.	• I can describe how the historical and cultural context of the dance affects my interpretation. • I can explain how movement choices communicate a topic of current social significance. • I can explain how lighting, costuming, props, and other scenic elements can contribute to the meaning of a dance.

Artistic Process: Connecting – I can relate artistic ideas and work with personal meaning and external context.

Anchor Standard 6: I can examine and perform dance styles from a variety of historical periods and cultures.

Proficiency Level: Intermediate Low (IL)	Benchmark: D.C.IL.6 – I can examine and demonstrate relationships among dances from multiple cultures and/or historical time periods.
Indicator	Sample Learning Targets
D.C.IL.6.1 – I can examine movement from multiple cultures and time periods to find similarities and differences for the purpose of creating and performing a dance.	• I can compare and contrast two circle dances from different cultures. • I can create a dance using two contrasting cultures and discuss how I decided to use each culture’s characteristics. • I can compare, contrast, and discuss Baroque and Renaissance dance and create a dance inspired by these characteristics.
Proficiency Level: Intermediate Mid (IM)	Benchmark: D.C.IM.6 – I can research a specific culture and time period and present movement ideas and works.
Indicator	Sample Learning Targets
D.C.IM.6.1 – I can research the role of dance within a specific culture or historical time period and present what I discovered.	• I can read an informational text and present the content through movement. • I can ask and research a question about a key aspect in a dance. • I can research a historical figure in dance and create a movement study based on their movement.
Proficiency Level: Intermediate High (IH)	Benchmark: D.C.IH.6 – I can perform and modify a dance using characteristics from a culture and time period.
Indicator	Sample Learning Targets
D.C.IH.6.1 – I can make changes to a dance by applying characteristics from a societal or historical dance style.	• I can create a dance and repeat it applying the trends of another time period. • I can research the Sicilian Tarantella and modify the dance using current trends in dance. • I can use cultural context to change the steps of a dance.

Artistic Process: Connecting – I can relate artistic ideas and work with personal meaning and external context.

Anchor Standard 7: I can relate dance to other arts disciplines, content areas, and careers.

Proficiency Level: Intermediate Low (IL)	Benchmark: D.C.IL.7 – I can explore a range of skills shared among arts disciplines and other content areas as well as a dance career.
Indicator	Sample Learning Targets
D.C.IL.7.1 – I can apply dance concepts to other arts disciplines and content areas.	- I can create a dance based on a piece of creative writing and then change the dance based on feedback from my peers. - I can create a dance using the scientific method and discuss the differences. - I can compare and contrast the dance elements to the elements and principles of art and create a dance to show the relationship.
D.C.IL.7.2 – I can describe the skills needed for careers in dance.	- I can describe what a professional dancer does every day. - I can write a brief paragraph about what a choreographer does. - I can describe how to use a sound board during a performance.
Proficiency Level: Intermediate Mid (IM)	Benchmark: D.C.IM.7 – I can examine specific skills shared among arts disciplines and other content areas as well as a dance career.
Indicator	Sample Learning Targets
D.C.IM.7.1 – I can examine the relationship between dance and specific content from another arts discipline and content area.	- I can compare and contrast how dance and theatre communicate a story. - I can compare and contrast the structure of a movement sentence to a written sentence. - I can compare a live performance to a modified version of the same dance using the slow-motion app.
D.C.IM.7.2 – I can identify specific skills required for various careers in dance.	- I can describe the skills of an executive director of a dance company. - I can list specific skills needed to become a dance costume designer.
Proficiency Level: Intermediate High (IH)	Benchmark: D.C.IH.7 – I can analyze the concepts and materials used among arts disciplines and other content areas and how they are used in a dance career.
Indicator	Sample Learning Targets
D.C.IH.7.1 – I can apply concepts from other arts disciplines and content areas to dance.	- I can choreograph a dance and use stop motion animation to deepen the meaning of my motion. - I can perform and record a dance in front of a green screen and use technology to change the background of the video to my own artwork to enhance the meaning of the dance/video. - I can research chemistry principles to create a dance based on chemical compounds and explain my choreographic choices.
D.C.IH.7.2 – I can research topics about careers in dance that interest me.	- I can research schools that offer dance degrees. - I can research famous dancers, such as Peg Leg Bates. - I can research the qualifications for being a choreographer, a dancer, and a set designer.

Artistic Process: Connecting – I can relate artistic ideas and work with personal meaning and external context.

Anchor Standard 8: I can identify and apply healthful practices related to dance.

Proficiency Level: Intermediate Low (IL)	Benchmark: D.C.IL.8 – I can describe ways that healthy living practices influence my overall health.
Indicator	Sample Learning Targets
D.C.IL.8.1 – I can identify anatomy and demonstrate ways that dance promotes physical fitness and safety.	• I can identify exercises that help improve strength and flexibility. • I can identify the major muscles groups in the body. • I can dance for five minutes without stopping.
Proficiency Level: Intermediate Mid (IM)	Benchmark: D.C.IM.8 – I can recognize and describe ways that dance improves healthy living practices and physical well-being.
Indicator	Sample Learning Targets
D.C.IM.8.1 – I can explain and demonstrate how dance promotes physical fitness and safety and strengthens balance and coordination.	• I can explain the actions of the major muscle groups. • I can demonstrate ways to stretch after jumping. • I can research safety principles for dance.
Proficiency Level: Intermediate High (IH)	Benchmark: D.C.IH.8 – I can apply healthy living practices to improve my overall health and ability to dance.
Indicator	Sample Learning Targets
D.C.IH.8.1 – I can describe how dance promotes physical fitness and safety, and how it strengthens balance and coordination, and apply this to my dancing.	• I can apply correct muscles to perform different dance movements. • I can practice stretching and strengthening exercises that will enhance my dancing. • I can practice cross-training with different types of exercises and different styles of dance.

Advanced Dance Sample Learning Targets

Artistic Process: Creating – I can conceive and develop new artistic ideas and work.

Anchor Standard 1: I can use movement exploration to discover and create artistic ideas and works.

Proficiency Level: Advanced Low (AL)	Benchmark: D.CR.AL.1 – I can improvise and develop solutions to my own movement problem using the dance elements and choreographic devices.
Indicator	Sample Learning Targets
D.CR.AL.1.1 – I can develop a movement problem and manipulate the dance elements to explore multiple solutions using a choreographic device.	- I can develop a movement problem based on the body and explore multiple ways to solve my problem. - I can solve the movement problem I've created by adding a choreographic device. - I can improvise different ways to use the space and select how to manipulate the space for my choreography
D.CR.AL.1.2 – I can improvise using a variety of stimuli in order to create movement phrases for composition.	- I can improvise movements to various sounds found in nature. - I can select a monologue and improvise movements that express the main idea and the rhythm of the text. - I can improvise movements to demonstrate characteristics of an image (e.g., person coming to life, shapes, lines, or feeling of the image).
Proficiency Level: Advanced Mid (AM)	Benchmark: D.CR.AM.1 – I can improvise, develop, and reflect on my movement solutions.
Indicator	Sample Learning Targets
D.CR.AM.1.1 – I can develop a movement problem and evaluate the effectiveness of my solutions.	- I can invent different ways to combine the dance elements to solve my problem and then add a choreographic device to see if it is a better solution. - I can record my improvisation in response to my movement problem and watch my improvisation to see if I effectively solved the problem. - I can create my personal movement vocabulary by recognizing my movement preferences.
D.CR.AM.1.2 – I can improvise in response to a variety of self-identified stimuli to expand my movement vocabulary and artistic expression for a composition.	- I can create movements to a short poem and decide if I want to add music, perform it in silence, or have the poem read aloud. - I can create movements to express how current news or social events personally affect me.
Proficiency Level: Advanced High (AH)	Benchmark: D.CR.AH.1 – I can improvise to develop my own movement preferences to compose and evaluate artistic ideas and works.
Indicator	Sample Learning Targets
D.CR.AH.1.1 – I can expand personal movement preferences to solve unexpected problems to communicate artistic intent and explain their effectiveness.	- I can analyze my improvisation and find which dance elements I tend to use the most. - I can improvise a site-specific movement composition - I can participate in contact improvisation because I know my strengths and limitations.
D.CR.AH.1.2 – I can improvise movement generated from stimuli I create to discover my personal voice and communicate the artistic intent of my composition.	- I can compose my own music and choreograph a dance based on rhythm and tempo. - I can write my own poetry and choreograph a dance, which reflects the mood and feeling of my text.

Artistic Process: Creating – I can conceive and develop new artistic ideas and work.

Anchor Standard 2: I can choreograph a dance.

Proficiency Level: Advanced Low (AL)		Benchmark: D.CR.AL.2 – I can choreograph and refine a dance using a variety of choreographic devices, structures, and production elements, then describe my creative process.	
<i>Indicator</i>		<i>Sample Learning Targets</i>	
D.CR.AL.2.1 – I can design a dance using choreographic devices and structures as well as explain the reasons for my artistic choices.		• I can create a movement motif. • I can create a dance that uses the principles of contrast and transition. • I can create variations of my choreography through choreographic devices and explain why I chose to manipulate it using these particular devices.	
D.CR.AL.2.2 – I can choreograph a dance that reflects a personal choice and add production elements to enhance and clarify my intent.		• I can collaborate with musicians to create a dance work and music score at the same time. • I can create a dance based on props that I select. • I can add my own production elements to a dance to communicate my ideas.	
Proficiency Level: Advanced Mid (AM)		Benchmark: D.CR.AM.2 – I can choreograph a dance using a variety of choreographic devices, structures, and production elements while analyzing and refining my creative process.	
<i>Indicator</i>		<i>Sample Learning Targets</i>	
D.CR.AM.2.1 – I can apply and analyze the use of choreographic devices and structures to demonstrate how they support my artistic intent.		• I can watch my choreography and decide how to enhance the meaning by changing choreographic devices and structures. • I can analyze my choice to use call and response. • I can choreograph a dance and analyze how my chosen choreographic structure enhanced the overall meaning of the dance.	
D.CR.AM.2.2 – I can choreograph a dance that reflects a personal choice, then analyze and justify my movement and production choices.		• I can choreograph a dance about an experience I have had and describe how my movement training has informed my choices. • I can use self-reflection and feedback of others to analyze my movement and technical choices. • I can use media technologies to record my dance and edit it to make a dance film.	
Proficiency Level: Advanced High (AH)		Benchmark: D.CR.AH.2 – I can choreograph a cohesive dance by effectively implementing a variety of choreographic devices, structures, and production elements using reflections from previous creative processes to inform my artistic choices.	
<i>Indicator</i>		<i>Sample Learning Targets</i>	
D.CR.AH.2.1 – I can apply and analyze the use of choreographic devices and structures and use self-evaluation to revise my dance.		• I can choreograph an original work, implementing my choice of choreographic devices. • I can select, edit, and revise the choreographic structure used throughout my dance based on self-reflections. • I can justify choreographic choices and explain how they are used to intensify artistic intent.	
D.CR.AH.2.2 – I can choreograph a cohesive dance that conveys meaning by evaluating and revising my movement and production choices.		• I can design lighting, costumes, props, and other elements to contribute meaning. • I can describe and analyze the ways that I developed my choreography. • I can watch my choreography and make revisions to the final product.	

Artistic Process: Performing – I can perform movement skills with technical proficiency and artistic expression.

Anchor Standard 3: I can perform movements using the dance elements.

Proficiency Level: Advanced Low (AL)	Benchmark: D.P.AL.3 – I can perform movement sequences that demonstrate the use of space, time, relationships, and energy/force movement qualities.
Indicator	Sample Learning Targets
D.P.AL.3.1 – I can perform designs in relation to others' bodies, while applying spatial awareness.	- I can perform complex shapes with others while maintaining spacing. - I can perform movements in opposition while maintaining an upstage position. - I can enter and exit the stage with an awareness of the design we are shaping in and through space.
D.P.AL.3.2 – I can apply syncopation and accented movements to my performance while responding to rhythmic cue.	- I can perform syncopation in my dancing. - I can perform a short dance sequence that has accented movements. - I can perform a dance sequence that matches the accents in a specific song.
D.P.AL.3.3 – I can perform movement sequences with a broad range of movement qualities (force/energy).	- I can perform sequences that include impact and impulse dynamics. - I can perform a movement sequence that uses combinations of opposing movement qualities (force/energy) in my upper body versus my lower body. - I can perform a movement sequence that has quick changes in energy.
Proficiency Level: Advanced Mid (AM)	Benchmark: D.P.AM.3 – I can perform dance phrases demonstrating increasingly complex uses of space, time, relationships, and energy/force movement qualities.
Indicator	Sample Learning Targets
D.P.AM.3.1 – I can perform complex designs in relation to others' bodies while applying spatial awareness.	- I can create a group shape and then transition out of it using a different direction than the dancers closest to me. - I can create a movement pattern through space using levels and shapes. - I can combine my shape with other dancers' shapes to create a design.
D.P.AM.3.2 – I can perform dance phrases that use time and tempo in unpredictable ways.	- I can perform a dance that has unexpected accents. - I can perform a dance that has uneven musical phrasing. - I can create a chance dance and then vary the performance to match randomly selected accompaniment.
D.P.AM.3.3 – I can perform dance works with a broad range of complex movement qualities (force/energy).	- I can apply different movement qualities to convey a deeper meaning. - I can present and enhance complex choreography with emphasis on applying movement qualities (force/energy).
Proficiency Level: Advanced High (AH)	Benchmark: D.P.AH.3 – I can perform multiple complex movements demonstrating mastery of the dance elements, space, time, relationships and energy/force movement qualities.
Indicator	Sample Learning Targets
D.P.AH.3.1 – I can refine partner and ensemble skills to show spatial design with diverse air and floor pathways, levels, and patterns.	- I can perform complex air patterns in direct and indirect pathways. - I can demonstrate a variety of partnering skills. - I can execute complex floor sequences with others.
D.P.AH.3.2 – I can perform a dance work in which I make choices about the timing and phrasing of movement in relationship to accompaniment.	- I can change the timing of the dance to enhance the nuances of the movement. - I can choose to juxtapose my movement in relationship to the music to enhance the artistic intent.
D.P.AH.3.3 – I can choose movement qualities (force/energy) to demonstrate nuance within a dance work.	- I can perform sophisticated dance works that demonstrate subtle and dramatic movement qualities. - I can choose and perform movement qualities that enhance the artistic intent of my choreography.

Artistic Process: Performing – I can perform movement skills with technical proficiency and artistic expression.

Anchor Standard 4: I can perform movement skills and techniques.

Proficiency Level: Advanced Low (AL)	Benchmark: D.P.AL.4 – I can perform codified dance techniques.
Indicator	Sample Learning Targets
D.P.AL.4.1 – I can apply the concept of a codified technique when performing dance combinations and refine technique.	- I can consistently use breath to support my movements. - I can perform a ballet or modern dance sequence. - I can apply feedback to my performance of jazz dance.
D.P.AL.4.2 – I can apply technical dance skills to replicate, recall, and execute a movement phrase.	- I can perform movement phrases I created with a partner. - I can recall and perform a movement phrase I created. - I can help my partner remember our dance phrase.
D.P.AL.4.3 – I can perform with a developing sense of kinesthetic awareness, concentration, and projection.	- I can convert inward focus to outward focus. - I can use projection while I perform. - I can perform increasingly complex combinations and variations with concentration and focus.
Proficiency Level: Advanced Mid (AM)	Benchmark: D.P.AM.4 – I can perform choreographers’ dance techniques.
Indicator	Sample Learning Targets
D.P.AM.4.1 – I can apply concepts of codified techniques when performing complex combinations and refine technique through teacher, self, and peer evaluation.	- I can self-correct my body alignment while performing. - I can emulate a choreographer’s dance technique, such as Graham. - I can give constructive feedback to my peers.
D.P.AM.4.2 – I can apply technique and artistry informed by personal performance goals.	- I can memorize and perform my own choreography. - I can perform the choreography of my peers without needing help. - I can help my group by remembering the dance phrase.
D.P.AM.4.3 – I can perform with increasing kinesthetic awareness, concentration, and projection.	- I can project my feelings and emotions to the audience. - I can perform complex formations with others. - I can transition through the space with focus and awareness to the choreography.
Proficiency Level: Advanced High (AH)	Benchmark: D.P.AH.4 – I can accurately implement and emulate choreographers’ dance techniques.
Indicator	Sample Learning Targets
D.P.AH.4.1 – I can embody technical dance skills when performing a variety of dance genres and forms and continue to refine technique.	- I can accurately perform the masterwork of a choreographer (with copyright restrictions observed). - I can self-evaluate performances. - I can perform well using the skills required for a specific technique.
D.P.AH.4.2 – I can embody the technical dance skills and artistry necessary to perform a dance work and analyze how these skills will contribute to my artistic growth.	- I can reflect on feedback from others to inform personal dance performance goals. - I can perform movement phrases with ease due to rehearsals and commitment. - I can smoothly transition from one section to another in a performance since I know the choreography well.
D.P.AH.4.3 – I can perform with intentional kinesthetic awareness and concentration using my knowledge of technique.	- I can project my energy throughout my body and into the audience. - I can choose to engage my core, lengthen my extremities, and use appropriate movement qualities called for in the piece.

Artistic Process: Responding – I can interpret (read) and evaluate how dance conveys meaning.

Anchor Standard 5: I can describe, analyze, and evaluate a dance.

Proficiency Level: Advanced Low (AL)	Benchmark: D.R.AL.5 – I can analyze and discuss the meaning and purpose in a variety of dances.
Indicator	Sample Learning Targets
D.R.AL.5.1 – I can analyze the organization and use of the dance elements in a variety of dance.	- I can compare and contrast the structure and organization in a dance created by me and a dance created by my peers. - I can analyze how the dance elements are used in ballet and jazz. - I can compare and contrast a dance work that I created and analyze the relationship among the use of elements and movement patterns.
D.R.AL.5.2 – I can analyze how artistic choices of the choreographer contribute to the purpose of the dance.	- I can write a reflection on the purpose of a Native American intertribal dance performed during a Powwow. - I can research why other cultural dances were created. - I can describe how the social and economic issues in a time period affect the purpose of a dance.
Proficiency Level: Advanced Mid (AM)	Benchmark: D.R.AM.5 – I can analyze the meaning and intent in order to evaluate a variety of dances and recommend revisions.
Indicator	Sample Learning Targets
D.R.AM.5.1 – I can analyze a variety of dances and evaluate the choreographic choices.	- I can watch a performance by a renowned choreographer and analyze the use of shapes, level changes, and movement patterns that repeat. - I can watch a dance work created by my peers and analyze the use of groupings in and through space. - I can watch a dance work that I created and analyze the relationships between locomotor movements and nonlocomotor movements in and through space.
D.R.AM.5.2 – I can evaluate how artistic choices suggest the meaning of a dance.	- I can write a short essay about why <i>Water Study</i> is performed in silence. - I can research a world dance that only uses women and determine the intended meaning of the choice.
Proficiency Level: Advanced High (AH)	Benchmark: D.R.AH.5 – I can evaluate my interpretation of diverse dances considering context and bias.
Indicator	Sample Learning Targets
D.R.AH.5.1 – I can evaluate the choreographic choices in a variety of dances.	- I can develop a set of criteria to evaluate dances. - I can watch dances and analyze how the use of featured dancers contributes to the structure of the dance. - I can watch recordings of my own choreography and analyze how the use of AB and ABA contribute to the structure of a dance.
D.R.AH.5.2 – I can justify my interpretation of a dance based on the dance elements, execution of movement, performance qualities, and context.	- I can make a rubric to evaluate the technique of the dancers. - I can write a short essay explaining my interpretation of a notable dance work.

Artistic Process: Connecting – I can relate artistic ideas and work with personal meaning and external context.

Anchor Standard 6: I can examine and perform dance styles from a variety of historical periods and cultures.

Proficiency Level: Advanced Low (AL)	Benchmark: D.C.AL.6 – I can create and perform movement based on specific historical and cultural traditions.
Indicator	Sample Learning Targets
D.C.AL.6.1 – I can explain and perform specific societal and historical traditions and infuse these ideas into my choreography.	• I can create and perform a dance based on the Industrial Revolution and discuss why I made specific choices. • I can create and share a dance inspired by Indian classical dance and explain why I made specific choices. • I can recognize historical and cultural influences in Katherine Dunham’s work.
Proficiency Level: Advanced Mid (AM)	Benchmark: D.C.AM.6 – I can create, analyze, and perform movement based on several historical and cultural traditions.
Indicator	Sample Learning Targets
D.C.AM.6.1 – I can create or select movement based on societal and historical traditions and infuse these ideas into my choreography.	• I can watch “The Green Table” by Kurt Joos and create my own dance based on a current political issue. • I can infuse cultural and historical traditions into a dance that I create while demonstrating respect for the authenticity of the traditions. • I can research my own cultural lineage to create a dance and discuss why I made specific choices.
Proficiency Level: Advanced High (AH)	Benchmark: D.C.AH.6 – I can create, analyze, and perform movement based on multiple historical and cultural traditions and identify how they contribute to my artistic development.
Indicator	Sample Learning Targets
D.C.AH.6.1 – I can analyze how I infused multiple societal and historical traditions into my choreography.	• I can choreograph a dance using historical concepts and discuss how these concepts reflect a specific time period. • I can analyze masterworks using cultural and historical context and choreograph a dance based on this analysis.

Artistic Process: Connecting – I can relate artistic ideas and work with personal meaning and external context.

Anchor Standard 7: I can relate dance to other arts disciplines, content areas, and careers.

Proficiency Level: Advanced Low (AL)	Benchmark: D.C.AL.7 – I can apply concepts among arts disciplines and other content areas to dance and analyze how my interests and skills will prepare me for a career.
Indicator	Sample Learning Targets
D.C.AL.7.1 – I can explain ideas from other arts disciplines and content areas through dance.	- I can create a dance to explain the process of chemical bonding and chemical reactions. - I can use dance to illustrate concepts in science and write a reflection detailing the process.
D.C.AL.7.2 – I can identify the skills, training, and education necessary to pursue a career in dance that interests me.	- I can identify college programs that offer dance performance and education degrees and identify which would fit the job that interests me. - I can write a job description for a dance therapist and identify the skills needed to apply for the position. - I can interview a dance professional to discover how they pursued their career.
Proficiency Level: Advanced Mid (AM)	Benchmark: D.C.AM.7 – I can explain how economic conditions, cultural values, and location influence dance and the need for dance-related careers.
Indicator	Sample Learning Targets
D.C.AM.7.1 – I can analyze a dance that is related to content learned in other subjects and research its context.	- I can choreograph a dance based on a specific event in history and document how this event relates to my choreography. - I can analyze the relationship of the dance elements to the music elements using the work of a particular artist and use the analysis to choreograph a dance. - I can analyze architectural elements and choreograph a dance from those elements.
D.C.AM.7.2 – I can pursue opportunities that will lead me to a career in dance.	- I can apply to a college that has a dance major. - I can job shadow a teacher, choreographer, or performer to gain experience of a potential career in dance. - I can recognize that dance companies have unique styles and identify which company best fits my personal style.
Proficiency Level: Advanced High (AH)	Benchmark: D.C.AH.7 – I can research and analyze societal and political issues as they relate to other arts and content and apply them to my career interests.
Indicator	Sample Learning Targets
D.C.AH.7.1 – I can analyze complex ideas from other arts disciplines and content areas to inspire my creative work and evaluate its impact on my artistic perspective.	- I can create a dance, record it, edit it by changing the order of the sequence, and then analyze the changes through media arts. - I can create a dance about the patterns found in math and then analyze the affected formations, facings, levels, and actions.
D.C.AH.7.2 – I can demonstrate skills necessary for a career in dance.	- I can create a cover letter and resume. - I can create a video of my dancing or choreography to submit for college admission or scholarship opportunities. - I can audition for a dance company.

Artistic Process: Connecting – I can relate artistic ideas and work with personal meaning and external context.

Anchor Standard 8: I can identify and apply healthful practices related to dance.

Proficiency Level: Advanced Low (AL)	Benchmark: D.C.AL.8 – I can evaluate my healthy living practices and how these practices improve my ability to dance.
Indicator	Sample Learning Targets
D.C.AL.8.1 – I can apply anatomical principles to my dancing and evaluate how dance promotes physical fitness and strengthens balance and coordination.	• I can avoid hyperextending my knees. • I can evaluate and adjust my alignment and weight distribution in order to sustain my balance. • I can use a TheraBand to improve my ankle and foot strength.
Proficiency Level: Advanced Mid (AM)	Benchmark: D.C.AM.8 – I can evaluate the effectiveness of healthy living practices and physical well-being on performance.
Indicator	Sample Learning Targets
D.C.AM.8.1 – I can evaluate my application of anatomical principles and strength, flexibility, balance, coordination, and physical safety in performance.	• I can evaluate the effectiveness of my pirouettes by coordinating my upper and lower limbs and consistently applying correct alignment. • I can evaluate my efficiency while performing a grand battement by brushing my foot along the floor as a source of momentum. • I can use somatic practices for injury prevention and conditioning.
Proficiency Level: Advanced High (AH)	Benchmark: D.C.AH.8 – I can evaluate the effectiveness of healthy living practices and physical well-being of myself and others for optimal performance.
Indicator	Sample Learning Targets
D.C.AH.8.1 – I can evaluate the application of anatomical principles, strength, flexibility, balance, coordination, and physical safety in myself and others for optimal performance.	• I can evaluate the application of kinesiology concepts of myself and others. • I can create a rubric to evaluate my performance and the performance of others in terms of kinesthetic skills. • I can assess how efficiently my peers use technical skills while executing complex spatial, rhythmic and dynamic sequences to meet performance goals.

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