

Introduction

In August 2011, The College Board produced a report for the National Coalition for Core Arts Standards (NCCAS) as a resource to understand the manner in which the 1994 Standards for Arts Education aligned with the thirteen skills outlined in the 21st Century Skills Map released by the Partnership for 21st Century Skills. In coordination with the other arts of Music, Theatre, and Visual Arts, it reviewed the standards for dance included in the 1994 document to provide an informed resource to aid in the development of a new generation of Core Arts Standards.

However, unlike the other three art forms, the dance standards were revised in 2005 by the National Dance Education Organization (NDEO). The 1994 dance standards were developed by the National Dance Association (NDA), one of the six associations under the umbrella of the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD). The Alliance focuses on dance as a program within physical education. However, through the recognition of dance as a core art form in education, dance became philosophically and programmatically aligned with the arts. The National Dance Education Organization was founded in 1998 to advance dance as arts education in arts programming. It realized a need to redesign the dance standards to address this Revision also afforded an opportunity to address other issues that had become apparent in the implementation of the 1994 standards.

It stands to reason that this current set of national standards should be the document from which we develop Core Standards in Dance Education.

The goal is to learn where the standards share similarities with the 21st Century Skills and where ideas diverge.

However, it was immediately realized the task was a complex endeavor. The 1994 standards are divided into six to nine benchmarks for each of the art forms that are different for each art form. The benchmarks across the benchmark grades of 4th Grade, 8th Grade, and 12th Grade. The 2005 NDEO standards are organized differently. They are divided into the four art-making categories of Performing, Creating, Responding, and Interconnecting. Each benchmark grade has approximately 30 achievements.

Standards for each of the 13 21st Century Skills, this analysis makes a determination for about 90 to 95 Achievement Standards for each Skill category. This has resulted in an extensive report.

It has also resulted in an extremely informative map of dance education. In general, it is apparent that the greatest application of the 21st Century Skills is found in creating dance, responding to dance, and interconnecting dance to other arts and learning. The perfecting of technique to develop the body as an instrument for chnreatest