

DANCE
CREATIVE EXPRESSION

Standard: Students develop creative expression through the application of knowledge, ideas, communication skills, organizational abilities, and imagination.

	K-4	5-8	9-12
Benchmark 1	Use kinesthetic awareness, proper use of space and the ability to move safely (1, 2, 5)	Demonstrate self-monitoring and effective use of space (2, 5)	Incorporate kinesthetic awareness, use of space, and self-evaluation to refine performance skills (2, 4, 5)
Benchmark 2	Explore and demonstrate basic movements and the dance elements (space, time, and energy) (1, 2)	Use the dance elements to execute basic movements with increased skill and develop a movement vocabulary (1, 4)	Use the dance elements to develop technical skills and expand or refine movement vocabulary (1, 4)
Benchmark 3	Recognize and explore dance as a way to create and communicate ideas and feelings (1, 4)	Demonstrate the ability to use dance as a language and means of communication (1, 4)	Utilize dance as an expression of individual ideas and feelings (1, 4, 5)
Benchmark 4	Explore the process of making a dance; improvise to create a dance phrase (1, 2)	Use improvisation, choreography, and choreographic forms to sequence movements into dance phrases (2, 3)	Incorporate improvisation, choreography, and choreographic forms into dance compositions (2, 3)
Benchmark 5	Execute improvised and set movement patterns with concentration and focus individually and in groups (1, 4, 5)	Perform informal and formal dance compositions individually and in groups (1, 4, 5)	Present and evaluate dance compositions designed to display skills and techniques (1, 2, 4, 5)

Benchmark 6	Identify relationships among dance, other arts, and disciplines outside the arts (1, 4)	Understand and express relationships among dance, other arts, and disciplines outside the arts (1, 4)	Present a multi-disciplinary dance project (1, 2, 4, 5)
Benchmark 7	Develop awareness of technical dimensions of dance, such as costumes, performance space, and set design (2, 4)	Engage in individual and collaborative use of technical dimensions of dance and explore how use of current technology can enhance dance idea (2, 3, 5)	Manipulate technical dimensions of dance individually and collaboratively (2, 5)

DANCE
AESTHETIC PERCEPTION

Standard: Students develop aesthetic perception through the knowledge of art forms and respect for their commonalities and differences.

	K–4	5–8	9–12
Benchmark 1	Recognize the dance elements and apply basic dance vocabulary (1, 4)	Understand the dance elements and apply expanded dance vocabulary (1, 4)	Understand the dance elements and apply advanced dance vocabulary (1, 4)
Benchmark 2	Recognize and respond to concepts of beauty and taste in the ideas and creations of others through the study of dance (1, 4, 5)	Recognize that concepts of beauty differ from culture to culture and that taste varies from person to person (1, 4, 5)	Distinguish unique characteristics of dance as it reflects concepts of beauty and quality of life in various cultures (1, 4, 5)
Benchmark 3	Identify and discuss how dance affects thoughts and feelings (1, 2, 4)	Describe the sensory, emotional, and intellectual impact of works of dance (1, 2, 4)	Analyze and express the impact of dance on intellect and emotions (1, 4, 5)
Benchmark 4	Recognize that there are many possibilities and choices available in the process of creating a dance (3, 4)	Demonstrate awareness of various new ideas, possibilities, options, and situations pertaining to creating dance (1, 4)	Compare and contrast multiple possibilities and options available for artistic expression through dance (1, 4)
Benchmark 5	Develop a basic understanding of the processes of creating, performing, and observing dance (2, 5)	Identify and discuss appropriate behaviors for creators, performers, and observers of dance (1, 4, 5)	Discuss the significance of collaboration and other group dynamics in creating, performing, and observing dance (1, 4, 5)
Benchmark 6	Recognize how dance differs from other forms of human movement and share personal feelings or preferences about dance (1, 2, 4)	Discuss the question “What is dance?” and express intuitive reactions and personal responses to dance (1, 4)	Question/weigh evidence and information, examine intuitive reactions, and articulate personal attitudes toward dance (1, 2, 5)

DANCE
HISTORICAL AND CULTURAL PERSPECTIVE

Standard: Students develop historical and cultural perspective by recognizing and understanding that the arts throughout history are a record of human experience with a past, present, and future.

	K–4	5–8	9–12
Benchmark 1	Recognize and discuss the role of dance in cultural/historical contexts, including celebrations, ceremonies, and special occasions (1, 4)	Compare the role of dance in various cultures and discuss dance in cultural, historical, and contemporary contexts (1, 4)	Explain the art of dance in relation to cultural values and prevailing social, political, and economic conditions (1, 4, 5)
Benchmark 2	Recognize basic differences between dance styles and identify styles of dance in various cultures (1, 3, 4)	Identify differences in styles of dance and distinguish among dance styles from various cultures and time periods (1, 4)	Compare, contrast, and categorize styles of dance representative of various cultures and time periods (1, 4)
Benchmark 3	Recognize great dance works, innovators, and performers who have shaped the history of dance (1, 4)	Identify and discuss the influences of great dance works, innovators, and performers who have shaped the history of dance (1, 4)	Compare and contrast current dance innovators and trends with past innovators and their contributions to dance (3, 4)
Benchmark 4	Recognize careers in dance and identify roles of dancers in various cultures and time periods (4)	Identify, describe, and compare contemporary careers and professions in dance (1, 4, 5)	Investigate and assess roles, careers, and career opportunities in dance production (1, 4)
Benchmark 5	Recognize universal themes in dance and how dance communicates a universal language (1, 4)	Identify and discuss universal themes exhibited in dance from various cultures (1, 4)	Analyze universal themes as exhibited in dance from various cultures (3, 4)

**DANCE
CRITICAL ANALYSIS**

Standard: Students make informed verbal and written observations about the arts by developing skills for critical analysis through the study of and exposure to the arts.

	K-4	5-8	9-12
Benchmark 1	Observe and identify the basic movements in dance (3, 4)	Recognize and describe movement content and expression in dance (1, 4)	Explain the manipulation of movement content and how it influences expression in a dance (1, 4)
Benchmark 2	Identify basic examples of the dance elements in various works of dance (4)	Identify how dance elements are used in a work to communicate the choreographic intent (1, 2, 4)	Explain how dance elements communicate the choreographic intent in various works (1, 2, 4)
Benchmark 3	Recognize and discuss the sequencing of movements in dance (1, 4)	Describe the use of choreographic principles such as unity, contrast, continuity, and climax in dance (1, 4)	Apply understanding of choreographic principles and choreographic forms to analyze and explain dance (1, 4)
Benchmark 4	Identify the main theme or story idea presented in a dance (1, 4)	Describe the main theme, story idea, or political message conveyed in a dance (1, 4)	Describe the social theme conveyed in a dance and how personal experience influences interpretation of dance (1, 4, 5)
Benchmark 5	Identify and discuss basic ways of changing dance movements to improve a dance (1, 2, 4)	Critique works of dance using expanded dance vocabulary (1, 2, 5)	Critique works of dance using advanced dance vocabulary (1, 2, 5)

LOUISIANA CONTENT STANDARDS FOUNDATION SKILLS

The Louisiana Content Standards Task Force developed the following foundation skills that should apply to all students in all disciplines.

1. **Communication:** A process by which information is exchanged and a concept of “meaning” is created and shared between individuals through a common system of symbols, signs, or behavior. Students should be able to communicate clearly, fluently, strategically, technologically, critically, and creatively in society and in a variety of workplaces. This process can best be accomplished through use of the following skills: reading, writing, speaking, listening, viewing, and visually representing.
2. **Problem Solving:** The identification of an obstacle or challenge and the subsequent application of knowledge and thinking processes, which include reasoning, decision making, and inquiry in order to reach a solution using multiple pathways, even when no routine path is apparent.
3. **Resource Access and Utilization:** The process of identifying, locating, selecting, and using resource tools to help in analyzing, synthesizing, and communicating information. The identification and employment of appropriate tools, techniques, and technologies are essential to all learning processes. These resource tools include pen, pencil, and paper; audio/video materials, word processors, computers, interactive devices, telecommunication, and other emerging technologies.
4. **Linking and Generating Knowledge:** The effective use of cognitive processes to generate and link knowledge across the disciplines and in a variety of contexts. In order to engage in the principles of continual improvement, students must be able to transfer and elaborate on these processes. *Transfer* refers to the ability to apply a strategy or content knowledge effectively in a setting or context other than that in which it was originally learned. *Elaboration* refers to monitoring, adjusting, and expanding strategies into other contexts.
5. **Citizenship:** The application of the understanding of the ideals, rights, and responsibilities of active participation in a democratic republic that includes working respectfully and productively together for the benefit of the individual and the community; being accountable for one’s own choices and actions and understanding their impact on oneself and others; knowing one’s civil, constitutional, and statutory rights; and mentoring others to become productive citizens and lifelong learners.

Note: These foundation skills are listed numerically in parentheses after each benchmark.