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The National Dance Education Organization (NDEO) is the foremost national dance organization in the United States dedicated to teaching dance as an art form in PreK-12, higher education, private studios, community and cultural centers, and outreach programs of Performing Arts Organizations. NDEO advances quality education in the art of dance through professional development, service, and leadership. To this end, NDEO conducts the Online Professional Development Institute that enables dance educators, artists, students, and administrators to

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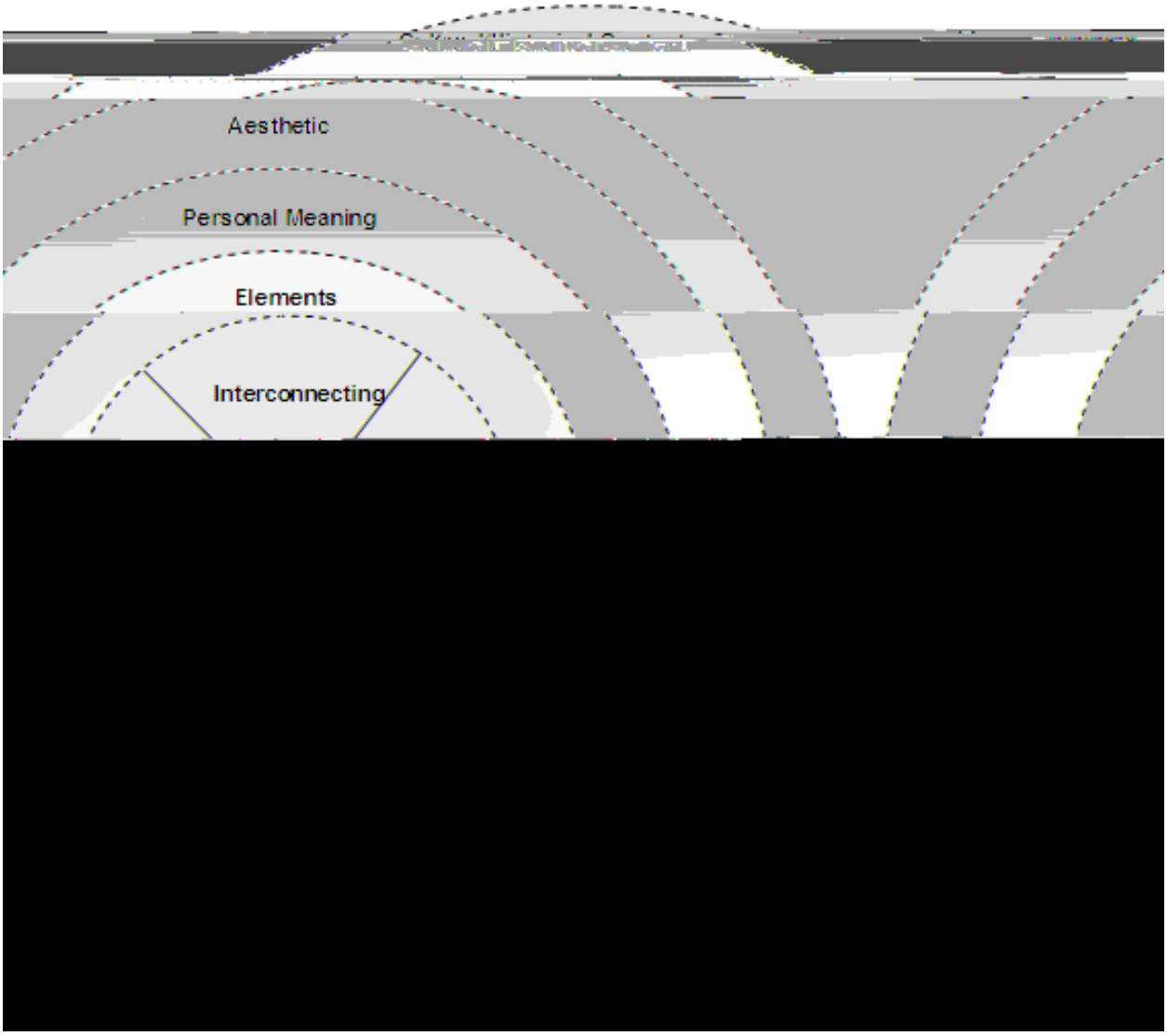
Introduction to Standards

Standards and the Dance Experience

The standards encompass the excitement and exhilaration of learning dance when experienced through the arts making processes of Performing, Creating, Responding, and Interconnecting dance to education, culture, and life. These processes are the inner core of the dance experience and provide the foundation for the content standards. The nature of dance is that each learning experience will address many standards at the same time. If taught as a full artistic experience, every dance activity or project will involve each of the art-making processes of Performing, Creating, Responding, Interconnecting, and Assessing.

Dance is also experienced within an environmental context that is shaped by the elements of one's body in motion, personal meaning, one's cultural aesthetic, and historic events. Although the standards don't explicitly address these surrounding contexts in their organizational structure, they are intended to be understood and used within the context of the entire dance experience. The *Model of the Core Dance Education Experience* has been created to help those using the standards conceptualize the holistic, integrative nature of the standards and how they can be approached from a multitude of perspectives or entry points.

Model of Core Dance Experience



This model of the dance experience is a *mandala*—an expression of the arts-making processes in relation to the surrounding contexts in which arts learning takes place. Although the arts-making processes are listed separately and linearly in these standards for the sake of definition, these processes occur simultaneously in the creative act of discovery. The dance educator, or student, is therefore able to enter the arts-making processes of dance from any aspect depending on the focus of any given learning experience.

The Inner Core

Dancing Self:
The person that is dancing is the core of the dance. The dancer is the messenger of the artistic statement. Each dancer brings his or her individual gift and expression to the dance experience.

Space:
Space includes the direction of the movement, pathways across space, levels from the ground or floor, shapes made by the body or groups of bodies, and the use of personal space and spatial relationships. Use of space gives dance its relationships and designs.

Time:
Time includes the tempo or rhythmic patterns of the movement, either in relation to music or without music. Dance is a temporal experience—the impact of each moment throughout a duration of time.

Energy:
Energy is the force, weight, tension, or effort of the movement. Differences in use of energy give dance its dynamic and quality of movement that can vary greatly in different styles and genres.

The Outer Circles: The Surrounding Contexts

These elements, however, are constructed within a context that is personal, cultural, and universal. In ever-

A Continuum of Standards for Learning and Teaching Dance in the Arts

The National Dance Education Organization has developed three sets of standards that provide the American dance education community with a continuum of learning and teaching dance in the arts for infants through professional

The Child's Bill of Ri ghts in Dance © 1998 National Dance Education Organization

The National Dance Education Organization (NDEO) believes that every American child should have the following rights to instruction in dance and urges that these rights be recognized and guaranteed by educational funding authorities, school administrators, and the public.

1. ***As their right***, all children at every level must have access to a balanced, comprehensive, and sequential program of dance instruction taught by teachers qualified in dance.

2. ***As their right***, all children must be given the opportunity to explore and develop their movement abilities to the fullest extent possible through instruction that is equal to that provided in the other basic subjects of the curriculum and through instruction that is responsive to the individual needs of each child.

3. ***As their right***, all children must receive the finest possible education in dance. Every child must have an equal opportunity to study dance, and the quality and quantity of children's dance instruction must not depend upon their geographical location, social status, racial or ethnic background, urban/suburban/rural residence or parental or community wealth.

4. ***As their right***, all children must have equal opportunity to study dance taught as an art form—to create dance, to perform dance, and to respond critically and analytically to the creation and performance of dance by self and others.

5. ***As their right***, all children must have the opportunity to study dance of diverse periods, styles, , a1B21(t)2

List of Stan dards

AGES ZERO TO TWO YEARS: What 0 -2 Year Olds Should Know and Be Able To Do in Movement

Babies do not have the movement coordination, control, or skills to “dance” in a traditional sense, and yet they clearly delight in movement for its own sake. In fact, it could be difficult to separate a definition of dance from an infant’s sense of play in pure movement, their joy in repeating certain motions, their love of rhythmic movement patterns, their understanding of meaning through gesture, movement energy, and posture, and their own expressiveness in their movements. n (v)11

I. Performing: The Execution of Movement

Infants will: Explore, Discover, Select, Learn, Focus, Relate, Coordinate, Repeat, Demonstrate, Refine, and Perform.

1. Body

   An infant's awareness of their body is developed from the physical and proprioceptive sensations experienced. When basic needs of food, warmth and gentle, loving care are met, the infant will experience the body as pleasurable and enjoyable. Movement experiences will be positive, and help the infant develop a positive outlook on life.

   a. Anatomy: Developmental awareness of isolated and generalized movements with the head, torso, and limbs.
   b. Body Organization:
      (1) Dynamic Alignment:
         (a) Developmental awareness of the body while still and while moving.
      (2) Body Patterning:
         (a) Development of movement from spastic and uncoordinated to alternate cross-lateral patterning.
   c.

b. Locomotor Movement: See Table 2 below.[2]

Table 2: Developmental Sequence of Approximate Age and Onset of Locomotor Abilities

Locomotor Tasks	Selected Abilities	Approximate Age of Onset
Horizontal movements	Scooting	3rd month
	Crawling	6th month
	Creeping	9th month

4. Performance Values
    a. Focus and Awareness:
        (1) Explore new movement possibilities.
        (2) Be aware of a vocal or observed cue.
    b. Replication, Reflection, Refinement, and Revision:
        This is a feedback "loop" that enables infants to coordinate movements and learn about the world. Infants love to repeat movements to gain mastery, control, and learn new information.
    c. Performance Etiquette:
        (1) Enjoy and explore different types of movement.

Interc onnect ***Performing*** with other dance arts processes.
a. Integrate the process of Performing with Creating , Responding , and Assessing dance.
b. Explore Performing in cultural and historical contexts.
c. Relate the process of Performing to other arts, disciplines, and writing .

II. Creating: Express ideas, experiences, feelings, and images in new and artistic dance.

Infants will: Imagine, Improvise, Explore, Discover, Problem Solve, Express, and Communicate .

1. Movement Principles, Structures, and Processes
    a. Original Choreography: Explore and discover fundamental axial and locomotor movements.
    b. Problem Solving: Discover and explore a movement solution to a movement problem.
    c. Improvise dance movements.
    d. Constructive Cooperation (1-2 years): Demonstrate the ability to follow simple directions.

2. Communicating Meaning

    Movement is an infant's first symbolic communication. An infant understands movement before spoken language and communicates through movement before using words. This form of sensorimotor communication is pre-verbal and prepares thmate be 002 Tw [(v)11(er)4(b)113(c)-3(c)11(om)10(m)-3(un)13(i)t1(s)-3(ft)2(i

IV. Interconnecting: Relate and transfer meanings, ideas and experiences from other disciplines and areas of knowledge to dance and movement experiences; relate and transfer dance and movement experiences to other disciplines and areas of knowledge.

Infants wi ll: Observe, Connect, Synthesize, Compare, Transfer, Demonstrate, Respond, and Express.

1. Dance from Different Cultures and Historical Periods

   By ten months of age, infants become acculturated: they know the movement and language sounds experienced in their culture and begin to eliminate exploration of those that are not encountered. It is therefore important to expose infants to other movement styles and language sounds so the infant can maintain a wide range of experience.

   a. Different Cultures:
      (1) Observe dance from one's heritage or environment.
   b. Different Historical Periods: Observe current or traditional dances.

2. Dance and Healthful Living

   Some infants are innately gentle and others move with greater force or energy. Infants do not have a sense of "other" nor do they understand causation. Moving safely is an important aspect of the maturation and socialization processes.

   a. Demonstrate moving safely without hitting, banging, or crashing one's body into other bodies or on the floor.
   b. Demonstrate being gentle to others.

3. Dance and Other Disciplines

   Infants experience their world syncretically, which means they do not separate stimuli or events into distinct categories. Proprioceptive physical sensations, colors, sounds, and smells are interrelated and simultaneous. Forms of knowledge are not separated. To the infant, everything is connected. The infant is therefore closer to interconnectedness than at any other point in life.

   a. Respond in movement to one or more forms of sensory stimuli (sight, sound, touch, or smell).
   b. Respond to a different mode of movement through a different type of sensory expression.
   c. Transfer content knowledge to movement experiences.
   d. Experience the use of technology with movement.

4. Dance and Literacy
   a. Use movement to express words (as developmentally appropriate).
   b. Use words to express movement (as developmentally appropriate).

AGE TWO: What 2 Year Olds Should Know and Be Able To Do in the Art of Dance

I. Performi ng: Execute original or existing artistic dance movement or works of art using elements and skills of dance.

Toddlers will: Experience, Identify, Select, Learn, Organize, Coordinate, Repeat, Demonstrate, Perform, and Present.

1. Body
    a. Anatomy: Demonstrate and identify isolated dance movements with the head, torso, and limbs.
    b. Body Organization:
        (1) Dynamic Alignment: Organize the body while still and while moving.
        (2) Body Patterning: Demonstrate same-side and cross body movement.
    c. Body Skills:
        (1) Balance: Demonstrate an ability to balance on two legs while performing a variety of movements.
        (2) Strength: Demonstrate strength in the legs, torso, and arms.
        (3) Range of Motion: Demonstrate flexibility of the spine, legs and shoulders.
        (4) Coordination: Move basic parts of the body.

2. Movement Skills
    a. Breathing: Demonstrate regular and deep breathing.
    b. Non-Locomotor/Axial Movement: Demonstrate and identify Non-Locomotor/Axial movements—bend, reach, twist, rock, sway, shake, and kick.
    c. Locomotor Movement: Demonstrate and identify locomotor movements—roll, slither, crawl (creep), walk, run, jump, and stamp.

3. Elements of Dance
    a. Space:

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4.

III. Responding: Demonstrate critical and analytic thinking skills in the artistic response to dance.

Toddlers will: Observe, Respond, Identify, Describe, Interpret, Select, Analyze, Synthesize, and Communicate .

1. Dance Vocabulary
    a. Observe or perform dance and identify basic axial and locomotor movements.
    b. Observe or perform a dance movement and identify a specific element, characteristic, or feeling.

2. Observation and Response Skills
    a. Sit and watch a short dance as an audience member and clap when the dance is done.
    b. Clap, sway, bounce, stamp, or in some way relate to movements observed in a dance.

3. Dance Literacy
    a. Recognize a genre of dance that is observed (ballet, modern, hip-hop, jazz, tap, or a world dance form).

Interconnect ***Responding*** with other dance arts processes.

a. Integrate the reflective process with Performing , Creating , and Assessing dance.
b. Explern, hng

IV. Interconnecting: Relate and transfer meanings, ideas and experiences from other disciplines and areas of knowledge to dance and movement experiences; relate and transfer dance and movement experiences to other disciplines and areas of knowledge.

Toddlers will: Observe, C onnect, Demonstrate, Synthesize, Compare, Respond, and Express.

1. Dance from Different Cultures and Historical Periods
    a. Different Cultures:
        (1) Observe or perform dance from one's heritage or environment.
    b. Different Historical Periods: Observe or perform current or traditional dances.

2. Dance and Healthful Living
    a. Demonstrate dancing safely w3(t)2(BC6l)-uou 0.56khitting,.56kbanging, or crashing one's body into other bodies or on the floor.
    b. Demonstrate being gentle to others.

3. Dance and Other Disciplines
    a. Respond in movement to one or more forms of sensory stimuli (sight, sound, touch, or smell).
    b. Respond to movement through another art medium.
    c. Transfer content know3(t)ledge from other disciplines to expression in movement experiences
    d. Explore ideas in dance that relate to other areas of experience.
    e. Experience the use of technology w3(t)2(BC6l)-uo dance.

4. Dance and L2(BC6l)-ueracy
    a. Use movement to express ideas read in books or poetry.
    b. Use w3(t)ords to identify movement that is dance

AGE THREE: What 3 Year Olds Should Know and Be Able To Do in the Art of Dance

I. Performing: Execute original or existing artistic dance movement or works of art using elements and skills of dance.

Students will: Experience, Identify, Select, Le arn, Organize, Coordinate, Repeat, Demonstrate, Refine, Perform, and Present.

1. Body
    a. Anatomy: Identify and demonstrate isolated dance movements of the head, arms, hands, fingers, elbows, shoulders, back, hips, legs, knees, feet, and toes.
    b. Body Organization:
        (1) Dynamic Alignment: Organize the body while still and while dancing.
        (2) Body Patterning: Demonstrate same-side and cross body movement and movement that uses upper and lower body at the same time.
    c. Body Skills:
        (1) Balance: Demonstrate an ability to walk along a straight line and to walk on tiptoe.
        (2) Strength: Demonstrate strength in the legs, feet, toes, torso, arms, and fingers.
        (3) Range of Motion: Demonstrate flexibility of the spine, hamstrings, hips, and shoulders.
        (4) Coordination: Move basic parts of the body in isolation or at the same time.

2. Movement Skills
    a. Breathing: Demonstrate regular and deep breathing while moving.
    b. Non-Locomotor/Axial Movement: Demonstrate and identify Non-Locomotor/Axial movements—bend, stretch, twist, push, pull, rock, sway, shake, and kick.
    c. Locomotor Movement: Demonstrate and identify locomotor movements—roll, slither, crawl (creep), walk, run, jump, slide, gallop, and march.

3. Elements of Dance
    a. Space:
        (1) Direction: Identify and move in the directions of forward and backward, sideways, up and down, and turning.
        (2) Pathways: Dance across a space in a straight and curved pathway.
        (3) Levels: Dance with intent on high and low levels.
        (4) Shapes: Identify movements that make lines with the body that are straight, bent, and curved.
        (5) Personal Space: Identify one's personal space and the personal space of other children.
        (6) Relationships: Dance in spatial relationship to others—beside, behind, in front of, toward, and away from.
    b. Time:
        (1) Tempo: Respond in dance to a fast or slow tempo.
        (2) Rhythm: Move with a steady beat.
        (3) Patterns: Follow a simple rhythmic pattern while moving one part of the body.
        (4) Music: Respond to music in dance.

AGE FOUR: What 4 Year Olds Should Know and Be Able To Do in the Art of Dance

I. Performing: Execute original or existing artistic dance movement or works of art using elements and skills of dance.

Students will: Experience, Identify, Select, Learn, Organize, Coordinate, Repeat, Demonstrate, Refine, Perform, and Present.

1. Body
    a. Anatomy: Identify and demonstrate isolated and coordinated dance movements of the head, arms, hands, fingers, elbows, shoulders, back, hips, legs, knees, feet, and toes. Identify and move other body parts—ankle, shin, calf, thigh, palm, wrist, forearm, waist, ribs, spine, neck, jaw, etc.
    b. Body Organization:
        (1) Dynamic Alignment: Align and organize the body while still and while dancing.
        (2) Body Patterning: Demonstrate lateral and cross-lateral movement and movement that uses upper and lower body at the same time.
    c. Body Skills:
        (1) Balance: Demonstrate an ability to walk along a circular line, walk on tiptoe, and the ability to balance on one foot for 2-3 seconds.
        (2) Strength: Demonstrate strength in the legs, feet, toes, abdominals, back, shoulders, arms, and fingers.
        (3) Range of Motion: Demonstrate flexibility of the spine, hips, shoulders, hamstrings, and feet.
        (4) Coordination: Move basic parts of the body in isolation or at the same time with focused intention and direction.

2. Movement Skills
    a. Breathing: Demonstrate awareness of breathing while moving.
    b. Non-Locomotor/Axial Movement: Demonstrate and identify Non-Locomotor/Axial movements—bend, stretch, twist, push, pull, rock, swing, shake, turn, balance, and kick.
    c. Locomotor Movement: Demonstrate and identify locomotor movements—roll, slither, crawl (creep), walk, run, jump, slide, gallop, march, and hop.

3. Elements of Dance
    a. Space:
        (1) Direction: Identify and move in the directions of forward, backward, sideways, up and down, and turning.
        (2) Pathways: Dance across a space in a straight, curved, and circular pathway.
        (3) Levels: Dance with intent on high, middle, and low levels.
        (4) Shapes: Demonstrate clear geometric designs with the body (i.e. circle, rectangle, triangle, star, oval, crescent).
        (5) Personal Space: Move with awareness of one's personal space and the personal space of other children.
        (6) Relationships: Dance in and identify clear spatial relationships to other children—beside, behind, in front of, toward, and away from.

II. Creating: Express ideas, experiences,

III. Responding: Demonstrate critical and analytic thinking sk

IV. Interconnecting: Relate and transfer meanings, ideas and experiences from other disciplines and areas of knowledge to dance and movement experiences; relate and transfer dance and movement experiences to other disciplines and areas of knowledge.

Students will: Observe, Experience, Identify, Connect, Synthesize, Compare, Transfer, Demonstrate, Respond, and Express .

1. Dance from Different Cultures and Historical Periods
    a. Different Cultures:
        (1) Observe or perform a dance from one's heritage or environment and from another culture.
        (2) Observe a dance from another culture and describe the culture.
    b. Different Historical Periods: Observe or perform a dance from another historical period. Identify the time period.

2. Dance and Healthful Living
    a. Demonstrate dancing safely with respect for one's body and the bod.004 Tc -t2 dancing bod.004 Tc -Td c 0 Tw 3.28 0 Td

AGE FIVE: What 5 Year Olds Should Know and Be Able To Do in the Art of Dance

I. Performing: Execute original or existing artistic dance movement or works of art using elements and skills of dance.

Students will: Experience, Identify, S elect, Learn, Organize, Coordinate, Repeat, Demonstrate, Respond, Perform, and Present.

1. Body
    a. Anatomy: Identify and demonstrate isolated and coordinated dance movements with the joints (ankles, knees, hips, knuckles, wrists, elbows, shoulders, atlas) and major bones (pelvis,

b. Time:
    (1) Tempo: Dance in different tempos in response to changes in music or accompaniment.
    (2) Rhythm: Dance keeping a steady beat.
    (3) Patterns: Create and repeat a simple rhythmic pattern.
    (4) Music: Demonstrate the ability to dance in coordination with musical phrasing.

c. Energy:
    (1) Movement Qualities: Demonstrate and describe everyday movements and movements in dance.
    (2) Dance Qualities: Dance and identify combinations of movement qualities or characteristics—tension, force, effort, and weight.
    (3) Stillness: Hold a position or shape while others are moving.

4. Performance Values

a. Focus and Awareness:
    (1) Dance with purpose and concentration.
    (2) Stop moving, be still, and be attentive in response to a vocal, musical, or observed cue.

b. Replication, Reflection, Refinement, and Revision:
    (1) Repeat a short dance phrase of four movements several times.
    (2) Reflect upon the performance and effect of movement and communicate this to others.
    (3) Refine and revise dance movements to fulfill the purpose or intent.

c. Performance Etiquette:
    (1) Participate fully to best of ability in dance activities when attending dance class.
    (2) Wear attire required for dance class or performance.
    (3) Cooperate with others while creating or performing dance.
    (4) Dance with focus and concentration in class and performance.

Interconnect ***Performing*** with other dance arts processes.
a. Integrate the process of Performing with Creating , Responding , and Assessing dance.
b. Explore Performing in cultural and historical contexts.
c. Relate the process of Performing to other arts, disciplines, and writing.

II. Creating: Express ideas, experiences, feelings and images in original and artistic choreography.

Students will: Imagine, Identify, Improvise, Explore, Discover, Develop, Problem Solve, Choreograph, Generate, Perform, Explain, and Communicate .

1. Choreographic Principles, Structures, and Processes
    a. Original Choreography: Explore and discover new combinations of axial and locomotor movements.
    b. Problem Solving: Explore and discover several movement solutions to movement problems. Choose and repeat a favorite solution.
    c. Choreograph a short (approximately one-minute) dance that
        (1) has a beginning, a middle that develops the idea of the dance, and an end.
        (2) maintains audience interest by using a variety of the elements of movement.
        (3) uses a choreographic structure that serves to communicate an idea or feeling.
    d. Constructive Cooperation: Demonstrate the ability to work coility1)161(al)- or 1-1.T1)16ns ob/MCI4.004 Tc (s)-3(t)(

Standards Quick Reference Charts

STANDARDS QUICK REFERENCE CHARTS

I. Performing: Execute original or existing artistic dance movement or works of art using elements and skills of dance.

TWO YEARS	THREE YEARS	FOUR YEARS	FIVE YEARS
4. Performance Values			
a. Focus and Awareness:	a. Focus & Awareness:	a. Focus & Awareness:	a. Focus and Awareness:
(1) Dance when inspired.	(1) Dance with intent.	(1) Dance with purpose.	(1) Dance with purpose and concentration.
(2) Respond to a vocal or observed cue.	(2) Be attentive in response to a vocal, musical or observed cue.	(2) Stop moving and be attentive in response to a vocal, musical, or observed cue.	(2) Stop moving, be still, and be attentive in response to a vocal, musical, or observed cue.
b. Replication, Reflection, Refinement, and Revision:	b. Replication, Reflection, Refinement, and Revision:	b. Replication, Reflection, Refinement, and Revision:	b. Replication, Reflection, Refinement, and Revision:
(1) Repeat movement.	(1) Repeat a movement several times.	(1) Repeat a dance movement several times.	(1) Repeat a short dance phrase of four movements several times.
(2) Experience the sensation and effect of movement.	(2) Reflect upon the sensation and effect of movement.	(2) Reflect upon the performance and effect of movement.	(2) Reflect upon the performance and effect of movement and communicate this to others.
(3) Adjust movement to fulfill a purpose or intent.	(3) Revise movement to fulfill the purpose or intent.	(3) Refine and revise a dance movement to fulfill the purpose or intent.	(3) Refine and revise dance movements to fulfill the purpose or intent.
c. Performance Etiquette:	c Performance Etiquette:	c Performance Etiquette:	c Performance Etiquette:
(1) Participate in dance activities when attending dance class.	(1) Be attentive and participate in dance activities when attending dance class.	(1) Participate fully in dance activities when attending dance class.	(1) Participate fully to best of ability in dance activities when attending dance class.
(2) Wear requested attire for dance class.	(2) Wear appropriate attire for dance class.	(2) Wear attire required for dance class.	(2) Wear attire required for dance class or performance.
(3) Explore and enjoy movement while dancing alone or with other children.	(3) Explore and enjoy movement while dancing alone or with other children.	(3) Dance in consideration of others while dancing alone or with other children.	(3) Cooperate with others while creating or performing dance.
(4) Understand difference between dance class and a performance.	(4) Experience difference between dance class and a performance.	(4) Know the different expectations between dance class and a performance.	(4) Dance with focus and concentration in class and performance.

Interconnect ***Performing*** with other dance arts processes.

a. Integrate the process of Performing with Creating , Responding , and Assessing dance.
b. Explore Performing in cultural and hi storical contexts.
c. Relate the process of Performing

TWO YEARS	THREE YEARS	FOUR YEARS	FIVE YEARS

IV. Interconnecting: Relate and transfer meanings, ideas and experiences from other disciplines and areas of knowledge to dance and movement experiences; relate and transfer dance and movement experiences to other disciplines and areas of knowledge.

Students will: Observe, Experience, Identify, Connect, Synthesize, Compare, Transfer, Demonstrate, Respond, and Express .

TWO YEARS	THREE YEARS	FOUR YEARS	FIVE YEARS
1. Dance from Different Cultures and Historical Periods			
a. Different Cultures:	a. Different Cultures:	a. Different Cultures:	a. Different Cultures:
(1) Observe or perform dance from one's heritage or environment.	(1) Observe or perform dance from one's heritage or environment or from another culture.	(1) Observe or perform a dance from one's heritage or environment and from another culture.	(1) Observe or perform a dance from one's heritage or environment and from other cultures.
	(2) Observe dance from another culture and identify the culture.	(2) Observe a dance from another culture and describe the culture.	(2) Observe dances from three or more cultures and describe the cultures.
b. Different Historical Periods: Observe or perform current or traditional dances.	b. Different Historical Periods: Observe or perform current or traditional dance. Identify the dance genre.	b. Different Historical Periods: Observe or perform a dance from another historical period. Identify the time period.	b. Different Historical Periods: Observe and perform dances from other historical periods. Identify the time periods.
			c. Share a dance learned from family or friends.
2. Dance and Healthful Living			
a. Demonstrate dancing safely without hitting,			

TWO YEARS	THREE YEARS	FOUR YEARS	FIVE YEARS
c. Transfer content knowledge from other disciplines to expression in movement experiences.	c. Transfer understanding of content knowledge and skills from other disciplines through expression in movement experiences.	c. Create a short dance using content knowledge and skills learned from other disciplines.	c. Create and perform dance using content knowledge and skills learned from other disciplines.
d. Explore ideas in dance that relate to other areas of experience.	d. Explore ideas in dance that connect to other areas of experience.	d. Explore an idea in dance combined with another area of experience.	d. Choreograph dance that combines movement idea0(bi)-9c180y.004A6(hor)4(e)13(ogr)4(ap)13(h c

Assessment Rubrics for Standards

Introduction to Assessment Rubrics: Standards for Dance in Early Childhood

A rubric is a chart delineating gradations of learning expectations and achievement levels. Rubrics are frequently thought of as assessment tools used to see how well children have learned given curricula. Rubrics can, however, be used before learning activities are started so that students can know what to expect and why.

These rubrics were constructed in an open outline for several purposes:

- To serve as a model for rubrics to be constructed from specific state or district standards or for a specific curriculum.
- To serve as an outline from which program assessment can be determined.
- To serve as a guide for learning and understanding.
- To serve as a means through which a portrait of each individual child's abilities and progress can be charted.
- To serve as a basis for research in dance education for early childhood.

As a Model for State or District Standards:
These rubrics demonstrate the process by which rubrics for state or district standards can be created. In this model, each standard is listed. Three levels of achievement have been selected for early childhood assessment. Either the standard is met, not met, or is surpassed. The standard, therefore, serves as the basic criteria. If it is not met, improvement is needed. If more ability is demonstrated than the basic standard, outstanding achievement has been made.

This three-tier system provides specific information to develop a clear picture of achievement o

It is important to track the individual development of young children's movement patterns. This can often help teachers or parents recognize growth patterns, or diagnose developmental or learning difficulties at an early stage when issues can be most easily corrected.

As a Basis for Research in Dance Education for Ear ly Childhood :
Action research for dance education in early childhood is facilitated by the clear portrait that a rubric provides. Student performance and progress can be clearly demonstrated and even quantified. The variety of standards provides a broad based picture of student achievement. Focused elements of the standards can provide a telescopic view.

The National Dance Education Organization has been conducting a project to identify research in dance education from 1926 to the present and analyze the patterns, trends, and gaps or omissions that are evidenced. It has become apparent there is little research in dance education for early childhood and yet great attention is now being given to early child development. Assessment for research purposes wh

Movement Skills Cont.	Needs Improvement	Meets Standard	Outstanding
c. Locomotor Movement: Demonstrate and identify locomotor movements—roll, slither, crawl (creep), walk, run, jump, and stamp.			
3. Elements of Dance			
a. Space:			
(1) Direction: Identify and move in the directions of forward and backward, up and down.			
(2) Pathways: Dance through space in any chosen pathway.			
(3) Levels: Dance with intent on high or low levels.			
(4) Shapes: Identify			

Perf. Values Cont.	

II. Creating: Expre ss ideas, experiences, feelings, and images in original and artistic choreography.

Toddlers will: Imagine, Identify, Improvise, Explore, Discover, Develop, Problem Solve, Choreograph, Generate, Perform, Explain, and Communicate.

II. CREATING	Needs Im provement	Meets Standard	Outstanding
1. Choreographic Principles, Structures, and Processes			
a. New Choreography: Explore and discover new ways of combining basic axial and locomotor movement.			
b. Problem Solving: Explore and discover a movement solution to a given movement problem.			
c. Improvise a short (approximately one-minute) dance that			
(1) sustains one-minute of movement.			
(2) uses a variety of movements.			
(3) demonstrates understanding of dancing a dance.			
d. Constructive Cooperation: Demonstrate the ability to follow simple directions and cooperate with others while dancing.			
2. Communicat ing Meaning			
a. Communication through Dance: Improvise dance movement to express an idea, experience, or feeling (with or without music).			
b. Expressive Dances:			
(1) Improvise suggested or original movements to music, a song, or a story that interpret the music, song, or story.			
(2) Experience what the			

A

THREE YEARS

I. Performing: Execute original or existing artistic dance movement or works of art using elements and skills of dance.

Students will: Identify, Define, Select, Learn, Focus, Relate, Coordinate, Repeat, Understand, Synthesize, Rehearse, Demonstrate, Refine, Perform, and Present.

I. PERFORMING	Needs Improvement	Meets Standard	Outstan ding
1. Body			
a. Anatomy: Demonstrate and identify isolated dance movements of the head, arms, hands, fingers, elbows, shoulders, back, hips, legs, knees, feet, and toes.			
b. Body Organization:			
(1) Dynamic Alignment: Organize the body while still and while dancing.			
(2) Body Patterning: Demonstrate same-side and cross body movement and movement that uses upper and lower body at the same time.			
c. Body Skills:			
(1) Balance: Demonstrate an ability to walk along a straight line and to walk on tiptoe.			
(2) Strength: Demonstrate strength in the legs, feet, toes, torso, arms, and fingers.			
(3) Range of Motion: Demonstrate flexibility of the spine, hamstrings, hips, and shoulders.			

Movement Skills Cont.	Needs Improvement	Meets Standard	Outstanding
b. Non-Locomotor/Axial Movement: Demonstrate and identify Non-Locomotor/Axial movements—bend, stretch, twist, push, pull, rock, sway, shake, and kick.			
c. Locomotor Movement: Demonstrate and Identify locomotor movements—roll, slither, crawl (creep), walk, run, jump, slide, gallop, and march.			
3. Elements of Dance			
a. Space:			
(1) Direction: Identify and move in the directions of forward and backward, sideways, up and down, and turning.			
(2) Pathways: Dance across a space in a straight and curved pathway.			
(3) Levels: Dance with intent on high and low levels.			
(4) Shapes: Identify movements that make lines with the body that are straight, bent, and curved.			
(5) Personal Space: Identify one's personal space and the personal space of other children.			
(6) Relationships: Dance in a spatial relationship to others: beside, behind, in front of, toward, and away from.			
b. Time:			
(1) Tempo: Dance fast or slow.			
(2) Patterns: Follow a simple rhythmic pattern while moving one part of the body.			
(3) Music: Respond to music in dance.			

Elements of Dance Cont.	Needs Improvement	Meets Standard	Outstanding
c. Energy: (1) Movement Qualities: Know when doing everyday movements or movements in dance.			

II. Creating: Express ideas, experiences, feelings and images in original and artistic choreography.

III. Responding: Demonstrate critical and analytical thinking skills in the artistic response to dance

Students will: Observe, Perform, Identify, Describe, Interpret, Understand, Select, Analyze, Synthesize, Appreciate, Participate, and Communicate .

IV. Interconnecting: Relate and transfer ideas, meanings and experiences from other disciplines and areas of knowledge to dance and movement experiences; relate and transfer dance and movement experiences to other disciplines and areas of knowledge.

Students will: Observe, Experience, Identify, Connect, Synthesize, Compare, Trans
Demonstrate, Respond, a nd Express.

IV. INTERCONNECTING	Needs Improvement	Meets Standard	Outstanding
1. Dance from Different Cultures and Historical Periods			
a. Different Cultures:			
(1) Observe or perform dance from one's heritage or environment or from another culture.			
(2) Observe dance from another culture and identify the culture.			
b. Different Historical Periods: Observe or perform current or traditional dance. Identify the dance genre.			
2. Dance and Healthful Living			
a. Demonstrate dancing safely without hurting oneself or disrupting the movement of others.			
b. Demonstrate being gentle			

FOUR YEARS

I. Performing: Execute original or existing artistic dance movement o r works of art using elements and skills of dance.

Students will: Experience, Identify, Select, Learn, Organize, Coordinate, Repeat, Demonstrate, Respond, Perform, and Present.

I. PERFORMING	Needs Improvement	Meets Standard	Outstanding
1. Body			
a. Anatomy: Identify and demonstrate isolated and coordinated dance movements of the head, arms, hands, fingers, elbows, shoulders, back, hips, legs, knees, feet, and toes. Identify and move other body parts—ankle, shin, calf, thigh, palm, wrist, forearm, waist, ribs, spine, neck, jaw, etc.			
b. Body Organization:			
(1) Dynamic Alignment: Align and organize the body while still and while dancing.			
(2) Body Patterning: Demonstrate lateral and cross-lateral movement and movement that uses			

Elements/Dance Cont.	Needs Improvement	Meets Standard	Outstanding
(3) Music: Improvise responding to the qualities and phrasing of music.			
c. Energy:			
(1) Movement Qualities: Demonstrate everyday movements and movements in dance.			
(2) Dance Qualities: Dance using different qualities or characteristics of movement—tension, force, effort, and weight.			
(3) Stillness: Hold a position or shape on cue.			
4. Performance Values			
a. Focus and Awareness:			
(1) Dance with purpose.			
(2) Stop moving and be attentive in response to a vocal, musical, or observed cue.			
b. Replication, Reflections, Reflections, Reflections

II. Creating: Express ideas, experiences, feelings and images in original and artistic choreography.

Students will: Imagine, Identify, Improvise, Explore, Discover, Develop, Problem Solve, Choreograph, Generate, Perform, Explain, and Communicate .

II. CREATING	Needs Improvement	Meets Standard	Outstanding
1. Choreographic Principles, Structures, and Processes			
a. Original Choreography: Explore and discover new axial & locomotor movements.			
b. Problem Solving: Explore and discover several movement solutions to movement problems.			
c. Choreograph a short (approximately one-minute) dance that			
(1) has a beginning, middle, and end.			
(2) uses a variety of movements, pathways, and levels.			
(3) demonstrates movement logic.			
d.			

III. Responding: Demonstrate critical and analytical thinking skills in the artistic response to dance

Students will: Observe, Perform, Identify, Describe, Interpret, Understand, Select, Analyze, Synthesize, Appreciate, Participate, and Communicate.

III. RESPONDING	Needs Improvement	Meets Standard	Outstanding
1. Dance Vocabulary			
a. Observe or perform dance and identify axial and locomotor movements, their level, direction, and movement quality.			
b. Observe or perform dance movements and describe how they are similar or different.			
2. Observation and Response Skills			
a. Participate as an observant and thoughtful audience member.			
b. Perform some of the movements observed in a dance.			
c. Communicate the central idea of a dance.			
3. Dance Literacy			
a. Observe ballet, modern, hip-hop, jazz, tap, and world dance forms and identify the genre of dance.			
b. Name a dance company or group and identify the genre of dance they perform.			

Interconnect ***Responding*** with other dance arts processes.

a. Integrate the reflective process with Performing, Creating, and Assessing dance.
b. Explore personal reflections in cultural and historical contexts.
c. Relate the process of critical reflection to other arts, disciplines, and writing.

IV.

4. Dance and Literacy	Needs Improvement	

FIVE YEARS

I.

Elements/Dance Cont.	Needs Improvement	Meets Standard	Outstanding
(6) Relationships: Dance in and identify clear spatial relationships to others (i.e. in a line, circle, diagonal, facing away or toward, arm's length apart, etc.).			

b. Time:

II. Creating: Express ideas, experiences, feelings and images in original and artistic choreography.

Connect Dance Cont.	Needs Improvement	Meets Standard	Outstanding
d. Choreograph a dance that combines movement ideas with ideas from another discipline.			
e. Experience the use of technology with choreography.			

4. Dance and Literacy

Glossary

GLOSSARY OF TERMS

alignment: the organization of the skeleton in a functional relationship to gravity

agility:

gallop: a springy locomotor run/leap in which the same foot always advances forward

genre: a particular style or category of dance, such as ballet, modern dance, jazz, tap, world dance

gesture: the movement of a body part of combination of parts that suggests a particular idea

gross motor activities: activities that involve the use of large muscle groups such as the legs in running or jumping

group skills: skills that require cooperation, coordination, and interpersonal skills of inter-dependence, lead and follow, imitation, echo, mirroring, and call and response

hop: a movement that leaves the ground from one foot and lands on the same foot

improvise: to spontaneously invent and perform movement

isolation: movement performed with one body part or a small section of the body

jump: a movement that leaves the ground from two feet and lands on two feet

kinesthetic: having to do with motion or movement of the body

kinetic: having to do with motion

leap: a locomotor movement that leaves the ground from one foot and lands on the other foot

level: the height of the dancer in relation to the floor: high—moving standing straight or on one's toes; middle—moving with knees or body bent; low—moving close to or on the ground

locomotor movement: movement that travels from one location to another or in a pathway through space

movement problem: a specific focus or task that serves as directions for exploration and composition

movement vocabulary: the range of movements or steps used in a particular dance style or genre; movements that suggest an idea or meaning

multicultural: acknowledging the strength and richness of human diversity

musicality: the attention and sensitivity to the musical elements of dance while creating and performing

narrative:

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