

# NORTH CAROLINA ESSENTIAL STANDARDS

## Dance

Grade: Kindergarten

Course: Creation and Performance

**NCES.K.DA.CP.1** - Use choreographic principles, structures, and processes to create dances that communicate ideas, experiences, feelings, and images.

**NCES.K.DA.CP.1.1** - Identify components of the elements of dance movement (body, time, space, energy).

**NCES.K.DA.CP.1.2** - Execute spontaneous movement during improvisational explorations.

**NCES.K.DA.CP.1.3** - Understand that dance has a beginning, middle, and end.

**NCES.K.DA.CP.1.4** - Create dance movement to represent words, ideas, experiences, and feelings.

**NCES.K.DA.CP.2** - Understand how to use performance values (kinesthetic awareness, concentration, focus, and etiquette) to enhance dance performance.

**NCES.K.DA.CP.2.1** - Understand how to control body and voice in personal and general space.

**NCES.K.DA.CP.2.2** - Recognize that concentration is an important part of dance.

**NCES.K.DA.CP.2.3** - Identify improvements made in dance based on teacher feedback.

Course: Dance Movement Skills

**NCES.K.DA.DM.1** - Understand how to use movement skills in dance.

**NCES.K.DA.DM.1.1** - Illustrate the difference between whole body movement and isolation of body parts.

**NCES.K.DA.DM.1.2** - Discriminate between moving and stillness.

**NCES.K.DA.DM.1.3** - Recognize basic locomotor and non-locomotor (axial) movements.

**NCES.K.DA.DM.1.4** - Use the element of time (tempo) in movement.

**NCES.K.DA.DM.1.5** - Use directions, levels, and pathways in general space.

Course: Responding

**NCES.K.DA.R.1** - Use a variety of thinking skills to analyze and evaluate dance.

**NCES.K.DA.R.1.1** - Identify examples of movement skills and elements observed in dance performed by peers.

**NCES.K.DA.R.1.2** - Interpret the meaning of various dance movements and dances.

Course: Connecting

**NCES.K.DA.C.1** - Understand cultural, historical, and interdisciplinary connections with dance.

**NCES.K.DA.C.1.1** - Use dance to illustrate how people express themselves differently.

**NCES.K.DA.C.1.2** - Recognize connections between dance and concepts in other curricular areas.

Grade: Grade 1

Course: Creation and Performance

**NCES.1.DA.CP.1** - Use choreographic principles, structures, and processes to create dances that communicate ideas, experiences, feelings, and images.

**NCES.1.DA.CP.1.1** - Create dance movement using elements of movement (body, time, space, energy).

**NCES.1.DA.CP.1.2** - Compare spontaneous movement (improvisation) and planned movement (choreography).

**NCES.1.DA.CP.1.3** - Construct dance phrases which illustrate beginning, middle, and ending.

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## Dance

**NCES.1.DA.CP.1.4** - Create movement that expresses words, ideas, experiences, and feelings.

**NCES.1.DA.CP.2** - Understand how to use performance values (kinesthetic awareness, concentration, focus, and etiquette) to enhance dance performance.

**NCES.1.DA.CP.2.1** - Use body and voice control in personal and general space.

**NCES.1.DA.CP.2.2** - Exemplify concentration during dance explorations.

**NCES.1.DA.CP.2.3** - Understand how teacher feedback can be used to improve dance.

### Course: Dance Movement Skills

**NCES.1.DA.DM.1** - Understand how to use movement skills in dance.

**NCES.1.DA.DM.1.1** - Identify body parts, their range of motion, and use of body center.

**NCES.1.DA.DM.1.2** - Execute a variety of body shapes.

**NCES.1.DA.DM.1.3** - Contrast basic locomotor and non-locomotor (axial) movements.

**NCES.1.DA.DM.1.4** - Understand use of beat, meter, and duration in dance movement.

**NCES.1.DA.DM.1.5** - Illustrate directions, levels, and pathways in general space.

### Course: Responding

**NCES.1.DA.R.1** - Use a variety of thinking skills to analyze and evaluate dance.

**NCES.1.DA.R.1.1** - Explain movement skills and elements observed in dances performed by peers.

**NCES.1.DA.R.1.2** - Understand how responses to dance can be used to represent feelings and opinions.

### Course: Connecting

**NCES.1.DA.C.1** - Understand cultural, historical, and interdisciplinary connections with dance.

**NCES.1.DA.C.1.1** - Recognize how dance is used in customs and traditions of various cultures.

**NCES.1.DA.C.1.2** - Understand connections between dance and concepts in other curricular areas.

### Grade: **Grade 2**

#### Course: Creation and Performance

**NCES.2.DA.CP.1** - Use choreographic principles, structures, and processes to create dances that communicate ideas, experiences, feelings, and images.

**NCES.2.DA.CP.1.1** - Use basic elements of movement to generate short dance phrases.

**NCES.2.DA.CP.1.2** - Use teacher-led improvisation in the process of creating dance phrases.

**NCES.2.DA.CP.1.3** - Create dance phrases with simple patterns.

**NCES.2.DA.CP.1.4** - Create dance phrases that express words, ideas, experiences, and feelings.

**NCES.2.DA.CP.2** - Understand how to use performance values (kinesthetic awareness, concentration, focus, and etiquette) to enhance dance performance.

**NCES.2.DA.CP.2.1** - Understand how to be respectful of self and others in a dance setting.

**NCES.2.DA.CP.2.2** - Use concentration and focus during dance explorations.

**NCES.2.DA.CP.2.3** - Use teacher and peer feedback to improve dance.

#### Course: Dance Movement Skills

**NCES.2.DA.DM.1** - Understand how to use movement skills in dance.



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## Dance

**NCES.2.DA.DM.1.1** - Exemplify isolation of body parts and use of body center.

**NCES.2.DA.DM.1.2** - Illustrate a variety of body shapes in space.

**NCES.2.DA.DM.1.3** - Exemplify locomotor and non-locomotor (axial) movements in performing dance phrases.

**NCES.2.DA.DM.1.4** - Recognize examples of simple rhythms and patterns in movement.

**NCES.2.DA.DM.1.5** - Exemplify a variety of directions, levels, and pathways in general space.

### Course: Responding

**NCES.2.DA.R.1** - Use a variety of thinking skills to analyze and evaluate dance.

**NCES.2.DA.R.1.1** - Distinguish movement skills and elements observed in significant dance works.

**NCES.2.DA.R.1.2** - Use words or images to describe possible meanings observed in dance.

### Course: Connecting

**NCES.2.DA.C.1** - Understand cultural, historical, and interdisciplinary connections with dance.

**NCES.2.DA.C.1.1** - Exemplify dance representing the heritage, customs, and traditions of various cultures.

**NCES.2.DA.C.1.2** - Understand connections between dance and concepts in other curricular areas.

### Grade: Grade 3

#### Course: Creation and Performance

**NCES.3.DA.CP.1** - Use choreographic principles, structures, and processes to create dances that communicate ideas, experiences, feelings, and images.

**NCES.3.DA.CP.1.1** - Create simple dance sequences by combining dance phrases.

**NCES.3.DA.CP.1.2** - Use teacher-led improvisation to expand movement possibilities for creating dance sequences.

**NCES.3.DA.CP.1.3** - Use abstraction of everyday movement to create sequences that communicate feelings, ideas, and stories.

**NCES.3.DA.CP.2** - Understand how to use performance values (kinesthetic awareness, concentration, focus, and etiquette) to enhance dance performance.

**NCES.3.DA.CP.2.1** - Use safe and respectful movement practices in the dance setting.

**NCES.3.DA.CP.2.2** - Understand how use of concentration enhances performance.

**NCES.3.DA.CP.2.3** - Use teacher and peer feedback to refine performance quality in dance.

#### Course: Dance Movement Skills

**NCES.3.DA.DM.1** - Understand how to use movement skills in dance.

**NCES.3.DA.DM.1.1** - Recognize beginning principles of dance technique, including rotation, elevation, and landing in dance movement.

**NCES.3.DA.DM.1.2** - Use transitions between multiple body shapes.

**NCES.3.DA.DM.1.3** - Exemplify dance quality in performing locomotor and non-locomotor (axial) movement.

**NCES.3.DA.DM.1.4** - Recall dance movement phrases containing rhythmic patterns in various meters.

**NCES.3.DA.DM.1.5** - Understand a variety of spatial designs and relationships used in dance.



# NORTH CAROLINA ESSENTIAL STANDARDS

## Dance

### Course: Responding

**NCES.3.DA.R.1** - Use a variety of thinking skills to analyze and evaluate dance.

**NCES.3.DA.R.1.1** - Compare movement elements (body, space, time, energy) observed in dance.

**NCES.3.DA.R.1.2** - Identify examples of movement skills and elements observed in dance from one's own and different cultures.

### Course: Connecting

**NCES.3.DA.C.1** - Understand cultural, historical, and interdisciplinary connections with dance.

**NCES.3.DA.C.1.1** - Exemplify how dance is used by various groups for artistic expression within the local community.

**NCES.3.DA.C.1.2** - Exemplify connections between dance and concepts in other curricular areas.

### Grade: Grade 4

### Course: Creation and Performance

**NCES.4.DA.CP.1** - Use choreographic principles, structures, and processes to create dances that communicate ideas, experiences, feelings, and images.

**NCES.4.DA.CP.1.1** - Organize dance phrases into simple dance sequences that have a beginning, middle, and end, and that vary the use of the dance elements.

**NCES.4.DA.CP.1.2** - Use independent and/or cooperative skills to improvise and create dance.

**NCES.4.DA.CP.1.3** - Create short dance sequences that communicate ideas, experiences, feelings, images, or stories.

**NCES.4.DA.CP.1.4** - Understand how different strategies for problem solving in dance lead to different outcomes.

**NCES.4.DA.CP.2** - Understand how to use performance values (kinesthetic awareness, concentration, focus, and etiquette) to enhance dance performance.

**NCES.4.DA.CP.2.1** - Use control of body, voice, and focus necessary for effective participation in dance.

**NCES.4.DA.CP.2.2** - Use concentration and focus to perform short dance sequences.

**NCES.4.DA.CP.2.3** - Identify personal goals to improve performance quality in dance.

### Course: Dance Movement Skills

**NCES.4.DA.DM.1** - Understand how to use movement skills in dance.

**NCES.4.DA.DM.1.1** - Illustrate safe movement choices through the use of dance technique, including balance, rotation, elevation, and landing in dance movement.

**NCES.4.DA.DM.1.2** - Illustrate a variety of ways to use shapes.

**NCES.4.DA.DM.1.3** - Execute locomotor and non-locomotor (axial) movement with clarity and intent.

**NCES.4.DA.DM.1.4** - Differentiate between duple and triple meter.

**NCES.4.DA.DM.1.5** - Execute a variety of group spatial designs and relationships while dancing.

### Course: Responding

**NCES.4.DA.R.1** - Use a variety of thinking skills to analyze and evaluate dance.

**NCES.4.DA.R.1.1** - Use dance vocabulary to describe elements of movement (body, space, time, energy) while observing dance.



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## Dance

**NCES.4.DA.R.1.2** - Explain how personal perspective influences interpretations of dance.

**NCES.4.DA.R.1.3** - Use different aesthetic criteria for evaluating dances.

### Course: Connecting

**NCES.4.DA.C.1** - Understand cultural, historical, and interdisciplinary connections with dance.

**NCES.4.DA.C.1.1** - Understand how dance has affected, and is reflected in, the culture, traditions, and history of North Carolina.

**NCES.4.DA.C.1.2** - Exemplify connections between dance and concepts in other curricular areas.

### Grade: Grade 5

### Course: Creation and Performance

**NCES.5.DA.CP.1** - Use choreographic principles, structures, and processes to create dances that communicate ideas, experiences, feelings, and images.

**NCES.5.DA.CP.1.1** - Create short dances that use simple choreographic forms and structures (musical, literary, or visual), and that vary the use of dance elements.

**NCES.5.DA.CP.1.2** - Use collaborative skills to improvise and create dance.

**NCES.5.DA.CP.1.3** - Create short dances that communicate abstract ideas.

**NCES.5.DA.CP.1.4** - Generate strategies for problem solving in dance.

**NCES.5.DA.CP.2** - Understand how to use performance values (kinesthetic awareness, concentration, focus, and etiquette) to enhance dance performance.

**NCES.5.DA.CP.2.1** - Execute control of body, voice, and focus necessary for effective participation in individual and group settings in dance.

**NCES.5.DA.CP.2.2** - Use kinesthetic awareness, concentration, and focus to enhance the performance of dance sequences.

**NCES.5.DA.CP.2.3** - Monitor personal goals to improve performance quality in dance.

### Course: Dance Movement Skills

**NCES.5.DA.DM.1** - Understand how to use movement skills in dance.

**NCES.5.DA.DM.1.1** - Use muscular strength, flexibility, stamina, and coordination in the development of beginning dance technique.

**NCES.5.DA.DM.1.2** - Exemplify how to maintain a sense of body shape while moving and in stillness.

**NCES.5.DA.DM.1.3** - Integrate locomotor and non-locomotor (axial) movement and stillness into dance sequences through use of transitions.

**NCES.5.DA.DM.1.4** - Illustrate phrasing in a selected piece of music using dance movement.

**NCES.5.DA.DM.1.5** - Use a variety of spatial designs and relationships with clarity and intent while dancing.

### Course: Responding

**NCES.5.DA.R.1** - Use a variety of thinking skills to analyze and evaluate dance.

**NCES.5.DA.R.1.1** - Analyze the relationship between dance elements when observing dance.

**NCES.5.DA.R.1.2** - Illustrate the roles and responsibilities of the viewer in interpreting dances.



# NORTH CAROLINA ESSENTIAL STANDARDS

## Dance

### Course: Connecting

**NCES.5.DA.C.1** - Understand cultural, historical, and interdisciplinary connections with dance.

**NCES.5.DA.C.1.1** - Understand how dance has affected, and is reflected in, the culture, traditions, and history of the United States.

**NCES.5.DA.C.1.2** - Exemplify connections between dance and concepts in other curricular areas.

Grade: **Grade 6**

### Course: Creation and Performance

**NCES.6.DA.CP.1** - Use choreographic principles, structures, and processes to create dances that communicate ideas, experiences, feelings, and images.

**NCES.6.DA.CP.1.1** - Understand the role of improvisation in choreography.

**NCES.6.DA.CP.1.2** - Create short dances that have a beginning, middle, and end, and that vary the use of the dance elements.

**NCES.6.DA.CP.1.3** - Use abstracted movement to create dance phrases that communicate ideas, experiences, feelings, or images.

**NCES.6.DA.CP.1.4** - Use collaborative and cooperative skills to contribute constructively to the creation of dance.

**NCES.6.DA.CP.2** - Understand how to use performance values (kinesthetic awareness, concentration, focus, and etiquette) to enhance dance performance.

**NCES.6.DA.CP.2.1** - Use safe and respectful behaviors as a dance class participant.

**NCES.6.DA.CP.2.2** - Use concentration and focus while dancing.

**NCES.6.DA.CP.2.3** - Understand how self-assessment, teacher feedback, and peer feedback can be used to refine dance performance.

### Course: Dance Movement Skills

**NCES.6.DA.DM.1** - Understand how to use movement skills in dance.

**NCES.6.DA.DM.1.1** - Understand the purpose of beginning dance technique in terms of developing muscular strength, alignment, flexibility, stamina, and coordination.

**NCES.6.DA.DM.1.2** - Compare qualities within the elements of time, space, weight, and flow in dance.

**NCES.6.DA.DM.1.3** - Execute technical skills from a variety of dance forms.

**NCES.6.DA.DM.1.4** - Analyze the components of time in dance.

### Course: Responding

**NCES.6.DA.R.1** - Use a variety of thinking skills to analyze and evaluate dance.

**NCES.6.DA.R.1.1** - Analyze the relationship between dance elements when observing dance.

**NCES.6.DA.R.1.2** - Interpret the meanings of dances created by peers and others.

### Course: Connecting

**NCES.6.DA.C.1** - Understand cultural, historical, and interdisciplinary connections with dance.

**NCES.6.DA.C.1.1** - Understand dance in relationship to the geography, history, and culture of world civilizations and societies from the beginning of human society to the emergence of the First Global Age (1450).



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## Dance

**NCES.6.DA.C.1.2** - Exemplify connections between dance and concepts in other curricular areas.

**NCES.6.DA.C.1.3** - Understand how dance promotes health and physical well-being.

**NCES.6.DA.C.1.4** - Identify the various roles a person may play when putting together and presenting a dance production.

**Grade:** Grade 7

**Course:** Creation and Performance

**NCES.7.DA.CP.1** - Use choreographic principles, structures, and processes to create dances that communicate ideas, experiences, feelings, and images.

**NCES.7.DA.CP.1.1** - Explain a variety of approaches to choreography.

**NCES.7.DA.CP.1.2** - Create dances that use simple choreographic forms and structures (musical, literary, or visual), fulfill choreographic intent, and meet aesthetic criteria.

**NCES.7.DA.CP.1.3** - Select movement phrases to create dance sequences that communicate ideas, experiences, feelings, images, or stories.

**NCES.7.DA.CP.1.4** - Generate solutions to technical or structural movement problems in the creative process.

**NCES.7.DA.CP.2** - Understand how to use performance values (kinesthetic awareness, concentration, focus, and etiquette) to enhance dance performance.

**NCES.7.DA.CP.2.1** - Use safe and respectful behaviors as a dance class participant.

**NCES.7.DA.CP.2.2** - Use clarity, concentration, and focus while dancing.

**NCES.7.DA.CP.2.3** - Use self-assessment, teacher feedback, and peer feedback to refine dance performance quality.

**Course:** Dance Movement Skills

**NCES.7.DA.DM.1** - Understand how to use movement skills in dance.

**NCES.7.DA.DM.1.1** - Understand how dance technique uses anatomical concepts of alignment, strength, and range of motion.

**NCES.7.DA.DM.1.2** - Apply the effort qualities of time, space, weight, and flow in dance.

**NCES.7.DA.DM.1.3** - Apply technical skills from a variety of dance traditions.

**NCES.7.DA.DM.1.4** - Use breath to facilitate movement in dancing.

**Course:** Responding

**NCES.7.DA.R.1** - Use a variety of thinking skills to analyze and evaluate dance.

**NCES.7.DA.R.1.1** - Use dance vocabulary to describe how elements of movement are used to communicate ideas in dance.

**NCES.7.DA.R.1.2** - Understand how personal experiences and perspectives influence interpretations of dance.

**Course:** Connecting

**NCES.7.DA.C.1** - Understand cultural, historical, and interdisciplinary connections with dance.

**NCES.7.DA.C.1.1** - Understand dance in relationship to the geography, history, and culture of modern societies from the emergence of the First Global Age (1450) to the present.



# NORTH CAROLINA ESSENTIAL STANDARDS

## Dance

**NCES.7.DA.C.1.2** - Exemplify connections between dance and concepts in other curricular areas.

**NCES.7.DA.C.1.3** - Explain how to promote health, physical safety, and reduced risk of injury through dance.

**NCES.7.DA.C.1.4** - Identify dance and dance-related careers.

**Grade:** Grade 8

**Course:** Creation and Performance

**NCES.8.DA.CP.1** - Use choreographic principles, structures, and processes to create dances that communicate ideas, experiences, feelings, and images.

**NCES.8.DA.CP.1.1** - Use a variety of approaches, such as musical, literary, or visual forms, to choreograph dances.

**NCES.8.DA.CP.1.2** - Create dances that fulfill aesthetic criteria including: beginning, development of an idea, resolution, and end; use of variety in the elements of dance; artistic form; and communication of the intent of the choreographer.

**NCES.8.DA.CP.1.3** - Organize dance sequences into simple dances that communicate ideas, experiences, feeling, images, or stories.

**NCES.8.DA.CP.1.4** - Use reflection and discussion to revise choreography.

**NCES.8.DA.CP.2** - Understand how to use performance values (kinesthetic awareness, concentration, focus, and etiquette) to enhance dance performance.

**NCES.8.DA.CP.2.1** - Use safe and respectful behaviors as a dance class participant.

**NCES.8.DA.CP.2.2** - Integrate the use of clarity, concentration, and focus while dancing.

**NCES.8.DA.CP.2.3** - Integrate self-assessment, teacher feedback, and peer feedback in the process of refining dance performance.

**Course:** Dance Movement Skills

**NCES.8.DA.DM.1** - Understand how to use movement skills in dance.

**NCES.8.DA.DM.1.1** - Apply anatomical concepts to movements that are vertical, off-vertical, and on one leg with balance, agility, endurance, and ease of movement.

**NCES.8.DA.DM.1.2** - Apply combinations of time, space, weight, and flow in dance.

**NCES.8.DA.DM.1.3** - Execute technical skills in dance.

**NCES.8.DA.DM.1.4** - Integrate breath support to facilitate and clarify movement.

**Course:** Responding

**NCES.8.DA.R.1** - Use a variety of thinking skills to analyze and evaluate dance.

**NCES.8.DA.R.1.1** - Use accurate terminology to describe the major movement ideas, elements, and choreographic structures of dance.

**NCES.8.DA.R.1.2** - Use multiple perspectives and criteria in evaluating dances.

**Course:** Connecting

**NCES.8.DA.C.1** - Understand cultural, historical, and interdisciplinary connections with dance.

**NCES.8.DA.C.1.1** - Understand the role of dance in North Carolina and the United States in relation to history and geography.

# NORTH CAROLINA ESSENTIAL STANDARDS

## Dance

**NCES.8.DA.C.1.2** - Exemplify connections between dance and concepts in other curricular areas.

**NCES.8.DA.C.1.3** - Design personal strategies to improve health and well-being through dance.

**NCES.8.DA.C.1.4** - Explain the implications of career pathways and economic considerations when selecting careers in dance.

**Grade:** High School

**Course:** Creation and Performance

**NCES.B.DA.CP.1** - Use choreographic principles, structures, and processes to create dances that communicate ideas, experiences, feelings, and images.

**NCES.B.DA.CP.1.1** - Generate abstracted movement to communicate ideas, experiences, feelings, or images.

**NCES.B.DA.CP.1.2** - Create dance sequences that vary the use of dance elements, use simple choreographic structures, and use choreographic principles to fulfill choreographic intent.

**NCES.B.DA.CP.1.3** - Understand the role of improvisation in creating dance choreography.

**NCES.B.DA.CP.1.4** - Use collaborative and cooperative skills to contribute constructively to the creation of dance.

**NCES.B.DA.CP.2** - Understand how to use performance values (kinesthetic awareness, concentration, focus, and etiquette) to enhance dance performance.

**NCES.B.DA.CP.2.1** - Use appropriate behaviors and etiquette while observing, creating, and performing dance.

**NCES.B.DA.CP.2.2** - Understand the impact of performance values of clarity, concentration, focus, and projection on dance performance.

**NCES.B.DA.CP.2.3** - Understand how self-assessment, teacher, and peer feedback can be used to refine dance performance.

**NCES.I.DA.CP.1** - Use choreographic principles, structures, and processes to create dances that communicate ideas, experiences, feelings, and images.

**NCES.I.DA.CP.1.1** - Create dances that vary the use of dance elements and use simple choreographic principles and structures to fulfill choreographic intent.

**NCES.I.DA.CP.1.2** - Create dances that use a variety of forms (such as AB, ABA, canon, rondo, theme and variation, retrograde, chance) for organizational structure.

**NCES.I.DA.CP.1.3** - Generate aesthetic criteria for creating and evaluating dance.

**NCES.I.DA.CP.1.4** - Generate components of a creative process for choreographing and presenting dance.

**NCES.I.DA.CP.1.5** - Analyze the impact of theatrical elements (lighting, sound, setting, costumes, props and make-up) on choreography to communicate meaning in dance.

**NCES.I.DA.CP.2** - Understand how to use performance values (kinesthetic awareness, concentration, focus, and etiquette) to enhance dance performance.

**NCES.I.DA.CP.2.1** - Use consistently appropriate dance behaviors and etiquette as a dancer, performer, choreographer, and observer.

**NCES.I.DA.CP.2.2** - Use performance values of clarity, concentration, focus, and projection to enhance dance performance.

# NORTH CAROLINA ESSENTIAL STANDARDS

## Dance

**NCES.I.DA.CP.2.3** - Compare teacher and self-assessment to refine personal performance in dance.

**NCES.P.DA.CP.1** - Use choreographic principles, structures, and processes to create dances that communicate ideas, experiences, feelings, and images.

**NCES.P.DA.CP.1.1** - Create dances using selected dance elements, choreographic principles, structures, processes, and production elements to fulfill choreographic intent and meet aesthetic criteria.

**NCES.P.DA.CP.1.2** - Analyze musical compositions and structural forms as a basis for choreographing dances.

**NCES.P.DA.CP.1.3** - Use aesthetic criteria to evaluate and revise choreography.

**NCES.P.DA.CP.1.4** - Use a defined creative process to plan, create, revise, and present dance.

**NCES.P.DA.CP.1.5** - Analyze the impact of movement selection, choreographic processes, and production design choices on communicating meaning in personal dances.

**NCES.P.DA.CP.2** - Understand how to use performance values (kinesthetic awareness, concentration, focus, and etiquette) to enhance dance performance.

**NCES.P.DA.CP.2.1** - Distinguish appropriate behaviors and etiquette for self and others in a variety of dance roles (such as dancer, performer, choreographer, and observer) to enhance the performance experience.

**NCES.P.DA.CP.2.2** - Monitor the use of performance values to enhance dance performance while dancing alone and with others.

**NCES.P.DA.CP.2.3** - Monitor teacher, peer, and self-assessments to refine personal performance in dance.

**NCES.A.DA.CP.1** - Use choreographic principles, structures, and processes to create dances that communicate ideas, experiences, feelings, and images.

**NCES.A.DA.CP.1.1** - Create dances using appropriate movement choices; choreographic principles, structures, and processes; and production elements to fulfill choreographic intent and meet aesthetic criteria.

**NCES.A.DA.CP.1.2** - Create dance based on an analysis of movement choices and structural forms used in a variety of significant American dance works.

**NCES.A.DA.CP.1.3** - Monitor the use of personal aesthetic criteria to guide the creative process in dance.

**NCES.A.DA.CP.1.4** - Generate innovative solutions to movement problems with personal choreography and the choreography of others.

**NCES.A.DA.CP.1.5** - Create dance for performance based on ideas, experiences, feelings, concepts, images, or narratives that have personal meaning or social significance.

**NCES.A.DA.CP.2** - Understand how to use performance values (kinesthetic awareness, concentration, focus, and etiquette) to enhance dance performance.

**NCES.A.DA.CP.2.1** - Monitor appropriate behaviors and etiquette in a variety of dance roles (dancer, performer, choreographer, and observer) in order to maintain a positive and supportive environment.

**NCES.A.DA.CP.2.2** - Integrate performance values when creating and performing dance.

**NCES.A.DA.CP.2.3** - Evaluate personal performance in dance using feedback from a variety of sources.

## NORTH CAROLINA ESSENTIAL STANDARDS

### Dance

#### Course: Dance Movement Skills

**NCES.B.DA.DM.1** - Understand how to use movement skills in dance.

**NCES.B.DA.DM.1.1** - Use whole body movements, strength, flexibility, endurance, and proper alignment to develop dance technique.

**NCES.B.DA.DM.1.2** - Use time, space, weight, and flow in performing dance.

**NCES.B.DA.DM.1.3** - Execute technical skills from a variety of dance forms.

**NCES.B.DA.DM.1.4** - Use breath to facilitate dance movement.

**NCES.I.DA.DM.1** - Understand how to use movement skills in dance.

**NCES.I.DA.DM.1.1** - Understand how anatomical concepts can be used to improve alignment, balance, strength, flexibility, and endurance in dance.

**NCES.I.DA.DM.1.2** - Compare the following pairs of concepts: bound and free flow, strong and light weight, sudden and sustained time, and direct and indirect space.

**NCES.I.DA.DM.1.3** - Apply technical skills from a variety of dance forms to enhance performance.

**NCES.I.DA.DM.1.4** - Apply breath support to movement and phrasing.

**NCES.P.DA.DM.1** - Understand how to use movement skills in dance.

**NCES.P.DA.DM.1.1** - Execute the integration of anatomy, body organization, and body skills in dance.

**NCES.P.DA.DM.1.2** - Discriminate between qualities of space, time, weight, and flow in dance sequences.

**NCES.P.DA.DM.1.3** - Understand how articulation of movement and the use of movement vocabulary from a variety of sources support the development of dance technique.

**NCES.P.DA.DM.1.4** - Integrate breath support into movement, phrasing, and expression.

**NCES.A.DA.DM.1** - Understand how to use movement skills in dance.

**NCES.A.DA.DM.1.1** - Use dynamic alignment, articulation of movement, and aesthetic criteria to refine dance movement.

**NCES.A.DA.DM.1.2** - Integrate the use of time, space, weight, and effort in dance.

**NCES.A.DA.DM.1.3** - Monitor the use of anatomy, body organization, body skills, and dance technique to refine dance performance.

**NCES.A.DA.DM.1.4** - Integrate breath, articulation, and weight shift while dancing.

#### Course: Responding

**NCES.B.DA.R.1** - Use a variety of thinking skills to analyze and evaluate dance.

**NCES.B.DA.R.1.1** - Explain how elements of movement and choreographic structures are used to communicate ideas in dance.

**NCES.B.DA.R.1.2** - Recognize the use of dance elements and choreographic forms and structures in a variety of significant, modern dance works from the 20th century to the present.

**NCES.I.DA.R.1** - Use a variety of thinking skills to analyze and evaluate dance.

**NCES.I.DA.R.1.1** - Use accurate terminology to describe how elements of movement and choreographic structures are used to communicate ideas in dances.

**NCES.I.DA.R.1.2** - Explain the influence of the choreographer's vision and intent on the creative process in dance.



# NORTH CAROLINA ESSENTIAL STANDARDS

## Dance

**NCES.P.DA.R.1** - Use a variety of thinking skills to analyze and evaluate dance.

**NCES.P.DA.R.1.1** - Analyze how the major movement ideas, elements, and structures of dances are developed to create meaning.

**NCES.P.DA.R.1.2** - Compare the choreographer's intent and the audience members' interpretation of meaning.

**NCES.A.DA.R.1** - Use a variety of thinking skills to analyze and evaluate dance.

**NCES.A.DA.R.1.1** - Critique dances in terms of multiple aesthetic and cultural criteria.

**NCES.A.DA.R.1.2** - Analyze how the major movement ideas, elements, and structures of dances are developed to create meaning.

### Course: Connecting

**NCES.B.DA.C.1** - Understand cultural, historical, and interdisciplinary connections with dance.

**NCES.B.DA.C.1.1** - Use dance to explore concepts in world history and relate them to significant events, ideas, and movements from a global context.

**NCES.B.DA.C.1.2** - Identify how other arts disciplines are integrated into dance creation and performance.

**NCES.B.DA.C.1.3** - Explain how health and nutrition enhance dance ability.

**NCES.B.DA.C.1.4** - Identify various dance-related professions.

**NCES.I.DA.C.1** - Understand cultural, historical, and interdisciplinary connections with dance.

**NCES.I.DA.C.1.1** - Use dance to explore concepts of civics and economics (such as systems, functions, structures, democracy, economies, and interdependence).

**NCES.I.DA.C.1.2** - Integrate ideas and images from other disciplines to inspire new approaches to dance study.

**NCES.I.DA.C.1.3** - Identify health issues, strategies, and tools affecting the health, well-being, and care of the dancer's body.

**NCES.I.DA.C.1.4** - Summarize the advantages and disadvantages of dance as a vocational, educational, and professional choice.

**NCES.P.DA.C.1** - Understand cultural, historical, and interdisciplinary connections with dance.

**NCES.P.DA.C.1.1** - Understand the role of dance in US history.

**NCES.P.DA.C.1.2** - Interpret dances from a variety of cultures and historical periods.

**NCES.P.DA.C.1.3** - Evaluate personal actions, commitment, and discipline necessary to achieve dance goals.

**NCES.P.DA.C.1.4** - Create interdisciplinary projects integrating dance and other disciplines.

**NCES.A.DA.C.1** - Understand cultural, historical, and interdisciplinary connections with dance.

**NCES.A.DA.C.1.1** - Interpret dance from personal, cultural, and historical contexts.

**NCES.A.DA.C.1.2** - Differentiate the dance style of important twentieth- and twenty-first century choreographers.

**NCES.A.DA.C.1.3** - Explain the impact of lifestyle choices, self-concept, cultural media, and social environment on dancers.

**NCES.A.DA.C.1.4** - Identify skills and qualities leading to success in the dance field and in life, such as responsibility, adaptability, organization, communication, project management, and time management.



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Public Schools of North Carolina

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