# Dance ~ New York State Learning Standards for the Arts

<table>
<thead>
<tr>
<th>Artistic Processes</th>
<th>Anchor Standards</th>
<th>Process Components</th>
<th>Enduring Understandings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Creating</strong></td>
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<tr>
<td>Conceiving and developing new artistic ideas and work.</td>
<td>1. Generate and conceptualize artistic ideas and work.</td>
<td>EXPLORE</td>
<td>1.1 Choreographers are inspired by a variety of sources to convey concepts and ideas through movement for artistic expression.</td>
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<tr>
<td></td>
<td>2. Organize and develop artistic ideas and work.</td>
<td>PLAN</td>
<td>2.1 The elements of dance, dance structures, and choreographic structures serve as both a foundation and a departure point for choreographers.</td>
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<td></td>
<td>3. Refine and complete artistic work.</td>
<td>REVISE</td>
<td>3.1 Choreographers analyze, evaluate, refine, and document their work to communicate meaning.</td>
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<tr>
<td><strong>Performing</strong></td>
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<tr>
<td>Realizing artistic ideas and work through interpretation and presentation.</td>
<td>4. Select, analyze, and interpret artistic work for presentation.</td>
<td>EXPRESS</td>
<td>4.1 Space, time, and energy are basic elements of dance.</td>
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<td>5. Develop and refine artistic techniques and work for presentation.</td>
<td>EMBODY</td>
<td>5.1 Dancers use the body-mind principles and develop the body as an instrument for artistry and artistic expression.</td>
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<td>6. Convey meaning through the presentation of artistic work.</td>
<td>PRESENT</td>
<td>6.1 Dance performance is an interaction between performers, production elements, and audience that heightens and amplifies artistic expression.</td>
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<tr>
<td><strong>Responding</strong></td>
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<td>Understanding and evaluating how the arts convey meaning.</td>
<td>7. Perceive and analyze artistic work.</td>
<td>ANALYZE</td>
<td>7.1 Dance is perceived and analyzed to comprehend its compositional structure.</td>
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<td>8. Interpret meaning in artistic work.</td>
<td>INTERPRET</td>
<td>8.1 Meaningful interpretations of dance consider artistic intent, style, genre, the elements of dance, technique, structure, and context.</td>
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<td>9. Apply criteria to evaluate artistic work.</td>
<td>CRITIQUE</td>
<td>9.1 Criteria for evaluating dance vary across genres, styles, and cultures.</td>
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<tr>
<td><strong>Connecting</strong></td>
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<td>Relating artistic ideas and work with personal meaning and external context.</td>
<td>10. Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.</td>
<td>SYNTHESIZE</td>
<td>10.1 Personal experiences, knowledge, and contexts are integrated and synthesized to interpret and create dance.</td>
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<td>11. Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future.</td>
<td>RELATE</td>
<td>11.1 Societal, cultural, historical, and community contexts both influence and are influenced by dance.</td>
</tr>
</tbody>
</table>

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