



## Opportunity-to-Learn Standards for Dance

Dance is the most accessible art form. The only essential material is a human body, so all children arrive at school with their most basic equipment! Opportunities-to-Learn (OTLs) are relevant as ways to facilitate student achievement. They specify dance industry standards and resources necessary for student learning, practice, and performance of dance. Every student must have access to the resources necessary to attain achievement of the NCAS in Dance.

Support for dance arts instruction in America varies from school to school, district to district and state to state because





# All Grades

Curriculum and Scheduling		
	Basic	Quality
Curriculum	<ol style="list-style-type: none"> <li>1. The dance program for each age level is delivered during school hours and provides all students the opportunity to achieve their individual abilities in dance by creating, performing, responding to dance, and connecting dance to meaning in education and life.</li> <li>2. Equal opportunities for dance experiences and participation exist at all grades and ages regardless of gender, background, ability, body type, or special needs.</li> <li>3. A general class in dance is required of all students through twelfth grade. Courses are geared to different ability levels. The program provides the foundation for sequential dance learning continued at the next progressive level.</li> <li>4. The curriculum is designed to meet a set of standards specified to dance education from the NCAS, state, or local standards.</li> <li>4. The dance curriculum is described and outlined in a series of sequential and articulated curriculum guides that are developmentally appropriate for each grade level. The dance curricular guidelines are available to administrators, faculty, students, and the public.</li> <li>5. Dance experiences represent and impart understanding of diverse cultures.</li> <li>6. Age appropriate dance terminology and vocabulary is used throughout all instructional dance activities.</li> <li>7. Student learning experiences include the use of technology for creating, performing, responding to and relating dance to meanings.</li> <li>8. Students are provided dance learning experiences integrated with other arts and academic disciplines.</li> <li>9. Dance educators set standards for the attire required to be worn during classroom, rehearsal, and performance dance activities. Standards must be enforced for the efficiency and safety of students, faculty, and administrators.</li> <li>10. All dance classes apply safe movement practices and effective periods of warm-up and cool down activities.</li> <li>11. Formative assessment is practiced as a self, peer, and faculty evaluation process using a variety of age appropriate assessment methods: rubrics, verbal and written peer or teacher feedback, video and performance analysis, reflective journaling. A personal portfolio will document each student's achievement.</li> </ol>	<ol style="list-style-type: none"> <li>1. All students in the school are active in dance. Wj-0.005 1</li> </ol>

per week.

3. The length of dance sessions shall be at least equal

to those of other activities.

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# PreK – Grade 2

## Curriculum



# Grades 3-5

Curriculum and Scheduling		
	Basic Review the Basic column in All Grades	Quality Review the Quality column in All Grades
Curriculum	<p>1. The cognitive focus of the curriculum at this age is to explore how the body in motion functions and discover new dance movement skills and possibilities individually and in groups. Students will:</p> <ul style="list-style-type: none"> <li>a. learn about anatomy and how their body functions in movement.</li> <li>b. develop new dance skills.</li> <li>c. explore new ways of moving.</li> <li>d. experience dance from different genres, cultures, and time periods.</li> <li>e. create and experience movements that express feelings and ideas.</li> <li>f. students will create and perform dance, observe dance, and communicate their thoughts about their dance experiences.</li> </ul>	<p>1. A balanced and challenging program will provide instruction for students to create, perform, respond to dance, and connect dance to personal life experiences and learning in other disciplines and contexts.</p>
Scheduling	<ul style="list-style-type: none"> <li>1. At least 90 minutes of dedicated dance instruction is given to each student during each week.</li> <li>2. Instruction by a certified dance movement specialist is provided in periods of not less than 45 minutes.</li> </ul>	<p>1. Students have the option of electing additional performance oppor Tm9426 Tm( )T34.32 324.72( )TJET</p>

**Materials and Equipment**

**Basic**

Review the Basic column in All Grades

**Quality**

Review the Quality column

## Grades 6-8 – Middle School

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Curriculum and Scheduling

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Professional Development & Quality Evaluation	Same as All Grades	Same as All Grades
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**Materials and Equipment**

**Basic**

Review the Basic co~~Quality~~ All Grades

**Quality**

## Grades 9-12 - High School

Curriculum and Scheduling		
	Proficient/Accomplished	Advanced
Curriculum	<p>Review the Basic column in All Grades</p> <p>1. At this stage of cognitive development students intellectually appreciate abstract concepts such as formal structures, principles, aesthetics, criteria, and dance theory. The adolescent brain is now “wired” to intellectually understand and appreciate abstract dance forms, aesthetic criteria, and conceptual analysis of dance in relation to cultural contexts and social principles.</p> <p>2. The dance curriculum is described and outlined in a series of sequential and articulated curriculum guide for each course. The dance curriculum guides are available to administrators, faculty, students, and the public.</p> <p>a. The general dance curriculum provides all students with opportunity to</p>	<p>Review the Quality column in All Grades</p>



## Scheduling

1. Dance courses for various skill levels and interests are offered for 60-90 minutes at least three times per week. All programs offer entry level classes for beginners as well as a gradual progression. le 0 TETQq191c 0.004 Tw i1ETI191c 0.r

Professional Development & Evaluation	Same as All Grades	Same as All Grades
<b>Materials and Equipment</b>		
Equipment	<p><b>Proficient/Accomplished</b>  Review the Basic column in All Grades</p> <ol style="list-style-type: none"> <li>1. Instructional materials and equipment of quality in sufficient quantity and variety is available for every dance course offered: e.g., yoga mats, assorted weights, elastic rubber strips for isometric exercise and stretches.</li> <li>2. Music CDs, DVDs, and videos are provided that represent vocal and instrumental music from a wide range of dance forms, genres and styles and from a variety of cultures and historical periods.</li> <li>3. A variety of equipment, materials, costumes, or props that will support the needs of class training, choreography, or performance.</li> </ol>	<p><b>Advanced</b>  Review the Quality column in All Grades</p> <ol style="list-style-type: none"> <li>1. Instructional materials and equipment of quality in sufficient quantity and variety is available for every dance course offered: e.g., yoga mats, assorted weights, elastic rubber strips for isometric exercise and stretches, some gymnastic mats.</li> <li>2. Music CDs, DVDs, and</li> </ol>

		sound amplification of music and voices, and use of wings, a scrim, and a curtain.
<b>Budget</b>	Same as Basic column in All Grades	Same as Quality column in All Grades
<b>Facilities</b>		
	<b>Proficient/Accomplished</b> Review the Basic column in All Grades 1. Every school with a dance program provides a dance classroom with enough space for all students in a class to move at the same time. The space provides large, open area with dimensions of at least 30'x40' depending on the number of students in the class, or 70-80 square feet depending on the number of students.	<b>Advanced</b> Review the Quality column in All Grades

