New York State Learning Standards for the

ARTS

A Self-Guided Tour
of the NYS Learning Standards for the Arts

Dance

Welcome!

Before You Begin

Have you seen or participated in OVERVIEW of the *New York State Learning Standards for the Arts?*

The ***DANCE STANDARDS Self-Guided Tour*** is intended to follow the [New York State Arts Standards Overview Webinars](#). If you have not had an overview training or seen the webinars, please begin by viewing the Overview Webinars.

The OVERVIEW covers the following information essential to understanding and navigating the Arts Standards:

- Foundations, Framework and Structure

- Deciphering the Standards Coding

- Navigating Resources

- Artistic Processes, Anchor Standards, Performance Indicators

- Enduring Understandings and Essential Questions

Resources

Getting Started

Here are some resources you will need before you begin the *Self-Guided Tour* of the Dance Standards.

All resources for the ***New York State Learning Standards for the Arts*** are found on the [NYSED Arts Learning Standards Web Page](#).

This presentation refers to several Arts Standards resources. Downloading the following documents and referring to them as you work through the *Self-Guided Tour* will increase your understanding of the key ideas in this presentation.

[DANCE Standards At-a-Glance](#)

[DANCE Process Anchor EU Tables Poster 8.5x11](#)

[DANCE Process Anchor EU EQ Poster](#)

[DANCE Standards Glossary](#)

[NYS Arts Standards Implementation Guide](#)

About this Presentation

How to Use this Presentation

This *Self-Guided Tour* can be used by individuals for self-study or to facilitate interactive learning in a group session.

Navigate the slides at your own pace. Many slides refer to documents found on the NYSED website. Pausing where applicable to study the referenced documents will provide a richer understanding, familiarize you with where to find information, and enable a more "hands-on" experience.

THINK slides in this presentation are designed to provoke thought and/or conversation. If you are doing a self-guided tour, take a moment to reflect on your own practice and make notes about what you might change about your approach. If you are facilitating a group tour, the THINK slides provide opportunity for interaction, collaborative reflection, brainstorming, planning, and problem-solving. Use them to generate activities that extend understanding and provide application of key ideas found within the Standards.

10 Things to Know
about the New York Learning Standards for DANCE

01 The new Dance Standards were written by certified Dance educators, using input from Dance teachers throughout NYS.

02 The Standards are not linear; they address many Dance Processes simultaneously; the four Processes are not taught in isolation.

03 The Standards allow for flexibility in curriculum development and can build on teacher and student strengths.

04 The Standards encompass diverse Dance genres and styles; they align with the structure and content of Dance as an art form.

05 The Standards are organized by grade level for Pre-K to 8 and include 3 achievement levels for HS: Proficient, Accomplished, and Advanced.

10 Things to Know (continued)
about the New York Learning Standards for DANCE

06 The Dance Standards are based on Big Ideas, Enduring Understandings, and Essential Questions.

07 The Dance Standards prioritize students' development of increasingly meaningful and personal ideas.

08 The new Dance Standards go beyond basic skills and focus on student empowerment and autonomy.

09 The Dance Standards foster the development of artistically literate students who are Career and College ready.

10 The Standards are aligned to culturally responsive teaching practices and encourage personal as well as global awareness.

Guiding Principles

Let's look at some guiding principles that form the foundations of the new NYS Learning Standards for Dance.

Dance Foundations

Dance is a distinct art form important to the development of individuals and cultures.

Found in all cultures, dance is

- An inherent way that humans connect, communicate, and express themselves.

- An explorative and investigative process influenced by societal, cultural, and historical context.

- Always grounded in and reflective of culture.

- An essential member of the pantheon of the arts.

Core Beliefs

Dance is a broad area of study, rich with opportunity for personal and cultural exploration.

- All Dance forms, works, and practices are worthy of study.

- All Dance forms, works, and practices are cultural: of a time, place, and people.

- Dances are performed/made for theatrical, social, ritual, personal, or other purposes.

- All Dance forms entail developing specific technical skills that facilitate their execution.

- Students must both learn about AND perform dances from a wide range of cultures, with different meanings, intents, and purposes.

- Students in PreK-12 should explore and create original movement and dances, as well as learning developmentally appropriate elements of existing Dance forms.

Dance Curriculum

Dance Education should provide a broad range of opportunities and reflect the diversity and artistry of Dance.

Curriculum in Dance should

- Simultaneously address many artistic problems and processes.

- Incorporate reflection and revision.

- Unfold in a sequence of instruction that builds on students' previous knowledge and experiences, with increasing depth and complexity.

- Balance artistic process and product.

- Provide opportunities for both formative and summative assessment.

- Revisit key understandings and skills in a spiral within a single grade level and across grades Pre-K to High School.

Dance Literacy

A complete Dance Education results in Dance literacy.

A complete Dance education consists of

- Dance knowledge.

- Dance-related, and general, health and well-being.

- Critical thinking, research, writing, and technological skill.

- Aesthetic sophistication and appreciation.

- Connections to other personal and curricular domains/disciplines.

- Artistry and technique

Critical Skills

A complete Dance Education prepares students to be lifelong learners and contributors to society.

A complete Dance education develops 21st Century Skills, contributing to the development of an individual who

- Has a lifelong connection to the art.

- Has a global perspective.

- Is disciplined.

- Is a critical thinker.

- Can make, carry out, and refine a plan of action.

- Collaborates.

- Takes informed risks.

Standards and Curriculum

The NYS Dance Standards are written to scaffold student learning and guide curriculum development.

The Dance Standards are not curriculum, but are a guide to creating inclusive, rigorous, and developmentally appropriate curriculum that will prepare, inform, and enrich Dance students.

The Dance Standards are sequential, building through progressive education practices, cognitive, psychomotor, and affective skills and understandings that deepen and broaden each year.

The Dance Standards engage the following three knowledge domains:

- Cognitive
- Psychomotor
- Affective

Importance of the Standards

The NYS Dance Standards support Dance as a part of a 21st century agenda for a comprehensive education.

The NYS Dance Standards

- Are a guide to creating and implementing a current, sequential, and complete Dance Education from Pre-K to High School

- Intrinsically advocate for an expansion of Dance Education both laterally (scope) and vertically (age and grade).

- Are part of the NYS Strategic Plan for the Arts, which will expand arts education access, equity, and quality in the schools.

Implementing the Standards will strengthen and validate dance as an aesthetic, meaningful and essential art form, furthering the development of 21st Century Skills and lifelong learners.

Why New Standards?

How are the 2017 Dance Standards New and Improved over the Standards of 1996?

- The 2017 Dance Learning Standards are shorter, clearer, and more global.

- They encompass content from both the National Core Arts Standards and the former NYS Arts Standards, adding what was missing, removing what is no longer relevant, and incorporating current pedagogy and practice.

- The Pre-K level has been added in recognition of the importance of that age in the educational development of students.

- Performance Indicators have been written for each grade level from Pre-K to three high school levels: Proficient, Accomplished, Advanced.

- Performance Indicators denote developmentally appropriate expectations for each level, with each level building successively upon the previous level.
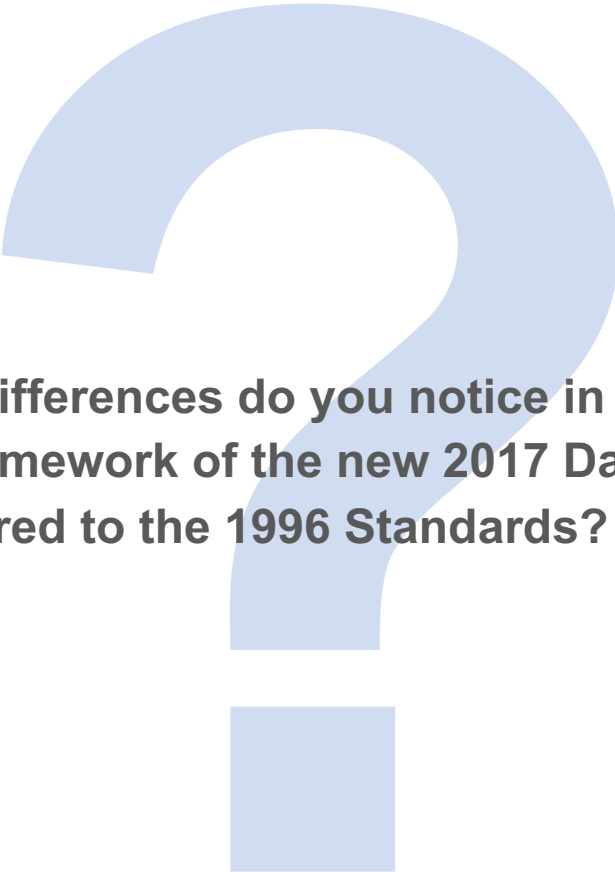
Navigating the Standards

The Dance Standards are based on the National Core Arts Standards and a "Backward Design" curriculum model. They are guided by Enduring Understandings and Essential Questions.

Think

What differences do you notice in the structure and framework of the new 2017 Dance Standards compared to the 1996 Standards?

Arts Standards Then & Now

THEN
1996
NYS Arts Standards

NOW
2017
NYS Arts Standards

SHARED

- Knowledge and Skills
- Philosophical Foundations
- Lifelong Goals
- Glossary
- Parallel Format Among Arts Disciplines
- Discipline-Specific Performance Indicators

THEN (1996)

- 4 Arts Disciplines – Dance, Music, Theater, Visual Arts
- 4 Common Overarching Standards Across All Arts Disciplines
- 4 sets of Discipline-Specific Content Standards
- Clustered Grade Bands
- Paper-based

NOW (2017)

- 5 Arts Disciplines (addition of Media Arts)
- 4 Common Artistic Processes Across All Arts Disciplines
- 11 Common Anchor Standards Across All Arts Disciplines
- Discipline-Specific Enduring Understandings and Essential Questions
- PreK-8 by Grade Level High School at 3 Levels
- Web-based, Printable e-Doc, and Paper Accessibility
- Traditional and Contemporary Approaches for Artistic Literacy in a Digital Age

Anatomy of a 1996 Standard

The next slide provides a close-up look at a 1996 DANCE standard.

The first column shows the overarching standard, applicable to all grade levels and the four arts forms recognized in the 1996 Standards (Dance, Music, Theater, and Visual Arts). The portion in bold type is the part most remembered and cited. The rest of the description is written in paragraph form and expands on the idea in bold text.

The middle column shows the discipline-specific Standard for the *Commencement General Education Level* (the High School one-unit requirement usually met in grade 9—comparable to the HSI level in the 2017 standards). It is also written in paragraph form and contains several key ideas.

Column three reveals the Performance Indicators that describe more specific learning goals for this Standard and grade level/band. The discipline-specific Standard and accompanying Performance Indicators are targeted to a particular discipline and grade level/band; these change for each discipline and grade level/band.

Although only four overarching Standards were present in the 1996 Standards, each contained a lot of text and several discreet ideas or skills were rolled into one Standard.

1996 Dance Standard

All ARTS Standard

Standard 1: Creating, Performing, and Participating in the Arts

Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theater, and visual arts) and participate in various roles in the arts

DANCE Commencement Level Standard

Students will perform set dance forms in formal and informal contexts and will improvise, create, and perform dances based on their own movement ideas. They will demonstrate an understanding of choreographic principles, processes, and structures and of the roles of various participants in dance productions.

DANCE Performance Indicators

(a) Perform movements and dances that require demonstration of complex steps and patterns as well as an understanding of contextual meanings

(b) Create dance studies and full choreographies based on identified and selected dance movement vocabulary

(c) Apply a variety of choreographic processes and structures as appropriate to plan a duet or ensemble performance

same for all levels   **different for each level**   **different for each level**

Anatomy of a 2017 Standard

The next slide provides a close-up look at a 2017 DANCE standard.

Like the 1996 standards, the 2017 standards utilize Overarching Standards—now called Anchor Standards—that extend across disciplines and grade levels. A 2017 Anchor Standard is shown in Column 1 for each of the following examples. It is a succinct statement that contains a single key idea.

The 2017 Standards contain 11 Anchor Standards compared to the 4 Overarching Standards used prior. The increase in number s not due to increased content; content has been redistributed in shorter "bytes" designed to make navigation simpler and more intuitive.

An Enduring Understanding and one or more Essential Questions accompany the Anchor Standard, providing a discipline-specific interpretation of the standard.

Column 2 in each example slide shows a grade level performance indicator. Performance indicators are provided for every grade level pre-K through 8 and three high school levels (proficient, accomplished, and advanced).

Take a few minutes to look back and forth at 1996 and 2017 Standard examples, noting that how the new Standards and Performance Indicators are designed to be easy to identify, navigate, and use.

2017 Dance Standard

Anchor Standard DA:Cr.1
Generate and conceptualize artistic ideas and work.

Enduring Understanding:
Choreographers are inspired by a variety of sources to convey concepts and ideas through movement for artistic expression.

Essential Questions:
Where do choreographers get ideas for dances?

same for all grade levels

Performance Indicator DA:Cr1.1.HSI
(a) Explore a variety of stimuli for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement.
(b) Experiment with the elements of dance to explore personal movement preferences and strengths; and select movements that challenge skills and build on strengths in an original dance study or dance. View and discuss the dances of a variety of recognized choreographers, to see what choices they have made.

different for each grade level

Four Processes

The DANCE Standards are organized in four Processes

Cr

Creating

Conceiving and developing new artistic ideas and work

Pr

Performing

Realizing artistic ideas and work through interpretation and presentation

Re

Responding

Understanding and evaluating how the arts convey meaning

Cn

Connecting

Relating artistic ideas and work with personal meaning and external context

Connections among the Processes

The four Processes are used as the first level of organization for the Arts Standards.

While they are represented separately and in a linear order in the standards tables, there is often overlap among the Processes.

Within any given lesson or unit, several Processes—and Standards—may be engaged at once during the learning process.

CREATING

PRESENTING PERFORMING PRODUCING

RESPONDING

CONNECTING
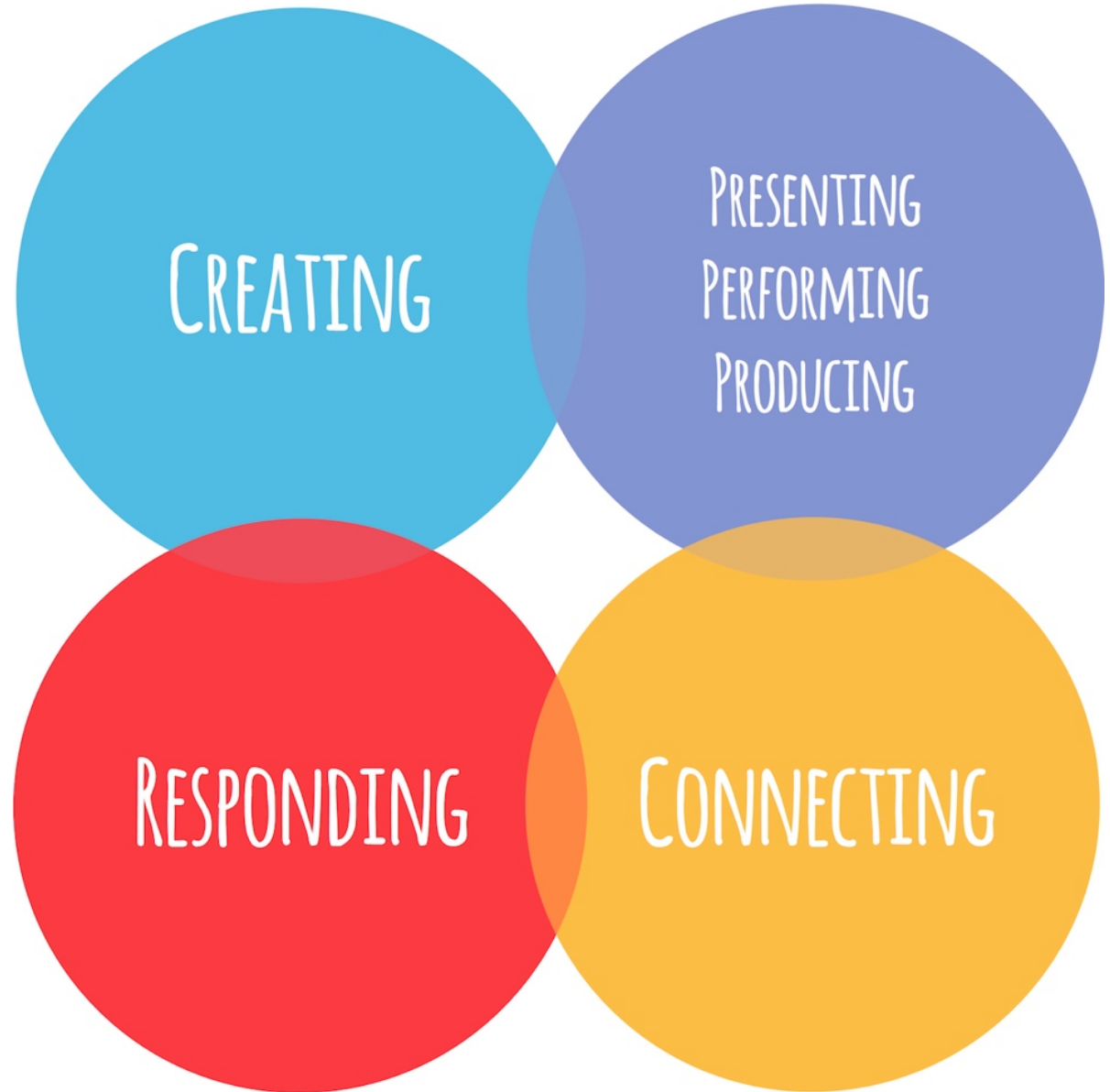
Eleven Anchor Standards

The 4 Processes are divided into 11 Anchor Standards shared by all 5 Arts Disciplines

Cr	**Pr**	**Re**	**Cn**
Creating	**Performing**	**Responding**	**Connecting**
1. Generate and conceptualize artistic ideas and work.	4. Select, analyze, and interpret artistic work for presentation.	7. Perceive and analyze artistic work.	10. Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.
2. Organize and develop artistic ideas and work.	5. Develop and refine artistic techniques and work for presentation.	8. Interpret meaning in artistic work.	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.
3. Refine and complete artistic work.	6. Convey meaning through the presentation of artistic work.	9. Apply criteria to evaluate artistic work.	

Anchor Standards Posters

The Anchor Standards elaborate on the Artistic Processes of Creating, Performing/Presenting/Producing, Responding, and Connecting. A color-coding system makes it easy to break the standards into process categories and simplifies searching for information in the chart. Anchor Standards Posters are available on the NYSED Arts Standards page.

Enduring Understandings

The New York State Learning Standards for the Arts are based on a "backward design" curriculum model. Backward design prioritizes learning goals over activities, products, or instructional process.

The ultimate goal is understanding. Knowing, doing, making, and experiencing are means to get to UNDERSTANDING.

Enduring Understandings (EUs) represent the core learning goals—the Big Ideas—that students will retain long after the details have faded.

Worth Being Familiar With

Important to Know and Do

Enduring Understanding
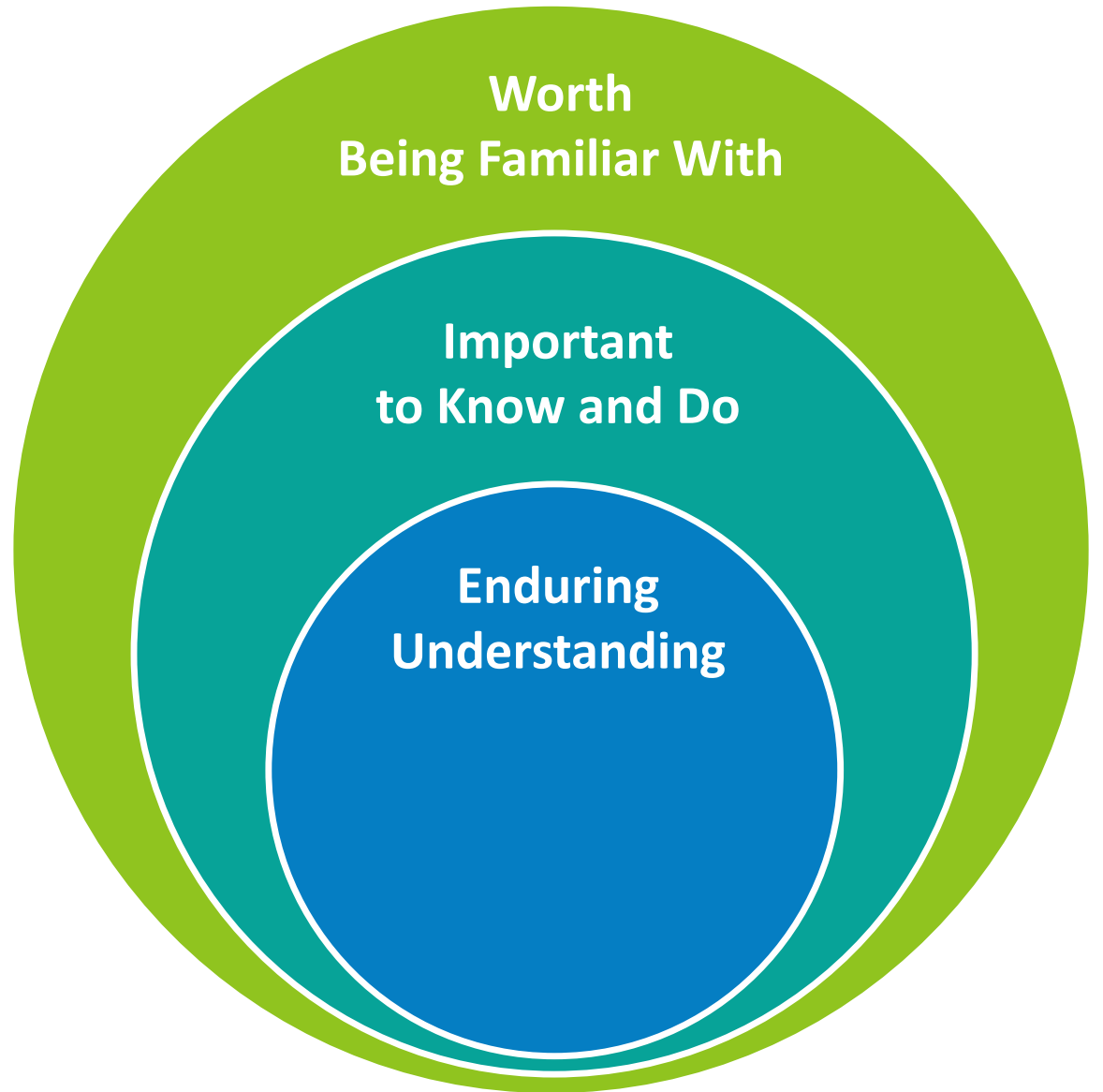
Enduring Understandings Posters

Enduring Understandings within the Arts Standards are discipline specific. They represent the key ideas contained in the Anchor Standards as seen through the lens of the specific Arts discipline.

Each Anchor Standard is subdivided into one or more Enduring Understandings, which represent the most important learning needed to meet the Standard.

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

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Essential Questions

Each Enduring Understanding is supported by *Essential Questions (EQs)* that guide student inquiry toward the Enduring Understandings and, ultimately, achievement of the Anchor Standards.

Essential Questions are provocative, open-ended questions that provide avenues for investigation.

Essential Question

Essential Question

Essential Question

Worth Being Familiar With

Important to Know and Do
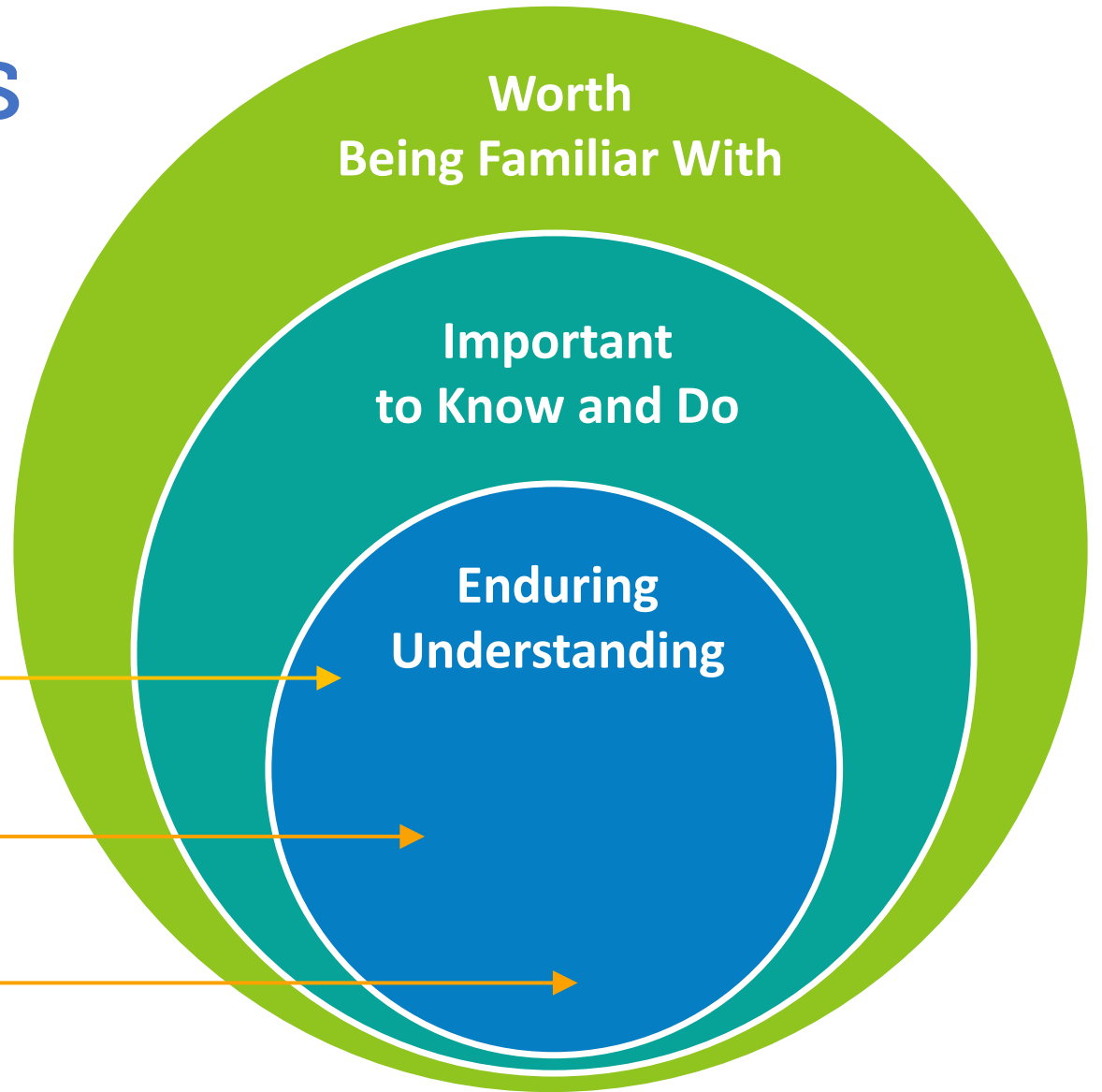
Enduring Understanding

EU/EQ Posters

EU/EQ Tables show the relationship among Artistic Processes, and Anchor Standards with Dance-specific Enduring Understandings and Essential Questions.

DANCE ~ New York State Learning Standards for the Arts

Shared by all ARTS disciplines — *Discipline-Specific*

Artistic Processes	Anchor Standards	Process Components		Enduring Understandings	Essential Questions
Cr Creating — Conceiving and developing new artistic ideas and work.	1. Generate and conceptualize artistic ideas and work.	EXPLORE	1.1	Choreographers are inspired by a variety of sources to convey concepts and ideas through movement for artistic expression.	• Where do choreographers get ideas for dances?
	2. Organize and develop artistic ideas and work.	PLAN	2.1	The elements of dance, dance structures, and choreographic structures serve as both a foundation and a departure point for choreographers.	• What choices do choreographers make to create a dance?
	3. Refine and complete artistic work.	REVISE	3.1	Choreographers analyze, evaluate, refine, and document their work to communicate meaning.	• How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?
Pr Performing — Realizing artistic ideas and work through interpretation and presentation.	4. Select, analyze, and interpret artistic work for presentation.	EXPRESS	4.1	Space, time, and energy are basic elements of dance.	• How do dancers work with space, time, and energy to communicate artistic expression?
	5. Develop and refine artistic techniques and work for presentation.	EMBODY	5.1	Dancers use the body-mind principles and develop the body as an instrument for artistry and artistic expression.	• What must the dancer do to prepare the mind and body for artistic expression?
	6. Convey meaning through the presentation of artistic work.	PRESENT	6.1	Dance performance is an interaction between performers, production elements, and audience that heightens and amplifies artistic expression.	• How do dance artists heighten their artistry in performance?
Re Responding — Understanding and evaluating how the arts convey meaning.	7. Perceive and analyze artistic work.	ANALYZE	7.1	Dance is perceived and analyzed to comprehend its compositional structure.	• How is dance constructed?
	8. Interpret meaning in artistic work.	INTERPRET	8.1	Meaningful interpretations of dance consider artistic intent, style, genre, the elements of dance, technique, structure, and context.	• How can dance be interpreted?
	9. Apply criteria to evaluate artistic work.	CRITIQUE	9.1	Criteria for evaluating dance vary across genres, styles, and cultures.	• What criteria are used to evaluate dance?
Cn Connecting — Relating artistic ideas and work with personal meaning and external context.	10. Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.	SYNTHESIZE	10.1	Personal experiences, knowledge, and contexts are integrated and synthesized to interpret and create dance.	• How do empathy for others, understanding of ourselves, events around us, and other knowledge, deepen our dance experience?
	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.	RELATE	11.1	Societal, cultural, historical, and community contexts both influence and are influenced by dance.	• How does dance reflect and influence the world?

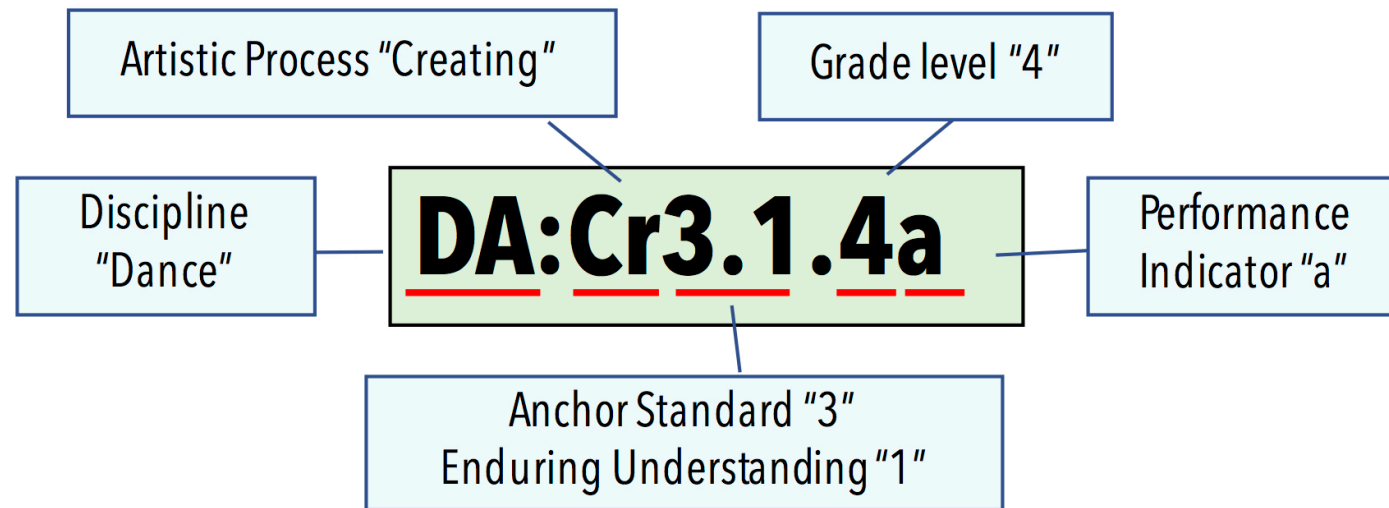© 2017 New York State Education Department

Grade Level Performance Indicators

The Standards include Performance Indicators by grade level for Pre-K to 8 and three achievement levels for High School. The Performance Indicators reinforce a progression of skills, abilities, knowledge and socio-emotional development as grade levels increase. Some students may require increased challenges or increased support to achieve or exceed grade-level Performance Indicators listed in the Standards.

Dance Standards Coding

Artistic Process "Creating"

Grade level "4"

Discipline "Dance"

DA:Cr3.1.4a

Performance Indicator "a"

Anchor Standard "3"
Enduring Understanding "1"

First position indicates the discipline. It is always followed by a colon (:).
Second position (following the colon) indicates the Artistic Process.
Third position indicates the Anchor Standard number and Enduring Understanding number, which are separated by a "."
Fourth position indicates the Grade Level.
Fifth position indicates the Performance Indicator.

The Anchor Standards (AS) are the same across all arts disciplines. However, each arts discipline's standards have discipline-specific interpretations of the AS, called Enduring Understandings (EU).

EUs guide the content of the Performance Indicators (PI).

Some Anchor Standards in some of the arts disciplines have more than one EU.

Dance Standards Coding (continued)

Dance Example

Performance Indicator

4th
DA:Cr3.1.4

a. Revise movement material, using peer or teacher feedback and self-reflection, to improve communication of artistic intent in a short **dance study**

Performance Indicators are coded with a lower-case alpha (a, b, c) even *when there is only one* in a column.

Bold words indicate discipline specific vocabulary. Definitions can be found in the NYS Arts Standards Glossary.

- Discipline "Dance"
- Artistic Process "Creating"
- Anchor Standard "3"
- Enduring Understanding "1"
- Grade Level "4"
- Performance Indicator "a"

New and Noteworthy

This section focuses on what is most notable within the content of the new Standards so you'll know where to look and what you can refer to as you develop curriculum.
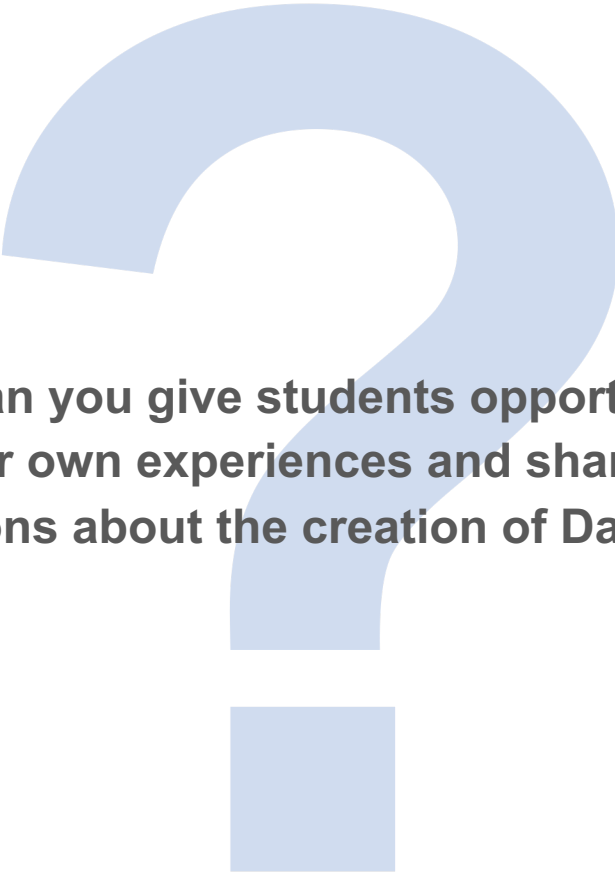
Cr
Personal View & Artistic Intent

Anchor Standard 1
Personal View has been added to the Dance Standards as a means for articulating movement choices to express artistic intent. Expanding personal movement preferences allows for discovery of new and unfamiliar movement solutions when choreographing. How can you integrate students' own experiences to develop artistic expression and movement vocabulary for choreography?

Think

How can you give students opportunities to build on their own experiences and share in the decisions about the creation of Dance?

Cr
Production Elements

Anchor Standard 2

By adding Production Elements to the Dance Standards, personal, cultural, and artistic perspectives are heightened through the process of selecting production elements (music/sound, props, costumes, lights, set, video) that connect to design. How can you utilize knowledge of production elements to develop a plan for a work or works that are interdisciplinary?

4th DA:Cr2.1.4	5th DA:Cr2.1.5	6th DA:Cr2.1.6	7th DA:Cr2.1.7	8th DA:Cr2.1.8	HS Proficien DA:Cr2.1.HS
c. Identify, **explore**, and select **production elements** (e.g., music/sound, props, costumes, video) that support the **artistic intent** of a dance for formal or informal performances. Compare and contrast the various production jobs of composers and costume, lighting, and set designers.	c. Identify, **explore**, and select **production elements** (e.g. music/sound, props, costumes, lights, set, video) that heighten and intensify the artistry of a dance and are adaptable for various performance **spaces.** Analyze production and non-production dance jobs.	c. Compare and contrast a variety of possible **production elements** (e.g. music, props, costumes, lights, set, video) that would intensify and heighten the artistry of the work. Analyze how the choreographer works with all production and non-production professionals.	c. **Explore** the possibilities of producing dance in a variety of venues and for different audiences, using **production terminology** to explain how **production elements** (e.g. music, props, costumes, lights, set, video) are handled in different situations. Analyze the impact of production and non-production professionals on the presentation of a dance.	c. Collaborate to design **production elements** (e.g. music/sound, props, costumes, lights, set, video) that intensify and heighten the artistry of a dance performed on a stage, in different venues, or for various audiences. Explain reasoning for choices using **production terminology.** Research the methodology employed by diverse professional choreographers when working with production and non-production partners during the creation and presentation of a dance.	c. Refine the pr selecting **prod elements** that intensify and h the **artistic int** the work. Inhabit the vari roles of lighting sound, costume designers and/ composers to d comprehensive integration of **movement** an **production elements.** Explain the con between the de the **artistic int** the dance, and **artistic staten** Research how professional choreographer variety of **genr** work and have with other thea

Cr

Interdisciplinary Media Technology

Anchor Standard 3

Media Technology is a new addition to the standards addressing the ever-changing world of technology as a means for documenting dance. How can you experiment with modes of technology to edit, revise, and revisit choreography? How can you incorporate media technology as a tool for self-reflection or peer review?

DANCE ~ Creating ~ Conceiving

Anchor Standard 3	Refine and complete artistic work.				
Enduring Understanding 3.1	Choreographers analyze, evaluate, refine, and document their work to communicate meanin...				
Essential Question	• How do choreographers use self-reflection, feedback from others, and documentation to...				

	Kindergarten DA:Cr3.1.K	1st DA:Cr3.1.1	2nd DA:Cr3.1.2	3rd DA:Cr3.1.3	4th DA:Cr3.1.4
3.1.PK ...ond to peer ...cher ...tions for ...ng movement ...h guided ...isational ...ences.	a. Apply self, peer, and teacher suggestions for changing movement through guided improvisational experiences.	a. Apply self, peer, and teacher suggestions to revise and complete short sequences based on own movement ideas.	a. Explore movement choices in response to others' suggestions and develop improvisational and/or short remembered sequences.	a. Revise movement choices in response to teacher and peer feedback to improve a short **dance study**. Describe the changes made in the movements after revision.	a. Revise movement material, using peer o teacher feedback and self-reflection, to improve communication of **artistic intent** in a short **dance study**. Explain movement choices and revisions made in the process.
...tify parts of the ...nd document a ...hape or position ...h drawings (e.g. ...on symbols) or ...guage.	b. Depict a dance movement by drawing a picture, using a symbol, or working with **media technology**.	b. Document a short movement sequence (e.g. jump, turn, slide) by drawing a picture, using a symbol, or working with **media**	b. Document the levels (e.g. high, middle, low) of movement combinations by drawing a picture,	b. Document directions or **spatial patterns** in a **dance study** by drawing a picture or **pathway** map, using symbols,	b. Document the relationships (e.g. next to, above, below, behind, in front of) between two or more dancers in a

Pr

Movement Quality

Anchor Standard 4

Incorporating a range of Movement Qualities and descriptive vocabulary serves as an entry point for movement initiation and expressivity. Throughout the Performance Indicators for Anchor Standard 4, we see how energy, dynamics, and musicality impact the texture or feel of Dance phrases and choreography. How do dancers work with space, time, and energy to communicate artistic expression?

Pre-K
DA:Pr4.1.PK

c. Move with opposing qualities (e.g. loose/tight, light/heavy, shaky/smooth) in response to **verbalizations**, expressive qualities of music/sound, or other cues.

Kindergarten
DA:Pr4.1.K

c. Identify and apply different qualities to movements (e.g. loose/tight, light/heavy, shaky/smooth, fast/slow) in response to **verbalizations**, expressive qualities of music/sound, or other cues.

1st
DA:Pr4.1.1

c. Demonstrate qualities of movement motivated by descriptive vocabulary, such as adjectives and adverbs (e.g. quiet jump, narrow spin, wavy fall) in response to **verbalizations**, expressive qualities of music/sound, or other cues.

2nd
DA:Pr4.1.2

c. Demonstrate various movement qualities while maintaining **kinesthetic awareness** (e.g. bubble, near and far reach) in response to **verbalizations**, expressive qualities of music/sound, or other cues.

3rd
DA:P

c. Cha energ by mo move heigh expre the bo move respo **verba** expre music cues.

Pr
Anatomical Connections and Injury Prevention

Anchor Standard 5
Through the addition of somatic dance practices, body-mind principles, and nutrition (Indicator b), the importance of dancer care and wellbeing are addressed to support long term personal and performer goals. How can you incorporate the relationship between the execution of technical skills, safe body use, and nutrition into your teacher practice?

or presentation.

ment for artistry and artistic expression.
pression?

4th DA:Pr5.1.4	5th DA:Pr5.1.5	6th DA:Pr5.1.6	7th DA:Pr5.1.7	8th DA:Pr5.1.8
a. Demonstrate fundamental dance skills (e.g. **alignment**, coordination, balance, **core support**, **kinesthetic awareness**) and movement qualities when replicating and recalling patterns and sequences of **locomotor** and **non-locomotor** movements.	a. Recall and execute a series of **dance phrases,** using fundamental dance skills (e.g. **alignment**, coordination, balance, **core support**, **kinesthetic awareness**, clarity of movement).	a. **Embody technical dance skills** (e.g. **functional alignment**, coordination, balance, **core support**, **kinesthetic awareness**, clarity of movement) to accurately execute changes of direction, levels, **facings, pathways,** elevations and landings, extensions of limbs, and movement transitions.	a. **Embody technical dance skills** (e.g. **functional alignment**, coordination, balance, **core support**, **kinesthetic awareness**, clarity of movement, weight shifts, flexibility/range of motion). Apply **somatic strategies** to facilitate the performance of dance skills.	a. **Embody technical dance skills** (e.g. **functional alignment**, coordination, balance, **core support**, **kinesthetic awareness**, clarity of movement, weight shifts, flexibility/range of motion) to replicate, recall, and execute **spatial designs** and musical or **rhythmical dance phrases.** Deepen application and understanding of **somatic strategies** and their use in dance.

Pr

Dance Roles and Responsibilities

Anchor Standard 6
Dance roles and responsibilities were woven into the Performance Indicators for Anchor Standard 6 to address rehearsal and performance gaps while providing expectations and strategies to enhance projection. What is appropriate audience etiquette? What does it mean to be a performer? A choreographer?

Interpretation and presentation ~ 6

		Artistic Process • PERFORMING Process Component • PRESENT		
7th DA:Pr6.1.7	**8th DA:Pr6.1.8**	**HS Proficient DA:Pr6.1.HSI**	**HS Accomplished DA:Pr6.1.HSII**	**HS Advanced DA:Pr6.1.HSIII**
a. Recommend and implement various ways to adapt movements to a performance **space.** Document the process and progress over time in writing and in other media. Use **performance etiquette** and performance practices during class, rehearsal and performance. Post-performance, receive, record, and reflect upon notes from	a. Demonstrate commitment, dependability, responsibility, and cooperation when preparing for performances. Document the process and progress in writing and in other media, and create a plan for ongoing improvement. Use **performance etiquette** and performance practices during class, rehearsal, and performance.	a. Demonstrate commitment, dependability, responsibility, and cooperation when preparing for performances. Document the rehearsal and performance process and evaluate methods and strategies, using **dance** and **production terminology.** Demonstrate **performance etiquette** and performance practices	a. *As choreographers and dancers:* Demonstrate commitment, dependability, responsibility, and cooperation when preparing for performances. Document the rehearsal and performance process and evaluate methods and strategies using **dance** and **production terminology.** Model **performance etiquette** and	a. Demonstrate commitment, dependability, responsibility, and cooperation when preparing for performances. Model **performance etiquette** and performance practices during class, rehearsal and performance. Enhance performance by using a broad repertoire of strategies for dynamic projection. Develop a professional

Think

How can you help students to understand the many roles associated with Dance?

Re

Cultural Movement Practices

Anchor Standard 7

Anchor Standard 7 addresses how dances are analyzed to comprehend compositional structure. With the addition of Cultural Movement Practices, students are challenged to observe, perform, compare, and contrast dances from diverse genres and styles. How can you be inclusive of cultural movement practices from students' own personal experiences?

b. Compare and contrast observed or performed movements originating from diverse **dance styles, genres,** and/or **cultural movement practices.**

b. Compare and contrast observed or performed movements originating from diverse **dance styles, genres,** and/or **cultural movement practices,** using **basic dance terminology.**

b. Describe, using **basic dance terminology,** the qualities and characteristics of a dance from one's own cultural movement practice or other dance experiences.

Compare them to the qualities and characteristics found in a different **dance genre, style,** or **cultural movement practice.**

b. Explain how the **elements of dance** are used in a variety of **dance genres, styles,** or **cultural movement practices.**

b. C con ele are ge cul pra

Use spe for

TOGETHER WE • CREATE • PRESENT PERFORM PRODUCE • RESPOND • CONNECT

Re

Dance Terminology

Anchor Standard 8
When viewing Dance works it's important to consider context, structure, elements, technique, and relationships to decipher intent. How does Dance convey meaning? How does the use of Dance-specific terminology support meaningful interpretations?

DANCE ~ Responding ~ Understanding a

...rpret meaning in artistic work.

...ingful interpretations of dance consider artistic intent, style, genre, the elements of dance, tec... ...w can dance be interpreted?

...st DA:Re8.1.1	2nd DA:Re8.1.2	3rd DA:Re8.1.3	4th DA:Re8.1.4	5th DA...
...Select movements ...om a dance that ...ggest ideas and ...plain how the ...ovements capture ...e ideas, using **...mple dance ...rminology.**	a. Identify characteristics of a **dance style** and, employing **simple dance terminology**, relate them to the meaning of the dances of that style.	a. Identify characteristics of various **dance styles** and **genres** and, employing **basic dance terminology**, relate them to the main ideas and to the meaning of the dances.	a. Use movements, ideas, and context to decipher meaning in a dance and describe that meaning by using **basic dance terminology.**	a. In... in a... mov... con... Exp... mov... com... mai... dan... **spe... ter...** app...

Re

Artistic & Evaluative Criteria

Anchor Standard 9

Artistic and evaluative criteria determine what makes an effective performance across genres, styles, and cultures. Students apply criteria to analyze movement characteristics when discussing Dance work(s) utilizing Dance specific terminology. How does critiquing Dance work affect artistic expression and personal perspective?

the arts convey meaning ~ 9

Artistic Process • RESPONDING
Process Component • CRITIQUE

7th DA:Re9.1.7	8th DA:Re9.1.8	HS Proficient DA:Re9.1.HSI	HS Accomplished DA:Re9.1.HSII	HS Advanced DA:Re9.1.HSIII
a. Compare **artistic intent,** content, and context from dances to examine the characteristics of **genres, styles,** or **cultural movement practices.** Based on the comparison, refine **artistic criteria,** using **genre-specific dance terminology.**	a. Apply **artistic criteria** to determine what makes an effective performance. Consider content, context, **genre, style,** or **cultural movement practice** to comprehend **artistic expression.** Use **genre-specific dance terminology.**	a. Identify and use **evaluative criteria** to assess the overall effectiveness of dance works or practices. Relate the **criteria** to their **cultural context.** Use **genre-specific dance terminology.**	a. Compare and contrast two or more dance works or practices, using **criteria** to evaluate their overall effectiveness and situating the **criteria** within a **cultural context.** Consider societal values and a range of perspectives. Use **genre-specific dance terminology.**	a. Apply personal artistic preferences to the critique of dance works and practices. Consider societal and personal values, and a range of **artistic expression.** Discuss perspectives with peers and justify views. Evaluate and revise **criteria** by applying insights gained from these considerations and discussions.

Cn
Movement Problems

Anchor Standard 10
Students can investigate and research a relative event, topic, or idea, developing questions to address through the choreographic process. How can students relate to knowledge obtained through the research process? How can students express personal growth resulting from the creation and performance of this dance?

...opment ...re or ...gained ...ch to **study** ...essence ...r **style.** ...y with ...a ...tration ...ory of the ...ey of the ...r **style.** ...rocess	b. Investigate two contrasting topics, using a variety of research methods. Identify and organize ideas to create representative **movement phrases.** Create a **dance study** exploring the contrasting ideas. Discuss how the research informed the choreographic process and deepens understanding of the topics.	b. Choose a concept from a field other than dance. Conduct research through text, interview, web-based resources, and/or other media. From the research, select relevant ideas and information and create a group dance work. Discuss how the dance work communicates new perspectives or realizations. Compare, orally and in writing, the choreographic process to that of other creative, academic, or scientific procedures.	b. Use established research methods and techniques to investigate a topic other than dance. Collaborate with others to identify questions and solve **movement problems** that pertain to the topic. Create and perform a dance work based upon the research and discussion. Discuss, orally or in writing, the insights relating to knowledge gained through the research process, the synergy of collaboration, and the transfer of learning from this project to other learning...	b. Choose a personally relevant and controversial idea to research through text, interview, web-based resources, and other media. Develop questions and **movement problems** from the research. Create and perform choreography that addresses these issues. Discuss, orally or in writing, the insights relating to knowledge gained through the research process and personal growth resulting from the creation and performance of this dance.

Cn

Diverse Dance Genres and Styles

Anchor Standard 11

In the Performance Indicators for Anchor Standard 11 we see the progression from Pre-K, in which students build on personal experiences at home; to high school, in which they explore the significance of political, cultural, and historical Dance works and practices. How does investigating societal, cultural, and historical context impact how students are influenced by cultures past, present, and future?

Relating artistic ideas and work with personal meanin

...ork is influenced by societal, cultural, and historical context and, in turn, how a

...ntexts both influence and are influenced by dance.
...orld?

3rd
DA:Cn11.1.3

a. Identify the relationship between movement in a dance work or practice to that of the society, or community and the culture from which the dance work or practice is derived.

Explain which aspects of the culture are communicated through the dance work or practice.

4th
DA:Cn11.1.4

a. Select and describe movements in a specific **genre** or **style** and explain how the movements relate to the culture, society, historical period, or community from which the dance originated.

5th
DA:Cn11.1.5

a. Describe how the **movement characteristics** and qualities of a dance in a specific **dance genre** or **style** communicate the ideas of the culture, historical period, or community from which it originated.

6th
DA:Cn11.1.6

a. Interpret and show how the movement and qualities of a dance work or practice communicate its cultural, historical, and/or community purpose or meaning.

7th
DA:Cn11.1.7

a. Compare, contrast, and discuss dance works or practices performed by people in various localities or communities.

Formulate possible reasons why similarities and differences developed in relation to the ideas and perspectives important to each social group.

Analyze the effect of each dance work or

Think

How does Dance reflect and influence the world?

How can Dance be used as a vessel for social awareness or change?

Implementing the Standards

Some things to consider as you begin to develop curriculum and/or assessment for your classroom, school, or district.

Guiding Principles

How can new standards transform old curriculum?

- **Curriculum design begins with identifying desired outcomes.**
  How might you use the "backward" design process to translate the Standards into instructional designs that focus upon Enduring Understandings and Essential Questions?

- **Students, as well as teachers, need to make, implement, and reflect on important decisions within the classroom.** How will you give your students more opportunities to participate in the decision-making processes related to their own creating, performing, responding, and connecting?

- **Connections across disciplines, history, and cultures inform Dance understanding.**
  How can you help students investigate ways artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future?

- **There are differences in analysis, interpretation, and evaluation.**
  There isn't just one set of evaluation tools or one set of criteria; they are context-dependent. Whose set of criteria is being used, and why?

- **The relationship of 21st Century Skills to the new Dance Standards is very strong.** How can you emphasize those connections?

Transition Steps

How can new standards transform old curriculum?

1. **Study the new Arts Anchor Standards and Enduring Understandings for Dance.**

2. **Think over the units and lessons in your curriculum.**

   • Which Anchor Standards are well represented?

   • Which Anchor Standards are not well represented, or missing altogether?

   • Which units or lessons will need little to no adaptation?

   • Which units could be expanded with a few more activities (e.g., adding a collaborative step)?

   • Which units could be expanded with a few more activities (e.g., adding a collaborative step)?

3. **Are there any lessons or units that should be discarded?**

4. **Consider new units or lessons you may need to develop to meet all 11 Anchor Standards.**

Next Steps

How can new standards transform old curriculum?

1. **Review the Anchor Standards and Performance Indicators again,** paying close attention to the Enduring Understandings, Essential Questions, and Process Components to deepen student understanding.

2. **For each unit you teach, choose developmentally appropriate Big Ideas/Enduring Understandings, and Essential Questions connected to the work students will engage in.** These ideas and works will anchor your curriculum.

3. **How can you deepen or expand opportunities for…**

   • Formative assessment and metacognition?

   • Differentiated options that meet your objectives and give students creative opportunities?

   • A balance of traditional Dance artists and works with contemporary/innovative (responsive) Dance artists and works?

   • Integration of Dance works and artists from a variety of cultures?

   • Recognizing student growth as well as curriculum mastery?

Sliding Scale

Accommodating a Range of Experience Levels

School Districts vary widely in the resources they can commit to Dance Education. Many schools don't offer a sequential Dance Education program. In such cases, Dance teachers may need to customize their curriculum to begin where students are and develop a level-appropriate curriculum that moves them forward at a somewhat accelerated pace.

Because Dance Education is not widely implemented in all districts at all levels, a sliding scale has been developed to facilitate, when necessary, the writing of curricula suitable to the students' experience and training, rather than grade level. An overview of the sliding scale is provided in the following slides. For a more detailed explanation, see the *Arts Standards Implementation Guide* pages 31-32.

Sliding Scale

Accommodating a Range of Experience Levels (continued)

The sliding scale accommodates the level of accomplishment for those who begin their Dance education at any level beyond Pre-K.
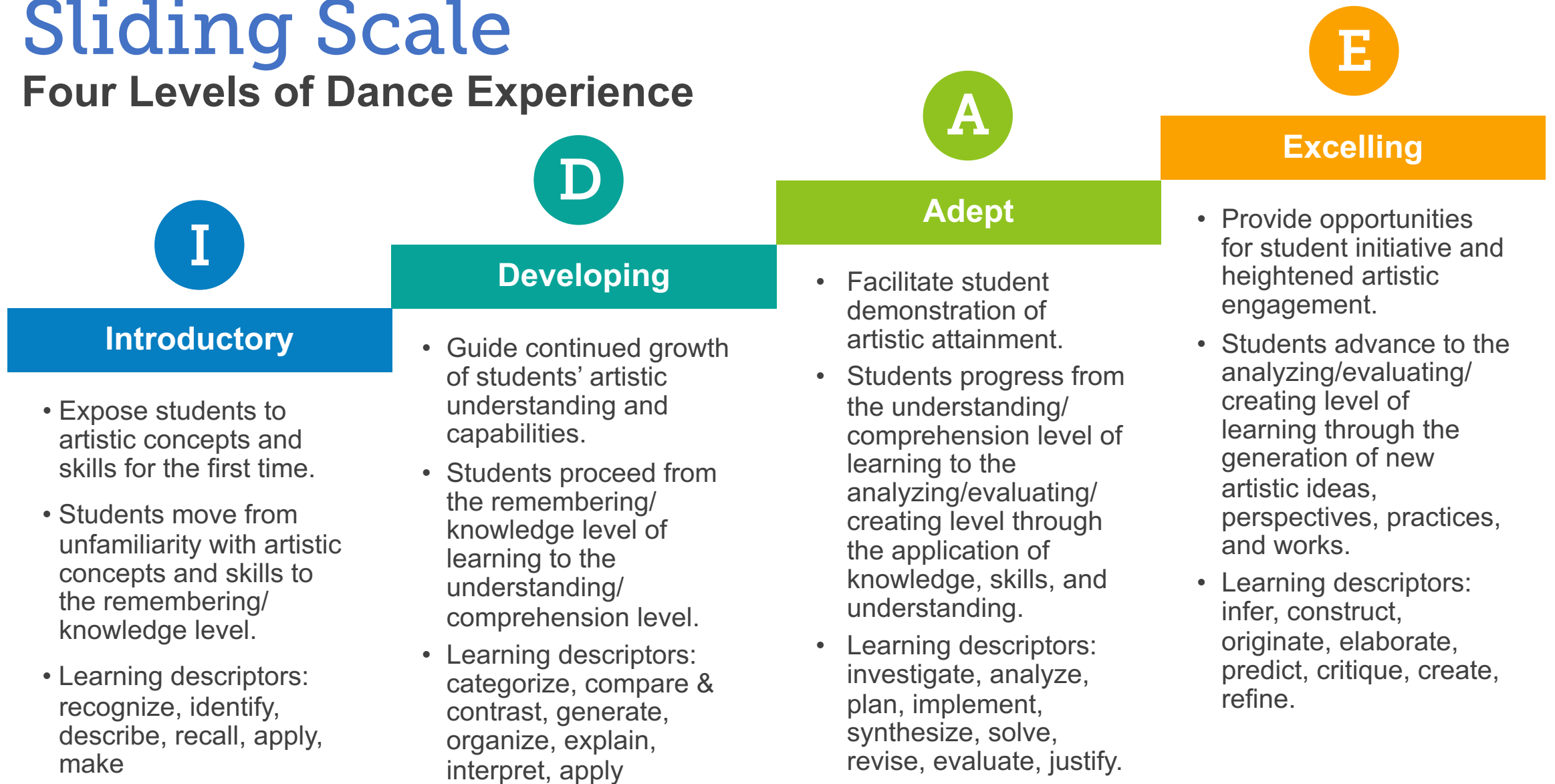
Levels are scaffolded to represent student learning expectations in alignment with developmentally appropriate abilities.

Dance educators determine the student's level based on prior knowledge/experience and baseline assessments, and then tailor level- and age-appropriate curriculum to meet individual student needs.

Students progress at a pace set by their teacher, based upon on their abilities, prior experience, and developmental level.

Sliding Scale
Four Levels of Dance Experience

E

Excelling

- Provide opportunities for student initiative and heightened artistic engagement.
- Students advance to the analyzing/evaluating/ creating level of learning through the generation of new artistic ideas, perspectives, practices, and works.
- Learning descriptors: infer, construct, originate, elaborate, predict, critique, create, refine.

A

Adept

- Facilitate student demonstration of artistic attainment.
- Students progress from the understanding/ comprehension level of learning to the analyzing/evaluating/ creating level through the application of knowledge, skills, and understanding.
- Learning descriptors: investigate, analyze, plan, implement, synthesize, solve, revise, evaluate, justify.

D

Developing

- Guide continued growth of students' artistic understanding and capabilities.
- Students proceed from the remembering/ knowledge level of learning to the understanding/ comprehension level.
- Learning descriptors: categorize, compare & contrast, generate, organize, explain, interpret, apply

I

Introductory

- Expose students to artistic concepts and skills for the first time.
- Students move from unfamiliarity with artistic concepts and skills to the remembering/ knowledge level.
- Learning descriptors: recognize, identify, describe, recall, apply, make

Understanding the Sliding Scale

									HSI *Proficient*	HSII *Accomplished*	HSIII *Advanced*
Pre-K	K	1	2	3	4	5	6	7	8		

Introductory

Developing

Adept

Excelling

The graphic shown here provides an example of how learning levels are scaffolded to align with Dance experience.

Students new to Dance might be **Introductory** at any grade level, requiring scaled back instruction. Students with sequential theater instruction might be considered **Developing** by grade 1, **Adept** by grade 3, and **Excelling** by grade 5.
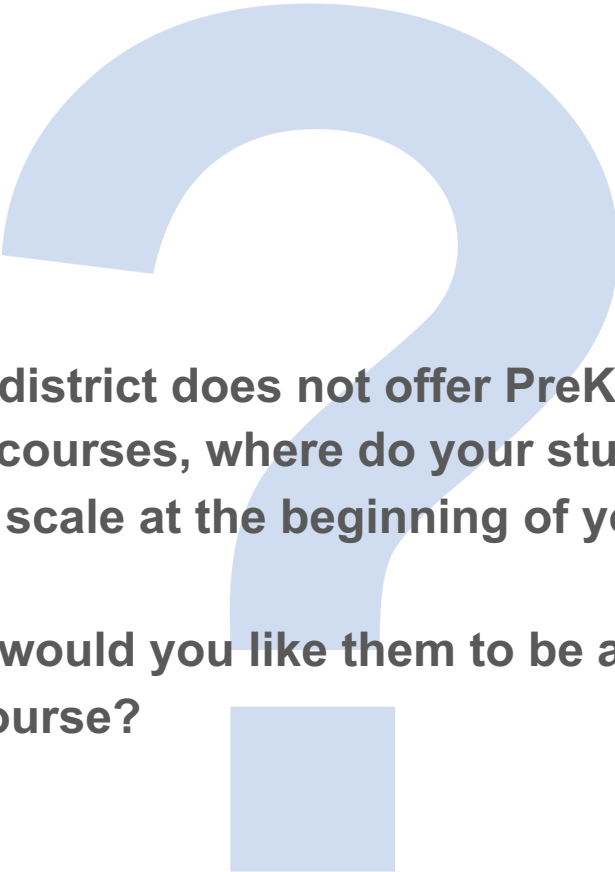
Sample Application of Sliding Scale

	September	November	March	June
Grade 6 WITH Prior Dance Instruction	Developing	Developing	Adept	Excelling
Grade 6 NO Prior Dance Instruction	Introductory	Developing	Adept	Adept
HS Proficient WITH Prior Dance Instruction	Developing	Adept	Adept	Excelling
HS Proficient NO Prior Dance Instruction	Introductory	Developing	Adept	Adept

The table above shows how students with no prior Dance instruction may need to begin at an introductory level and progress through learning levels at an accelerated pace. Learning levels are scaffolded to align with developmentally appropriate abilities.

Essential processes are present at all learning levels and build students' artistic knowledge and stage of development. These processes include questioning, risk-taking, problem-solving, creating, performing, valuing, thinking critically, revising, and collaborating.

Think

If your district does not offer PreK-12 sequential Dance courses, where do your students fall on the sliding scale at the beginning of your course?

Where would you like them to be at the end of your course?

Additional Resources

See the Arts page on the New York State Education Department website for more resources to support the implementation of the Standards.

At-a-Glance, Glossaries, and Posters

The NYSED Arts web page provides access to many resources to support implementation of the standards.

- Anchor Standards, Enduring Understandings, and Essential Questions Posters

- Discipline Specific Comprehensive Posters

- Discipline Specific Standards At-a-Glance Documents

- Discipline Specific Glossaries

http://www.nysed.gov/standards-instruction/arts-

Interactive Training Webinars

The NYS Arts Standards Overview Webinars provide an in-depth narrated explanation of the Philosophical Foundations and Overarching Structure of the 2017 New York State Learning Standards for the Arts. These webinars cover what is common to all five Arts disciplines in the new Standards.

http://www.nysed.gov/standards-instruction/arts
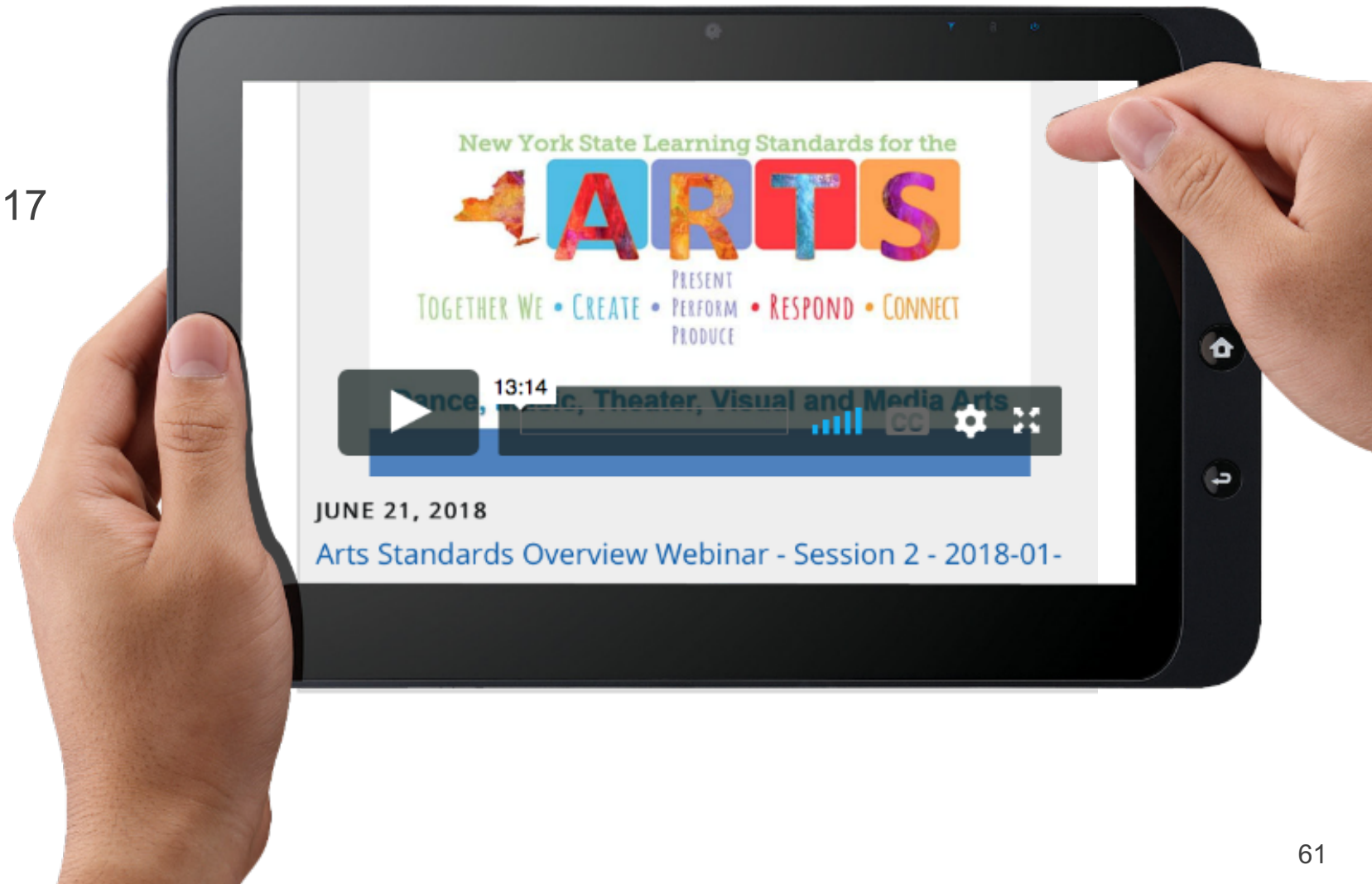
Customized Standards Workbooks

An interactive site is available to customize a Standards workbook tailored to your specific discipline and teaching level(s).

Enter your Arts discipline, teaching level, and/or other parameters and print a list of Anchor Standards, Enduring Understandings, Essential Questions and Performance Indicators specific to your needs.

http://www.nyartsstandards.org/
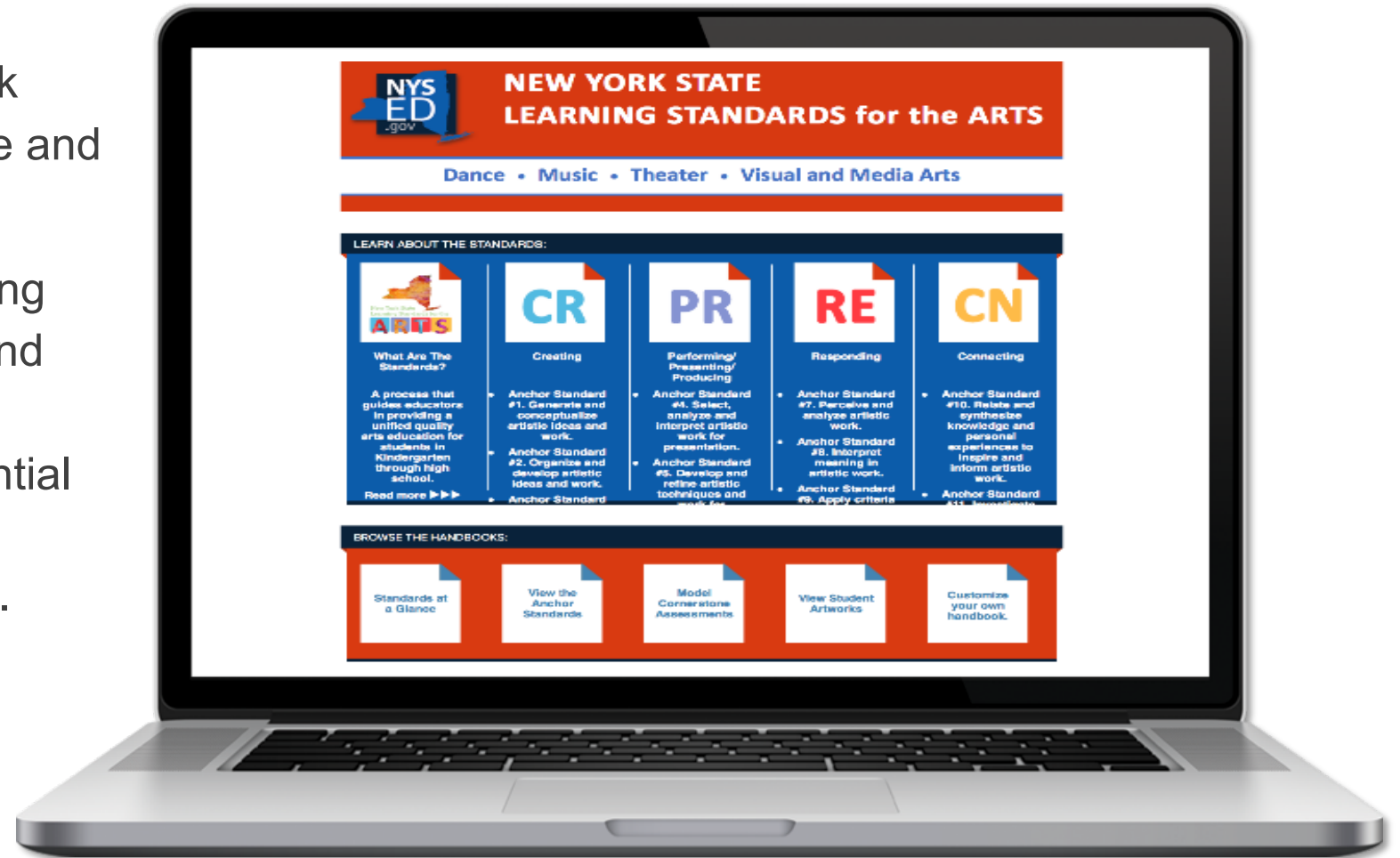
Links to Student Exemplars

The interactive New York State Arts Standards Workbooks site also provides access to National Core Arts Standards Model Cornerstone Assessments and and samples of student work. Teachers can select Arts discipline, grade level(s), and Artistic Process to view examples of student works most applicable to their own teaching situation.

http://www.nyartsstandards.org/
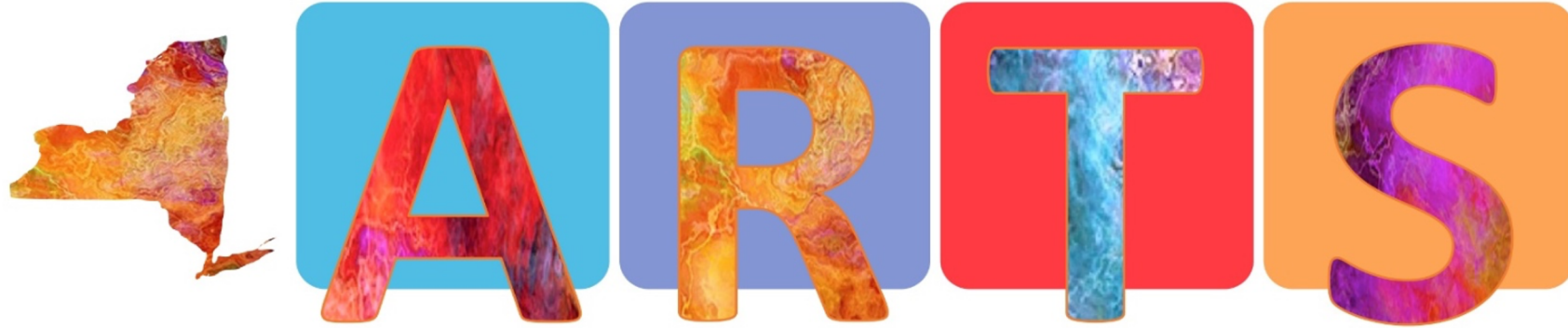
Thank you!

For more information, please visit http://www.nysed.gov/standards-instruction/arts