

Dance | D

The fine arts have always been an intrinsic part of a quality, well-rounded education—the kind of education Tennessee educators strive everyday to offer our students. The incorporation of dance into the public school education offers many of the necessary life skills that will help students to be productive and successful citizens in society, in addition to preparing students for paths of dance at the collegiate or possible career level. The skills offered through the arts, and in dance specifically, are exactly those we in Tennessee strive to teach our students in all disciplines: positive self-expression and self-confidence, productive communication, teamwork and collaboration, critical analysis and evaluation, self-discipline, a strong work ethic and the motivation to continuously strive towards excellence in any given task. To that end, these new teaching standards for dance serve to give all stakeholders in our students' education—teachers, parents, administrators, students, and community—a rigorous and effective tool to facilitate dance education in our schools.

When writing these new standards, the writing team relied heavily on the National Core Arts Standards (NCAS) a voluntary framework to guide arts education across America. (Read more about the NCAS, [here](#).) In the foreword to the NCAS it states,

The central purposes of education standards are to identify the learning that we want for all of our students and to drive improvement in the system that delivers that learning. Standards, therefore, should embody the key concepts, processes and traditions of study in each subject area, and articulate the aspirations of those invested in our schools—students, teachers, administrators, and the community at large.

With this explanation in mind, we adopted the framework of the NCAS which is built on four key domains: Creating, Performing/Presenting/Producing, Connecting, and Responding. Within each of these domains are foundations and standards to support the development of curriculum, programs, and learning in dance. By keeping the domains and foundations of the NCAS, we were able to maintain continuity not only across fine arts in Tennessee, but also across the US.

Each domain houses standards for each grade level through grade 8; we then offer standards for varying levels of dance proficiency in high school; beginner, intermediate, advanced, and pre-professional. This framework allows for greater teacher flexibility while also increasing rigor in the discipline and allowing us to keep many of the positive elements from the original Tennessee state standards. Below is an outline for a suggested progression through the foundations, intended to help guide instructors through the new format and language of the dance standards.

Overall, this new set of standards is designed for teacher flexibility. We know that teachers are the best judges of how to plan, build, implement, assess, and differentiate their instruction. We know that teachers have access to and support from a variety of resources and should be able to use those resources in the way they see fit to best facilitate their instruction. These standards are purposefully broad for the sake of localized curriculum development. Tennessee is a broad and diverse state with many cultures, practices, and values. It is important that every district and every teacher be given autonomy to design a curriculum that is authentic to their population.

Artistic Processes	1994 National Standards / TN	New Foundations	Performance Standards
Perform	Elements and Skills	<p>1. Select, analyze, & interpret artistic work for presentation, performance, production.</p> <p>2. Develop and refine artistic techniques and work for presentation, performance, production.</p> <p>3. Express meaning through the presentation, performance, production of artistic work.</p>	See grade level
Create	Choreography Creativity and Communication	<p>4. Generate and conceptualize artistic ideas and work.</p> <p>5. Organize and develop artistic ideas and work.</p> <p>6. Refine and complete artistic work.</p>	
Respond	Criticism and Analysis	<p>7. Perceive and analyze artistic work.</p> <p>8. Interpret intent and meaning in artistic work.</p> <p>9. Apply criteria to evaluate artistic work.</p>	
Connect	Cultural/Historical Contexts Health Interdisciplinary Connections	<p>10. Synthesize and relate knowledge and personal experiences to artistic endeavors.</p> <p>11. Relate artistic works with societal, cultural and historical context.</p>	

Dance K-5 | D

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Each domain houses standards for each grade level. This framework allows for greater teacher flexibility while also increasing rigor in the discipline and allowing us to keep many of the positive elements from the 1994 Tennessee state standards. Below is an outline for a suggested progression through the foundations, intended to help guide instructors through the new format and language of the dance standards.

Overall, this new set of standards is designed for teacher flexibility. We know that teachers are the best judges of how to plan, build, implement, assess, and differentiate their instruction. We know that teachers have access to and support from a variety of resources and should be able to use those resources in the way they see fit to best facilitate their instruction. These standards are purposefully broad for the sake of localized curriculum development. Tennessee is a broad and diverse state with many cultures, practices, and values. It is important that every district and all teachers be given autonomy to design a curriculum that is authentic to their population.

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Create	Choreography Creativity and Communication	4. Generate and conceptualize artistic ideas and work. 5. Organize and develop artistic ideas and work. 6. Refine and complete artistic work.	
Respond	Criticism and Analysis	7. Perceive and analyze artistic work. 8. Interpret intent and meaning in artistic work. 9. Apply criteria to evaluate artistic work.	
Connect	Cultural/Historical Contexts Health Interdisciplinary Connections	10. Synthesize and relate knowledge and personal experiences to artistic endeavors. 11. Relate artistic works with societal, cultural and historical context.	

DOMAIN: Perform

Foundation P1

Select, analyze, and interpret artistic work for presentation/performance/production.

Standard D.P1.A

Grade Level	Standards
K	K.D.P1.A Make still and moving body shapes that show lines (for example: straight, bent and curved), changes levels, and vary in size (large/small). Join with others to make a circle formation and work with others to change dimensions.
1	1.D.P1.A Demonstrate locomotor and non-locomotor movements that change body shapes, levels and facings. Move in straight, curved, and zig-zagged pathways. Find and return to place in space. Move with others to form straight lines and circles.
2	2.D.P1.A Demonstrate clear directionality and intent when performing locomotor and non-locomotor movements that change body shapes, facings, and pathways in space. Identify symmetrical and asymmetrical body shapes and examine relationships between body parts. Differentiate between circling and turning as two separate ways of continuous directional change.
3	3.D.P1.A Judge spaces as distance traveled and use space three-dimensionally. Demonstrate shapes with positive and negative space. Perform movement sequences in and through space with intentionality and focus.
4	4.D.P1.A Make static and dynamic shapes with positive and negative space. Perform elevated shapes (jump shapes) with soft landings and movement sequences alone and with others, establishing relationships with other dancers through focus of eyes.
5	5.D.P1.A Integrate static and dynamic shapes and floor and air pathways into dance sequences. Establish relationships with other dancers through focus of eyes and other body parts. Convert inward focus to outward focus for projecting out to far space.

DOMAIN: Perform

Foundation P1

Select, analyze, and interpret artistic work for presentation/performance/production.

Standard D.P1.B

Grade Level	Standards
K	K.D.P1.B Demonstrate tempo contrasts with movements that match to tempo of sound stimuli.
1	1.D.P1.B Relate quick, moderate and slow movements to duration in time. Recognize steady beat and move to varying tempi of steady beat.
2	2.D.P1.B Identify the length of time a move or phrase takes (for example: whether it is long or short). Identify and move on the downbeat in duple and triple meter. Correlate metric phrasing with movement phrasing.
3	3.D.P1.B Fulfill specified duration of time with improvised locomotor and axial movements. Differentiate between "in time" and "out of time" to music. Perform movements that are the same or of a different time orientation to accompaniment. Use metric and kinesthetic phrasing.
4	4.D.P1.B Accompany other dancers using a variety of percussive instruments and sounds. Respond in movement to even and uneven rhythms. Recognize and respond to tempo changes as they occur in dance and music.
5	5.D.P1.B Dance to a variety of rhythms generated from internal and external sources. Perform movement phrases that show the ability to respond to changes in time.

DOMAIN: Perform

Foundation P1

Select, analyze, and interpret artistic work for presentation/performance/production.

Standard D.P1.C

Grade Level	Standards
K	K.D.P1.C Identify and apply different characteristics to movements (for example: slow, smooth, or wavy).
1	1.D.P1.C Demonstrate movement characteristic along with movement vocabulary (for example: use adverbs and adjectives that apply to movement such as a bouncy leap, a floppy fall, a jolly jump, and a joyful spin).
2	2.D.P1.C Select and apply appropriate characteristics to movements (for example: selecting specific adverbs and adjectives and apply them to movements). Demonstrate kinesthetic awareness while dancing the movement characteristics.
3	3.D.P1.C Change use of energy and dynamics by modifying movements and applying specific characteristics to heighten the effect of their intent.
4	4.D.P1.C Analyze movements and phrases for use of energy and dynamic changes and use adverbs and adjectives to describe them. Based on the analysis, refine the phrases by incorporating a range of movement characteristics.
5	5.D.P1.C Contrast bound and free-flowing movements. Motivate movement from both central initiation (torso) and peripheral initiation (distal) and analyze the relationship between initiation and energy.

DOMAIN: Perform

Foundation P2

Develop and refine artistic techniques and work for presentation/performance/production.

Standard D.P2.A

Grade Level	Standards
K	K.D.P2.A Demonstrate same-side and cross-body locomotor and non-locomotor movements, body patterning movements, and body shapes.
1	1.D.P2.A Demonstrate a range of locomotor and non-locomotor movements, body patterning, body shapes, and directionality.
2	2.D.P2.A Demonstrate a range of locomotor and non-locomotor movements, body patterning, and dance sequences that require moving through space using a variety of pathways.
3	3.D.P2.A Replicate body shapes, movement characteristics, and movement patterns in a dance sequence with awareness of body alignment and core support.
4	4.D.P2.A Demonstrate fundamental dance skills (for example, alignment, coordination, balance, core support, kinesthetic awareness) and movement qualities when replicating and recalling patterns and sequences of locomotor and non-locomotor movements.
5	5.D.P2.A Recall and execute a series of dance phrases using fundamental dance skills (for example: alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement).

DOMAIN: Perform

Foundation P2

Develop and refine artistic techniques and work for presentation/performance/production.

Standard D.P2.B

Grade Level	Standards
K	K.D.P2.B Move safely in general space and start and stop on cue during activities, group formations, and creative explorations while maintaining personal space.
1	1.D.P2.B Move safely in general space through a range of activities and group formations while maintaining personal space.
2	2.D.P2.B Move safely in a variety of spatial relationships and formations with other dancers, sharing and maintaining personal space.
3	3.D.P2.B Adjust body-use to coordinate with a partner or other dancers to safely change levels, directions, and pathway designs
4	4.D.P2.B Execute techniques that extend movement range, build strength, and develop endurance. Explain the relationship between execution of technique, safe body-use, and healthful nutrition.
5	5.D.P2.B Demonstrate safe body-use practices during technical exercises and movement combinations. Discuss how these practices, along with healthful eating habits, promote strength, flexibility, endurance and injury prevention.

DOMAIN: Perform

Foundation P2

Develop and refine artistic techniques and work for presentation/performance/production.

Standard D.P2.C

Grade Level	Standards
K	K.D.P2.C Move body parts in relation to other body parts and repeat and recall movements upon request.
1	1.D.P2.C Modify movements and spatial arrangements upon request.
2	2.D.P2.C Repeat movements, with an awareness of self and others in space. Self-adjust and modify movements or placement upon request.
3	3.D.P2.C Recall movement sequences with a partner or in group dance activities. Apply constructive feedback from teacher and self-check to improve dance skills.
4	4.D.P2.C Coordinate phrases and timing with other dancers by cueing off each other and responding to stimuli cues (for example: music, text, or lighting). Reflect on feedback from others to inform personal dance performance goals.
5	5.D.P2.C Collaborate with peer ensemble members to repeat sequences, synchronize actions, and refine spatial relationships to improve performance quality. Apply feedback from others to establish personal performance goals.

DOMAIN: Perform

Foundation P3

Express meaning through the presentation/performance/production of artistic work.

Standard D.P3.A

Grade Level	Standards
K	K.D.P3.A Dance for and with others in a designated space.
1	1.D.P3.A Dance for others in a space where audience and performers occupy different areas.
2	2.D.P3.A Dance for and with others in a space where audience and performers occupy different areas.
3	3.D.P3.A Identify the main areas of a performance space using production terminology (for example: stage right, stage left, center stage, upstage, and downstage).
4	4.D.P3.A Consider how to establish a formal performance space from an informal setting (for example: gymnasium or grassy area).
5	5.D.P3.A Demonstrate the ability to adapt dance to alternative performance venues by modifying spacing and movements to the performance space.

DOMAIN: Perform

Foundation P3

Express meaning through the presentation/performance/production of artistic work.

Standard D.P3.B

Grade Level	Standards
K	K.D.P3.B Select a prop to use as part of a dance.
1	1.D.P3.B Explore the use of simple props to enhance performance.
2	2.D.P3.B Use limited production elements (for example: hand props, simple scenery, or media projections).
3	3.D.P3.B Explore simple production elements (costumes, props, music, scenery, lighting, or media) for a dance performed for an audience in a designated specific performance space.
4	4.D.P3.B Identify, explore, and experiment with a variety of production elements to heighten the artistic intent and audience experience.
5	5.D.P3. B Identify, explore, and select production elements that heighten and intensify the artistic intent of a dance and are adaptable for various performance spaces.

DOMAIN: Create

Foundation Cr1

Generate and conceptualize artistic ideas and work.

Standard D.Cr1.A

Grade Level	Standards
K	K.D.Cr1.A Respond in movement to a variety of stimuli (for example: music/sound, text, objects, images, symbols and observed dance).
1	1.D.Cr1.A Explore movement inspired by a variety of stimuli (for example: music/sound, text, objects, images, symbols, observed dance, experiences) and identify the source.
2	2.D.Cr1.A Explore movement inspired by a variety of stimuli (for example: music/sound, text, objects, images, symbols, observed dance, experiences) and suggest additional sources for movement ideas.
3	3.D.Cr1.A Experiment with a variety of self-identified stimuli (for example: music/sound, text, objects, images, notation, observed dance, experiences) for movement.
4	4.D.Cr1.A Identify ideas for choreography generated from a variety of stimuli (for example: music/sound, text, objects, images, notation, observed dance, experiences).
5	5.D.Cr1.A Build content for choreography using several stimuli (for example: music/sound, text, objects, images, notation, observed dance, experiences, literary forms, natural phenomena, current news, social events).

DOMAIN: Create

Foundation Cr1

Generate and conceptualize artistic ideas and work.

Standard D.Cr1.B

Grade Level	Standards
K	K.D.Cr1.B Explore different ways to do basic locomotor and non-locomotor movements by changing at least one of the elements of dance.
1	1.D.Cr1.B Explore a variety of locomotor and non-locomotor movements by experimenting with and changing the elements of dance.
2	2.D.Cr1.B Combine a variety of movements while manipulating the elements of dance.
3	3.D.Cr1.B Explore a given movement problem. Select and demonstrate a solution.
4	4.D.Cr1.B Develop a movement problem and manipulate the elements of dance as tools to find a solution.
5	5.D.Cr1.B Construct and solve multiple movement problems to develop choreographic content.

DOMAIN: Create

Foundation Cr2

Organize and develop artistic ideas and work.

Standard D.Cr2.A

Grade Level	Standards
K	K.D.Cr2.A Improvise dance that has a beginning, middle and end.
1	1.D.Cr2.A Improvise a series of movements that have a beginning, middle, and end, and describe the movement choices.
2	2.D.Cr2.A Improvise a dance phrase with a beginning, middle that has a main idea and a clear end.
3	3.D.Cr2.A Identify and experiment with choreographic devices to create simple movement patterns and dance structures (for example: AB, ABA, theme and variation).
4	4.D.Cr2.A Manipulate or modify choreographic devices to expand movement possibilities and create a variety of movement patterns and structures. Discuss movement choices.
5	5.D.Cr2.A Manipulate or modify a variety of choreographic devices to expand choreographic possibilities and develop a main idea. Explain reasons for movement choices.

DOMAIN: Create

Foundation Cr2

Organize and develop artistic ideas and work.

Standard D.Cr2.B

Grade Level	Standards
K	K.D.Cr2.B Express an idea, feeling, or image through improvised movement alone or with a partner.
1	1.D.Cr2.B Choose movements that express an idea or emotion or follow a musical phrase.
2	2.D.Cr2.B Choose movements that express a main idea or emotion, or follow a musical phrase. Explain reasons for movement choices.
3	3.D.Cr2.B
4	4.D.Cr2.B Develop a dance study that expresses and communicates a main idea. Discuss the reasons and effectiveness of the movement choices.
5	5.D.Cr2.B Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates non-verbally.

DOMAIN: Create

Foundation Cr3

Refine and complete artistic work.

Standard D.Cr3.A

Grade Level	Standards
K	K.D.Cr3.A Apply suggestions for changing movement through guided improvisational experiences.
1	1.D.Cr3.A Explore suggestions to change movement from guided improvisation and/or short remembered sequences.
2	2.D.Cr3.A Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences.
3	3.D.Cr3.A Revise movement choices in response to feedback to improve a short dance study. Describe the differences the changes made in the movements.
4	4.D.Cr3.A Revise movement based on peer feedback and self-reflection to improve communication of artistic intent in a short dance study. Explain choices made in the process.
5	5.D.Cr3.A Explore through movement the feedback from others to expand choreographic possibilities for a short dance study that communicates artistic intent. Explain the movement choices and refinements.

DOMAIN: Create

Foundation Cr3

Refine and complete artistic work.

Standard D.Cr3.B

Grade Level	Standards
K	K.D.Cr3.B Depict a dance movement by drawing a picture or using a symbol
1	1.D.Cr3.B Depict several different types of movements of a dance by drawing a picture or using a symbol (for example: jump, turn, slide, bend, reach).
2	2.D.Cr3.B Depict the levels of movements in a variety of dance movements by drawing a picture or using symbols (for example: high, middle, low).
3	3.D.Cr3.B Depict directions or spatial pathways in a dance phrase by drawing a picture map or using a symbol.
4	4.D.Cr3.B Depict the relationships between two or more dancers in a dance phrase by drawing a picture or using symbols (for example: next to, above, below, behind, in front of).
5	5.D.Cr3.B Record changes in a dance sequence through writing, symbols, or a form of media technology.

DOMAIN: Respond

Foundation R1

Perceive and analyze artistic work.

Standard D.R1.A

Grade Level	Standards
K	K.D.R1.A Find a movement that repeats in a dance.
1	1.D.R1.A Find a movement that repeats in a dance to make a pattern.
2	2.D.R1.A Find movements in a dance that develop a pattern.
3	3.D.R1.A Find a movement pattern that creates a movement phrase in a dance work.
4	4.D.R1.A Find patterns of movement in dance works that create a style or theme.
5	5.D.R1.A Find meaning or artistic intent from the patterns of movement in a dance work.

DOMAIN: Respond

Foundation R1

Perceive and analyze artistic work.

Standard D.R1.B

Grade Level	Standards
K	K.D.R1.B Demonstrate or describe observed or performed dance movements.
1	1.D.R1.B Standard 2: Demonstrate and describe observed or performed dance movements from a specific genre or culture.
2	2.D.R1.B Demonstrate and describe movements in dances from different genres or cultures.
3	3.D.R1.B Demonstrate and explain how one dance genre is different from another or how one cultural movement practice is different from another.
4	4.D.R1.B Demonstrate and explain how dance styles differ within a genre or within a cultural movement practice.
5	5.D.R1.B Describe, using basic dance terminology, the qualities and characteristics of style used in a dance from one's own cultural movement practice. Compare them to the qualities and characteristics of style found in a different dance genre, style, or cultural movement practice, also using basic dance terminology.

DOMAIN: Respond

Foundation R2

Interpret intent and meaning in artistic work.

Standard D.R2.A

Grade Level	Standards
K	K.D.R2.A Observe movement and describe it using simple dance terminology.
1	1.D.R2.A Select movements from a dance that suggest ideas and explain how the movement captures the idea using simple dance terminology.
2	2.D.R2.A Use context cues from movement to identify meaning and intent in a dance using simple dance terminology.
3	3.D.R2.A Select specific context cues from movement. Explain how they relate to the main idea of the dance using basic dance terminology.
4	4.D.R2.A Relate movements, ideas, and context to decipher meaning in a dance using basic dance terminology.
5	5.D.R2.A Interpret meaning in a dance based on its movements. Explain how the movements communicate the main idea of the dance using basic dance terminology.

DOMAIN: Respond

Foundation R3

Apply criteria to evaluate artistic work.

Standard D.R3.A

Grade Level	Standards
K	K.D.R3.A Find a movement that was noticed in a dance. Demonstrate the movement that was noticed and explain why it attracted attention.
1	1.D.R3.A Identify and demonstrate several movements in a dance that attracted attention. Describe the characteristics that make the movements interesting and talk about why they were chosen.
2	2.D.R3.A Observe or demonstrate dances from a genre or culture. Discuss movements and other aspects of the dances that make the dances work well and explain why they work. Use simple dance terminology.
3	3.D.R3.A Select dance movements from specific genres, styles, or cultures. Identify characteristic movements from these dances and describe in basic dance terminology ways in which they are alike and different.
4	4.D.R3.A Discuss and demonstrate the characteristics that make a dance artistic and apply those characteristics to dances observed or performed in a specific genre, style, or cultural movement practice. Use basic dance terminology.
5	5.D.R3.A Define the characteristics of dance that make a dance artistic and meaningful. Relate them to the elements of dance in genres, styles, or cultural movement practices. Use basic dance terminology to describe characteristics that make a dance artistic and meaningful.

DOMAIN: Connect

Foundation Cn1

Synthesize and relate knowledge and personal experiences to artistic endeavors.

Standard D.Cn1.A

Grade Level	Standards
K	K.D.Cn1.A Recognize and name an emotion that is experienced when watching, improvising, or performing dance and relate it to a personal experience.
1	1.D.Cn1.A Find an experience expressed or portrayed in a dance that relates to a familiar experience. Identify the movements that communicate this experience.
2	2.D.Cn1.A Describe, create, and/or perform a dance that expresses personal meaning and explain how certain movements express this personal meaning.
3	3.D.Cn1.A Compare the relationships expressed in a dance to relationships with others. Explain how they are the same or different.
4	4.D.Cn1.A Relate the main idea or content in a dance to other experiences. Explain how the main idea of a dance is similar to or different from one's own experiences, relationships, ideas or perspectives.
5	5.D.Cn1.A Compare two dances with contrasting themes. Discuss feelings and ideas evoked by each. Describe how the themes and movements relate to points of view and experiences.

DOMAIN: Connect

Foundation Cn1

Synthesize and relate knowledge and personal experiences to artistic endeavors.

Standard D.Cn1.B

Grade Level	Standards
K	K.D.Cn1.B Observe a work of visual art. Describe and then express through movement something of interest about the artwork, and ask questions for discussion concerning the artwork.
1	1.D.Cn1.B Observe illustrations from a story. Discuss observations and identify ideas for dance movement and demonstrate the big ideas of the story.
2	2.D.Cn1.B Respond to a dance work using an inquiry-based set of questions (for example: See, Think, Wonder). Create movement using ideas from responses and explain how certain movements express a specific idea.
3	3.D.Cn1.B Ask and research a question about a key aspect of a dance that communicates a perspective about an issue or event. Explore the key aspect through movement. Share movements and describe how the movements help to remember or discover new qualities in these key aspects. Communicate the new learning in oral, written, or movement form.
4	4.D.Cn1.B Develop and research a question relating to a topic of study in school using multiple sources of references. Select key aspects about the topic and choreograph movements that communicate the information. Discuss what was learned from creating the dance and describe how the topic might be communicated using another form of expression.
5	5.D.Cn1.B Choose a topic, concept, or content from another discipline of study and research how other art forms have expressed the topic. Create a dance study that expresses the idea. Explain how the dance study expressed the idea and discuss how this learning process is similar to, or different from, other learning situations.

DOMAIN: Connect

Foundation Cn1

Synthesize and relate knowledge and personal experiences to artistic endeavors.

Standard D.Cn1.C

Grade Level	Standards
K	K.D.Cn1.C Identify and demonstrate proper safety measures in the studio and/or performance space.
1	1.D.Cn1.C Identify and demonstrate proper safety measures in the studio and/or performance space.
2	2.D.Cn1.C Identify and demonstrate proper safety measures in the studio and/or performance space.
3	3.D.Cn1.C Identify and demonstrate proper safety measures in the studio and/or performance space.
4	4.D.Cn1.C Identify and demonstrate proper safety measures in the studio and performance space.
5	5.D.Cn1.C Identify and demonstrate proper safety measures in the studio and performance space.

DOMAIN: Connect

Foundation Cn2

Relate artistic ideas and works with societal, cultural and historical text.

Standard D.Cn2.A

Grade Level	Standards
K	K.D.Cn2.A Describe or demonstrate the movements in a dance that was watched or performed.
1	1.D.Cn2.A Watch and/or perform a dance from a different culture and discuss or demonstrate the types of movement danced.
2	2.D.Cn2.A Observe a dance and relate the movement to the people or environment in which the dance was created and performed.
3	3.D.Cn2.A Find a relationship between movement in a dance from a culture, society, or community and the culture from which the dance is derived. Explain what the movements communicate about key aspects of the culture, society, or community.
4	4.D.Cn2.A Select and describe movements in a specific genre or style and explain how the movements relate to the culture, society, historical period, or community from which the dance originated.
5	5.D.Cn2.A Describe how the movement characteristics and qualities of a dance in a specific genre or style communicate the ideas and perspectives of the culture, historical period, or community from which the genre or style originated.

Dance 6-8 | D

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With this explanation in mind, we adopted the framework of the NCAS which is built on four key domains: Creating, Performing/Presenting/Producing, Connecting, and Responding. Within each of these domains are foundations and standards to support the development of curriculum, programs, and learning in dance. By keeping the domains and foundations of the NCAS, we were able to maintain continuity not only across fine arts in Tennessee, but also across the U.S.

Each domain houses standards for each grade level. This framework allows for greater teacher flexibility while also increasing rigor in the discipline and allowing us to keep many of the positive elements from the 1994 Tennessee state standards. Below is an outline for a suggested progression through the foundations, intended to help guide instructors through the new format and language of the dance standards.

Overall, this new set of standards is designed for teacher flexibility. We know that teachers are the best judges of how to plan, build, implement, assess, and differentiate their instruction. We know that teachers have access to and support from a variety of resources and should be able to use those resources in the way they see fit to best facilitate their instruction. These standards are purposefully broad for the sake of localized curriculum development. Tennessee is a broad and diverse state with many cultures, practices, and values. It is important that every district and all teachers be given autonomy to design a curriculum that is authentic to their population.

Artistic Processes	1994 National Standards / TN	New Foundations	Performance Standards
Perform	Elements and Skills	<p>1. Select, analyze, & interpret artistic work for presentation, performance, production.</p> <p>2. Develop and refine artistic techniques and work for presentation, performance, production.</p> <p>3. Express meaning through the presentation, performance, production of artistic work.</p>	See grade level
Create	Choreography Creativity and Communication	<p>4. Generate and conceptualize artistic ideas and work.</p> <p>5. Organize and develop artistic ideas and work.</p> <p>6. Refine and complete artistic work.</p>	
Respond	Criticism and Analysis	<p>7. Perceive and analyze artistic work.</p> <p>8. Interpret intent and meaning in artistic work.</p> <p>9. Apply criteria to evaluate artistic work.</p>	
Connect	Cultural/Historical Contexts Health Interdisciplinary Connections	<p>10. Synthesize and relate knowledge and personal experiences to artistic endeavors.</p> <p>11. Relate artistic works with societal, cultural and historical context.</p>	

DOMAIN: Perform

Foundation P1

Select, analyze, and interpret artistic work for presentation/performance/production.

Standard D.P1.A

Grade Level	Standards
6	6.D.P1.A Use space to develop kinesthetic awareness while performing various pathways, levels and patterns in space alone and with others. Demonstrate use of space by designing body shapes in relation to others, objects and environment. Maintain focus with partner or group in near and far space.
7	7.D.P1.A Use space to develop kinesthetic awareness while performing various pathways, levels and patterns in space alone and with others. Demonstrate use of space by designing body shapes in relation to others, objects and environment. Maintain focus with partner or group in near and far space.
8	8.D.P1.A Use space to develop kinesthetic awareness while performing various pathways, levels and patterns in space, alone and with others. Demonstrate use of space by designing body shapes in relation to others, objects and environment. Maintain focus with partner or group in near and far space.

DOMAIN: Perform

Foundation P1

Select, analyze, and interpret artistic work for presentation/performance/production.

Standard D.P1.B

Grade Level	Standards
6	6.D.P1.B Use combinations of sudden and sustained timing as it relates to both the time and the dynamics of a phrase or dance study. Accurately use accented and unaccented beats in 3/4 and 4/4 meter. Demonstrate dance phrases of different lengths that use various timings within the same section.
7	7.D.P1.B Use combinations of sudden and sustained timing as it relates to both the time and the dynamics of a phrase or dance study. Accurately use accented and unaccented beats in 3/4 and 4/4 meter. Demonstrate dance phrases of different lengths that use various timings within the same section.
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DOMAIN: Perform

Foundation P1

Select, analyze, and interpret artistic work for presentation/performance/production.

Standard D.P1.C

Grade Level	Standards
6	6.D.P1.C Identify and demonstrate energy/effort and dynamics in technique exercises and dance performances. Use energy and dynamics to enhance and project movements. Identify uses of energy/effort and dynamics in a variety of dance genres.
7	7.D.P1.C Identify and demonstrate energy/effort and dynamics in technique exercises and dance performances. Use energy and dynamics to enhance and project movements. Identify uses of energy/effort and dynamics in a variety of dance genres.
8	8.D.P1.C Identify and demonstrate energy/effort and dynamics in technique exercises and dance performances. Use energy and dynamics to enhance and project movements. Identify uses of energy/effort and dynamics in a variety of dance genres.

DOMAIN: Perform

Foundation P2

Develop and refine artistic techniques and work for presentation/performance/production.

Standard D.P2.A

Grade Level	Standards
6	6.D.P2.A Identify and demonstrate technical skills including proper body alignment, coordination, balance, core support, endurance, flexibility, transfer of weight and body part articulation in locomotor and axial movements in a particular genre of dance.
7	7.D.P2.A Identify and demonstrate technical skills including proper body alignment, coordination, balance, core support, endurance, flexibility, transfer of weight and body part articulation in locomotor and axial movements in a particular genre of dance.
8	8.D.P2.A Identify and demonstrate technical skills including proper body alignment, coordination, balance, core support, endurance, flexibility, transfer of weight and body part articulation in locomotor and axial movements in a particular genre of dance.

DOMAIN: Perform

Foundation P2

Develop and refine artistic techniques and work for presentation/performance/production.

Standard D.P2.B

Grade Level	Standards
6	6.D.P2.B Identify and use appropriate dance terminology.
7	7.D.P2.B Identify and use appropriate dance terminology.
8	8.D.P2.B Identify and use appropriate dance terminology.

DOMAIN: Perform

Foundation P2

Develop and refine artistic techniques and work for presentation/performance/production.

Standard D.P2.C

Grade Level	Standards
6	6.D.P2.C Refine technique through teacher-given corrections and self-evaluations using appropriate dance terminology.
7	7.D. P2.C Refine technique through teacher-given corrections and self-evaluations using appropriate dance terminology.
8	8.D. P2.C Refine technique through teacher-given corrections and self-evaluations using appropriate dance terminology.

DOMAIN: Perform

Foundation P2

Develop and refine artistic techniques and work for presentation/performance/production.

Standard D.P2.D

Grade Level	Standards
6	6.D.P2.D Demonstrate movement combinations in the center and across the floor using correct technique and musicality.
7	7.D.P2.D Demonstrate movement combinations in the center and across the floor using correct technique and musicality.
8	8.D.P2.D Demonstrate movement combinations in the center and across the floor using correct technique and musicality.

DOMAIN: Perform

Foundation P2

Develop and refine artistic techniques and work for presentation/performance/production.

Standard D.P2.E

Grade Level	Standards
6	6.D.P2.E Apply movement principles such as movement initiation and use of imagery while performing dance sequences and movement studies.
7	7.D.P2.E Apply movement principles such as movement initiation and use of imagery while performing dance sequences and movement studies.
8	8.D.P2.E Apply movement principles such as movement initiation and use of imagery while performing dance sequences and movement studies.

DOMAIN: Perform

Foundation P2

Develop and refine artistic techniques and work for presentation/performance/production.

Standard D.P2.F

Grade Level	Standards
6	6.D.P2.F
7	7.D.P2.F
8	8.D.P2.F Plan and execute collaborative and/or independent practice to achieve personal, technical and/or artistic goals.

DOMAIN: Perform

Foundation P3

Express meaning through the presentation/performance/production of artistic work.

Standard D.P3.A

Grade Level	Standards
6	6.D.P3.A Identify and demonstrate appropriate performance etiquette and performance practices during class, rehearsal and performance. Document efforts and create a plan for ongoing improvements.
7	7.D.P3.A Identify and demonstrate appropriate performance etiquette and performance practices during class, rehearsal and performance. Document efforts and create a plan for ongoing improvements.
8	8.D.P3.A Identify and demonstrate appropriate performance etiquette and performance practices during class, rehearsal and performance. Document efforts and create a plan for ongoing improvements.

DOMAIN: Perform

Foundation P3

Express meaning through the presentation/performance/production of artistic work.

Standard D.P3.B

Grade Level	Standards
6	6.D.P3.B Identify, explore and analyze the basic elements of dance production.
7	7.D.P3.B Identify, explore and analyze the basic elements of dance production.
8	8.D.P3.B Identify, explore and analyze the basic elements of dance production.

DOMAIN: Create

Foundation Cr1

Generate and conceptualize artistic ideas and work.

Standard D.Cr1.A

Grade Level	Standards
6	6.D.Cr1.A Explore a variety of stimuli to generate movement through various improvisational approaches. Develop self-awareness and self-confidence through the explanation of movement.
7	7.D.Cr1.A Explore a variety of stimuli to generate movement through various improvisational approaches. Develop self-awareness and self-confidence through the explanation of movement.
8	8.D.Cr1.A Explore a variety of stimuli to generate movement through various improvisational approaches. Develop self-awareness and self-confidence through the explanation of movement.

DOMAIN: Create

Foundation Cr1

Generate and conceptualize artistic ideas and work.

Standard D.Cr1.B

Grade Level	Standards
6	6.D.Cr1.B Explore various movement vocabularies and solve movement problems to develop choreographic content.
7	7.D.Cr1.B Explore various movement vocabularies and solve movement problems to develop choreographic content.
8	8.D.Cr1.B Explore various movement vocabularies and solve movement problems to develop choreographic content.

DOMAIN: Create

Foundation Cr1

Generate and conceptualize artistic ideas and work.

Standard D.Cr1.C

Grade Level	Standards
6	6.D.Cr1.C Create movement from a variety of stimuli that develops artistic expression and use to create an original dance study. Explain choices using appropriate dance terminology.
7	7.D.Cr1.C Create movement from a variety of stimuli that develops artistic expression and use to create an original dance study. Explain choices using appropriate dance terminology.
8	8.D.Cr1.C Create movement from a variety of stimuli that develops artistic expression and use to create an original dance study. Explain choices using appropriate dance terminology.

DOMAIN: Create

Foundation Cr2

Organize and develop artistic ideas and work.

Standard D.Cr2.A

Grade Level	Standards
6	6.D.Cr2.A Identify and explore choreographic devices and structures. Develop a dance study individually or with a group using various devices and structures that supports artistic intent
7	7.D.Cr2.A Identify and explore choreographic devices and structures. Develop a dance study individually or with a group using various devices and structures that supports artistic intent.
8	8.D.Cr2.A Identify and explore choreographic devices and structures. Develop a dance study individually or with a group using various devices and structures that supports artistic intent

DOMAIN: Create

Foundation Cr2

Organize and develop artistic ideas and work.

Standard D.Cr2.B

Grade Level	Standards
6	6.D.Cr2.B. Use a variety of choreographic devices and structures to develop a dance study with clear artistic intent. Explain how choreographic choices support the artistic intent.
7	7.D.Cr2.B Use a variety of choreographic devices and structures to develop a dance study with clear artistic intent. Explain how choreographic choices support the artistic intent.
8	8.D.Cr2.B Use a variety of choreographic devices and structures to develop a dance study with clear artistic intent. Explain how choreographic choices support the artistic intent.

DOMAIN: Create

Foundation Cr2

Organize and develop artistic ideas and work.

Standard D.Cr2.C

Grade Level	Standards
6	6.D.Cr2.C Identify and explore movement choices that communicate personal or cultural meaning. Create a dance study incorporating these choices.
7	7.D.Cr2.C Identify and explore movement choices that communicate personal or cultural meaning. Create a dance study incorporating these choices.
8	8.D.Cr2.C Identify and explore movement choices that communicate personal or cultural meaning. Create a dance study incorporating these choices.

DOMAIN: Create

Foundation Cr3

Refine and complete artistic work.

Standard D.Cr3.A

Grade Level	Standards
6	6.D.Cr3.A Identify and develop artistic criteria to revise a dance study. Revise a composition using the artistic criteria. Explain choices and revisions, and articulate how they affect artistic intent.
7	7.D.Cr3.A Identify and develop artistic criteria to revise a dance study. Revise a composition using the artistic criteria. Explain choices and revisions, and articulate how they affect artistic intent.
8	8.D.Cr3.A Identify and develop artistic criteria to revise a dance study. Revise a composition using the artistic criteria. Explain choices and revisions, and articulate how they affect artistic intent.

DOMAIN: Create

Foundation Cr3

Refine and complete artistic work.

Standard D.Cr3.B

Grade Level	Standards
6	6.D.Cr3.B Investigate and explore a recognized system to document or record a dance sequence using symbols, writing, or a form of media technology.
7	7.D.Cr3.B Investigate and explore a recognized system to document or record a dance sequence using symbols, writing, or a form of media technology.
8	8.D.Cr3.B Investigate and explore a recognized system to document or record a dance sequence using symbols, writing, or a form of media technology.

DOMAIN: Respond

Foundation R1

Perceive and analyze artistic work.

Standard D.R1.A

Grade Level	Standards
6	6.D.R1.A Describe, analyze, interpret and discuss movement sequences and their relationships to the artistic intent.
7	7.D.R1.A Describe, analyze, interpret and discuss movement sequences and their relationships to the artistic intent.
8	8.D.R1.A Describe, analyze, interpret and discuss movement sequences and their relationships to the artistic intent.

DOMAIN: Respond

Foundation R1

Perceive and analyze artistic work.

Standard D.R1.B

Grade Level	Standards
6	6.D.R1.B Identify and analyze how the elements of dance are used in a variety of genres or cultural movement practices. Use genre-specific terminology.
7	7.D.R1.B Identify and analyze how the elements of dance are used in a variety of genres or cultural movement practices. Use genre-specific terminology.
8	8.D.R1.B Identify and analyze how the elements of dance are used in a variety of genres or cultural movement practices. Use genre-specific dance terminology.

DOMAIN: Respond	
Foundation R1 Perceive and analyze artistic work.	
Standard D.R1.C	
Grade Level	Standards
6	6.D.R1.C Generate appropriate feedback in verbal or written form for peers and self to develop technique and performance skills. Analyze and apply feedback from teachers, peers, or self-evaluation.
7	7.D.R1.C Generate appropriate feedback in verbal or written form for peers and self to develop technique and performance skills. Analyze and apply feedback from teachers, peers, or self-evaluation.
8	8.D.R1.C Generate appropriate feedback in verbal or written form for peers and self to develop technique and performance skills. Analyze and apply feedback from teachers, peers, or self-evaluation.

DOMAIN: Respond	
Foundation R1 Perceive and analyze artistic work.	
Standard D.R1.D	
Grade Level	Standards
6	6.D.R1.D
7	7.D.R1.D Construct a written critique of a student or professional performance.
8	8.D.R1.D Construct a formal written critique of a student or professional performance.

DOMAIN: Respond

Foundation R2

Interpret intent and meaning in artistic work.

Standard D.R2.A

Grade Level	Standards
6	6.D.R2.A Explain how the artistic expression of a dance is achieved through the elements of dance, use of body, dance technique and context using genre-specific terminology from the dance as evidence to support the explanation
7	7.D.R2.A Demonstrate and explain how the artistic expression of a dance is achieved through the elements of dance, use of body, dance technique and context using genre-specific dance terminology from the dance as evidence to support the explanation.
8	8.D.R2.A Demonstrate and explain how the artistic expression of a dance is achieved through the elements of dance, use of body, dance technique and context using genre-specific dance terminology from the dance as evidence to support the explanation.

DOMAIN: Respond

Foundation R3

Apply criteria to evaluate artistic work.

Standard D.R3.A

Grade Level	Standards
6	6.D.R3.A Identify artistic criteria to determine the effectiveness of a dance using the characteristics of a genre or cultural movement practice. Use the artistic criteria to determine a particular dance work's effectiveness and evaluate it considering the content, context, genre or cultural movement practice to comprehend artistic expression. Use genre-specific terminology.
7	7.D.R3.A Identify artistic criteria to determine the effectiveness of a dance using the characteristics of a genre or cultural movement practice. Use the artistic criteria to determine a particular dance work's effectiveness and evaluate it considering the content, context, genre or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology.
8	8.D.R3.A Identify artistic criteria to determine the effectiveness of a dance using the characteristics of a genre or cultural movement practice. Use the artistic criteria to determine a particular dance work's effectiveness and evaluate it considering the content, context, genre or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology.

DOMAIN: Connect

Foundation Cn1

Synthesize and relate knowledge and personal experiences to artistic endeavors.

Standard D.Cn1.A

Grade Level	Standards
6	6.D.Cn1.A Analyze and compare various movement qualities and dance elements from various genres and cross-cultural dances to one's own personal experiences and knowledge.
7	7.D.Cn1.A Analyze and compare various movement qualities and dance elements from various genres and cross-cultural dances to one's own personal experiences and knowledge.
8	8.D.Cn1.A Analyze and compare various movement qualities and dance elements from various genres and cross-cultural dances to one's own personal experiences and knowledge.

DOMAIN: Connect

Foundation Cn1

Synthesize and relate knowledge and personal experiences to artistic endeavors.

Standard D.Cn1.B

Grade Level	Standards
6	6.D.Cn1.B Research aspects from the historical, social or cultural development of a dance genre. Analyze how these aspects affect the development of the movement.
7	7.D.Cn1.B Research aspects from the historical, social or cultural development of a dance genre. Analyze how these aspects affect the development of the movement.
8	8.D.Cn1.B Research aspects from the historical, social or cultural development of a dance genre. Analyze how these aspects affect the development of the movement.

DOMAIN: Connect

Foundation Cn1

Synthesize and relate knowledge and personal experiences to artistic endeavors.

Standard D.Cn1.C

Grade Level	Standards
6	6.D.Cn1.C Identify and apply basic anatomical knowledge and spatial awareness to promote safe and healthful practices while warming up and dancing.
7	7.D.Cn1.C Identify and apply basic anatomical knowledge and spatial awareness to promote safe and healthful practices while warming up and dancing.
8	8.D.Cn1.C Identify and apply basic anatomical knowledge and spatial awareness to promote safe and healthful practices while warming up and dancing.

DOMAIN: Connect

Foundation Cn1

Synthesize and relate knowledge and personal experiences to artistic endeavors.

Standard D.Cn1.D

Grade Level	Standards
6	6.D.Cn1.D Examine the effects of healthful/unhealthful living choices.
7	7.D.Cn1.D Examine the effects of healthful/unhealthful living choices.
8	8.D.Cn1.D Examine the effects of healthful/unhealthful living choices.

DOMAIN: Connect

Foundation Cn1

Synthesize and relate knowledge and personal experiences to artistic endeavors.

Standard D.Cn1.E

Grade Level	Standards
6	6.D.Cn1.E Identify and demonstrate proper safety measures in the studio and theater.
7	7.D.Cn1.E Identify and demonstrate proper safety measures in the studio and theater.
8	8.D.Cn1.E Identify and demonstrate proper safety measures in the studio and theater.

DOMAIN: Connect

Foundation Cn2

Relate artistic ideas and works with societal, cultural and historical text.

Standard D.Cn2.A

Grade Level	Standards
6	6.D.Cn2.A Identify and analyze the similarities and differences in various genres of dance. Identify and compare the historical background of cultural, classical, theatrical and contemporary forms of dance.
7	7.D.Cn2.A Identify and analyze the similarities and differences in various genres of dance. Identify and compare the historical background of cultural, classical, theatrical and contemporary forms of dance.
8	8.D.Cn2.A Identify and analyze the similarities and differences in various genres of dance. Identify and compare the historical background of cultural, classical, theatrical and contemporary forms of dance.

DOMAIN: Connect

Foundation Cn2

Relate artistic ideas and works with societal, cultural and historical text.

Standard D.Cn2.B

Grade Level	Standards
6	6.D.Cn2.B Identify ritualistic dance from other cultures and locations throughout the world. Identify social impacts on the development of a particular genre or style of dance
7	7.D.Cn2.B Identify ritualistic dance from other cultures and locations throughout the world. Identify social impacts on the development of a particular genre or style of dance.
8	8.D.Cn2.B identify ritualistic dance from other cultures and locations throughout the world. Identify social impacts on the development of a particular genre or style of dance.

Dance 9-12 | D

The fine arts have always been an intrinsic part of a quality, well-rounded education—the kind of education Tennessee educators strive every day to offer our students. The incorporation of dance into the public school education offers many of the necessary life skills that will help students to be productive and successful citizens in society, in addition to preparing students for paths of dance at the collegiate or possible career level. The skills offered through the arts, and in dance specifically, are exactly those we in Tennessee strive to teach our students in all disciplines: positive self-expression and self-confidence, productive communication, teamwork and collaboration, critical analysis and evaluation, self-discipline, a strong work ethic and the motivation to continuously strive towards excellence in any given task. To that end, these new teaching standards for dance serve to give all stakeholders in our students' education—teachers, parents, administrators, students, and community—a rigorous and effective tool to facilitate dance education in our schools.

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Create	Choreography Creativity and Communication	<p>4. Generate and conceptualize artistic ideas and work.</p> <p>5. Organize and develop artistic ideas and work.</p> <p>6. Refine and complete artistic work.</p>	
Respond	Criticism and Analysis	<p>7. Perceive and analyze artistic work.</p> <p>8. Interpret intent and meaning in artistic work.</p> <p>9. Apply criteria to evaluate artistic work.</p>	
Connect	Cultural/Historical Contexts Health Interdisciplinary Connections	<p>10. Synthesize and relate knowledge and personal experiences to artistic endeavors.</p> <p>11. Relate artistic works with societal, cultural and historical context.</p>	

DOMAIN: Perform

Foundation P1

Select, analyze, and interpret artistic work for presentation/performance/production.

Standard D.P1.A

Grade Level	Standards
9	9.D.P1.A Use space and levels intentionally during phrases and through transitions alone and with others.
10	10.D.P1.A Execute combinations demonstrating level changes while maintaining relationships through focus and intentionality.
11	11.D.P1.A Understand inward and outward focus and demonstrate through movement alone and with others.
12	12.D.P1.A Identify and demonstrate movement for artistic and expressive clarity.

DOMAIN: Perform

Foundation P1

Select, analyze, and interpret artistic work for presentation/performance/production.

Standard D.P1.B

Grade Level	Standards
9	9.D.P1.B Use syncopation and accent movements related to different tempi. Take rhythmic cues from different aspects of accompaniment.
10	10.D.P1.B Perform dance studies and compositions that use time and tempo in various ways. Use breath, internal rhythms and kinetics as phrasing tools.
11	11.D.P1.B Modulate time factors for artistic interest and express acuity. Demonstrate time complexity in phrasing with and without musical accompaniment.
12	12.D.P1.B Use multiple and complex rhythms (for example, contrapuntal and/or polyrhythmic) at the same time. Work with and against rhythm of accompaniment or sound environments.

DOMAIN: Perform

Foundation P1

Select, analyze, and interpret artistic work for presentation/performance/production.

Standard D.P1.C

Grade Level	Standards
9	9.D.P1.C Initiate movement phrases by applying energy and dynamics. Vary energy and dynamics over the length of a phrase.
10	10.D.P1.C Connect energy and dynamics to movements by applying them in and through all parts of the body.
11	11.D.P1.C Develop total body awareness so that movement phrases demonstrate variances of energy and dynamics by transitioning between phrases.
12	12.D.P1.C Modulate dynamics to clearly express intent while performing phrases and choreography. Perform movement sequences expressively using a broad dynamic range and employ dynamic skills for establishing relationships with other dancers and projecting to the audience.

DOMAIN: Perform

Foundation P2

Develop and refine artistic techniques and work for presentation/performance/production.

Standard D.P2.A

Grade Level	Standards
9	9.D.P2.A Demonstrate technical dance skills including proper alignment, coordination, balance, core support, endurance, transfer of weight, flexibility and body part articulation in locomotor and axial movements in a particular genre.
10	10.D.P2.A Develop awareness through dancing with others by executing complex spatial, rhythmic and dynamic combinations to refine technical dance skills previously learned and meet performance goals. Technical dance skills include proper body alignment, coordination, balance, core support, endurance, transfer of weight, flexibility and body part articulation in locomotor and axial movements.
11	11.D.P2.A Analyze and refine awareness of technical dance skills and performance goals in two genres of dance. Technical dance skills include proper body alignment, coordination, balance, core support, endurance, transfer of weight, flexibility and body part articulation in locomotor and axial movements.
12	12.D.P2.A Apply technical and performance skills in complex choreography when performing a solo, duet or ensemble work in a variety of dance genres.

DOMAIN: Perform

Foundation P2

Develop and refine artistic techniques and work for presentation/performance/production.

Standard D.P2.B

Grade Level	Standards
9	9.D.P2.B Refine technique through teacher-directed corrections and self-evaluations using appropriate dance terminology.
10	10.D.P2.B Develop anatomical awareness and healthful practices to technical dance skills to achieve fluency of movement and prevent injury.
11	11.D.P2.B Apply and refine anatomical awareness and healthful practices to technical dance skills to achieve fluency of movement and prevent injury.
12	12.D.P2.B Incorporate healthful and safe practices for dancers and modify personal practices based on findings.

DOMAIN: Perform

Foundation P2

Develop and refine artistic techniques and work for presentation/performance/production.

Standard D.P2.C

Grade Level	Standards
9	9.D.P2.C Perform movement combinations in the center and across the floor demonstrating correct technique and musicality.
10	10.D.P2.C Plan and execute collaborative and independent practice to achieve personal, technical and artistic goals.
11	11.D.P2.C Analyze and refine collaborative and independent practice to achieve personal, technical and artistic goals.
12	12.D.P2.C Use a variety of strategies to analyze and evaluate rehearsals and performances of self and others to achieve performance excellence (for example- use video recordings for analysis).

DOMAIN: Perform

Foundation P2

Develop and refine artistic techniques and work for presentation/performance/production.

Standard D.P2.D

Grade Level	Standards
9	9.D.P2.D Plan and execute collaborative and independent practice to achieve personal, technical and artistic goals.
10	10.D.P2.D
11	11.D.P2.D
12	12.D.P2.D

DOMAIN: Perform

Foundation P3

Express meaning through the presentation/performance/production of artistic work.

Standard D.P3.A

Grade Level	Standards
9	9.D.P3.A Identify performance etiquette and performance practices during class, rehearsal and performance.
10	10.D.P3.A Demonstrate performance etiquette and performance practices during class, rehearsal and performance. Accept notes from choreographer and apply corrections to future rehearsals and performances.
11	11.D.P3.A Model performance etiquette and performance practices during class, rehearsal and performance. Implement performance strategies to enhance projection. Accept notes from choreographer and apply corrections to future rehearsals and performances. Document the rehearsal and performance process and evaluate methods and strategies using dance terminology.
12	12.D.P3.A Model performance etiquette and performance practices during class, rehearsal and performance. Implement performance strategies to enhance projection. Accept notes from choreographer and apply corrections to future rehearsals and performances. Document the rehearsal and performance process and evaluate methods and strategies using dance terminology.

DOMAIN: Perform

Foundation P3

Express meaning through the presentation/performance/production of artistic work.

Standard D.P3.B

Grade Level	Standards
9	9.D.P3.B Identify and analyze the basic elements of a dance production.
10	10.D.P3.B Evaluate possible designs for the production elements of a performance and select and execute the ideas that would intensify and heighten the artistic intent of the dances.
11	11.D.P3.B Work collaboratively to produce a dance piece/concert on a stage or in an alternative performance venue and plan the production elements necessary to fulfill the artistic intent of the dance works.
12	12.D.P3.B Work collaboratively to produce a dance concert and design and organize the production elements that would be necessary to fulfill the artistic intent of the dance works.

DOMAIN: Create

Foundation Cr1

Generate and conceptualize artistic ideas and work.

Standard D.Cr1.A

Grade Level	Standards
9	9.D.Cr1.A Explore a variety of stimuli to generate movement through improvisation. Develop self-awareness and self-confidence through the exploration of movement. Analyze the process and the relationship between the stimuli and the movement
10	10.D.Cr1.A Synthesize content generated from stimulus materials to choreograph dance studies using original or codified movement.
11	11.D.Cr1.A Synthesize content generated from stimulus material. Experiment and take risks to discover a personal voice to communicate artistic intent.
12	12.D.Cr1.A Refine generated movement to develop a dance with clear intent, purpose or structure.

DOMAIN: Create

Foundation Cr1

Generate and conceptualize artistic ideas and work.

Standard D.Cr1.B

Grade Level	Standards
9	9.D.Cr1.B Experiment with the elements of dance to explore personal movement preferences and strengths, and select movements that challenge skills and build on strengths in an original dance study or dance.
10	10.D.Cr1.B Apply personal movement preferences and strengths with the movement vocabulary of a particular dance genre to choreograph an original dance study or dance that communicates an artistic intent.
11	11.D.Cr1.B Apply personal movement preferences and strengths with the movement vocabulary of two or more dance genres to choreograph original dance studies or dances that communicate an artistic intent.
12	12.D.Cr1.B Expand personal movement preferences and strengths to discover unexpected solutions that communicate the artistic intent of an original dance. Analyze the solutions and explain why their effectiveness in expanding artistic intent.

DOMAIN: Create

Foundation Cr2

Organize and develop artistic ideas and work.

Standard D.Cr2.A

Grade Level	Standards
9	9.D.Cr2.A Design a dance study using choreographic devices and dance structures to support an artistic intent. Explain how the dance structures clarify the artistic intent.
10	10.D.Cr2.A Design and implement a variety of choreographic devices and dance structures to develop an original dance. Analyze how the structure and final composition expresses the artistic intent.
11	11.D.Cr2.A Demonstrate fluency of choreographic devices, structures and processes. Express a personal/collective voice in designing and choreographing original dance compositions. Justify choreographic choices and explain how they are used to support artistry.
12	12.D.Cr2.A Demonstrate mastery of choreographic devices, structures and processes. Express a personal voice in designing an original dance piece. Justify choreographic choices and explain how they are used to enhance the artistic intent.

DOMAIN: Create

Foundation Cr2

Organize and develop artistic ideas and work.

Standard D.Cr2.B

Grade Level	Standards
9	9.D.Cr2.B Choreograph a dance study that expresses and communicates an idea or feeling. Discuss the effect of the movement choices.
10	10.D.Cr2.B Choreograph a dance study that uses ideas and themes as motivation. Explain how the movement is meant to represent the artistic intent.
11	11.D.Cr2.B Choreograph a dance based on a selected theme and make revisions to further develop the artistic intent.
12	12.D.Cr2.B Choreograph a dance based on a selected theme. Articulate the artistic intent and analyze how the meaning drawn by the audience may differ.

DOMAIN: Create

Foundation Cr3

Refine and complete artistic work.

Standard D.Cr3.A

Grade Level	Standards
9	9.D.Cr3.A Identify the artistic intent of a dance study by manipulating choreographic devices and dance structures/forms based on established artistic criteria and feedback from others. Analyze and evaluate impact of choices made in the revision process.
10	10.D.Cr3.A Clarify the artistic intent of a dance by refining choreographic processes and dance structures/forms, using established artistic criteria, self-reflection and the feedback of others. Analyze and evaluate impact of choices made in the revision process.
11	11.D.Cr3.A Refine the artistic intent of a dance by manipulating choreographic devices, dance structures/forms, and artistic criteria using self-reflection and feedback from others. Document choices made in the revision process and justify how the refinements support artistic intent.
12	12.D.Cr3.A Refine the artistic intent of a dance by manipulating choreographic devices, dance structures/forms, and artistic criteria using self-reflection and feedback from others. Document choices made in the revision process and justify how the refinements support artistic intent.

DOMAIN: Create

Foundation Cr3

Refine and complete artistic work.

Standard D.Cr3.B

Grade Level	Standards
9	9.D.Cr3.B Investigate a recognized system to document a dance sequence by using words, symbols, or media technologies in order to refine or complete artistic work.
10	10.D.Cr3.B Document a dance as a tool to refine work during the creative process.
11	11.D.Cr3.B Apply recognized systems of dance documentation or symbol systems to analyze and evaluate the artistry of a dance and apply findings to refine during the creative process.
12	12.D.Cr3.B Apply recognized systems of dance documentation or symbol systems to analyze and evaluate the artistry of a dance and apply findings to refine during the creative process.

DOMAIN: Respond

Foundation R1

Perceive and analyze artistic work.

Standard D.R1.A

Grade Level	Standards
9	9.D.R1.A Analyze original movement phrases identifying the elements of dance to solve given problems.
10	10.D.R1.A Analyze the use of elements of dance in a variety of genres, styles, or cultural movement practices within its cultural context to communicate intent. Use genre-specific terminology.
11	11.D.R1.A Analyze and compare the movement patterns and their relationships in a variety of genres, styles, or cultural movement practices and explain how their difference impact structure, communication, and intent within a cultural context. Use genre-specific terminology.
12	12.D.R1.A Explain how dance communicates aesthetic and/or cultural values in a variety of genres, styles, or cultural movement practices. Use genre-specific terminology.

DOMAIN: Respond

Foundation R1

Perceive and analyze artistic work.

Standard D.R1.B

Grade Level	Standards
9	9.D.R1.B Generate appropriate feedback in verbal or written form for peers and self to develop technique and performance skills. Analyze and apply feedback from teachers, peers, or self-evaluation.
10	10.D.R1.B Generate appropriate feedback in verbal or written form for peers and self to develop technique and performance skills. Analyze and apply feedback from teachers, peers, or self-evaluation.
11	11.D.R1.B Generate appropriate feedback in verbal or written form for peers and self to develop technique and performance skills. Analyze and apply feedback from teachers, peers, or self-evaluation.
12	12.D.R1.B Generate appropriate feedback in verbal or written form for peers and self to develop technique and performance skills. Analyze and apply feedback from teachers, peers, or self-evaluation.

DOMAIN: Respond

Foundation R1

Perceive and analyze artistic work.

Standard D.R1.C

Grade Level	Standards
9	9.D. R1.C Identify the elements of a dance critique and apply to a performance.
10	10.D. R1.C Compare and analyze student or professional performances.
11	11.D. R1.C Construct a formal written critique of a student or professional performance.
12	12.D. R1.C Construct a formal written critique of a student and/or professional performance including all aspects of the presentation.

DOMAIN: Respond

Foundation R2

Interpret intent and meaning in artistic work.

Standard D.R2.A

Grade Level	Standards
9	9.D.R2.A Identify and discuss the artistic expression in a dance or dance phrase.
10	10.D.R2.A Compare different dances and discuss their intent and artistic expression. Explain how the relationships among the components of dance enhance meaning and support intent using genre-specific terminology.
11	11.D.R2.A Analyze and discuss how the elements of dance, execution of dance movement principles, and context contribute to artistic expression. Use genre-specific terminology.
12	11.D.R2.A Analyze and interpret how the elements of dance, execution of dance movement principles, and context contribute to artistic expression across different genres, styles, or cultural movement practices. Use genre-specific terminology.

DOMAIN: Respond

Foundation R3

Apply criteria to evaluate artistic work.

Standard D.R3.A

Grade Level	Standards
9	9.D.R3.A Identify criteria for evaluating dance for different styles, genres, and cultures. Use appropriate dance terminology.
10	10.D.R3.A Analyze the artistic expression of a dance. Discuss insights using evaluative criteria and dance terminology.
11	11.D.R3.A Compare two or more dances using artistic criteria to evaluate artistic expression and/or technical proficiency. Consider societal values and a range of perspectives. Use genre-specific terminology.
12	12.D.R3.A Define personal artistic preferences to critique dance. Consider societal and personal values, a range of artistic expression, and importance of technical proficiency. Justify views.

DOMAIN: Connect

Foundation Cn1

Synthesize and relate knowledge and personal experiences to artistic endeavors.

Standard D.Cn1.A

Grade Level	Standards
9	9.D.Cn1.A Analyze and compare various movement qualities and dance elements from various genres and cross-cultural dances to one's own personal experiences and knowledge.
10	10.D.Cn1.A Analyze a dance to determine the ideas expressed by the choreographer. Explain how the perspectives expressed by the choreographer may impact one's own interpretation. Determine whether or not this dance can relate to personal experiences, technology, or other academic subjects.
11	11.D.Cn1.A Analyze a piece of original choreography that is related to content learned in other subject areas and research its context. Synthesize information learned and share new ideas about its relationship to one's perspective.
12	12.D.Cn1.A Review original choreography developed over time with respect to its content and context and its relationship to personal experiences. Reflect upon and analyze the components that contributed to changes in one's personal growth.

DOMAIN: Connect

Foundation Cn1

Synthesize and relate knowledge and personal experiences to artistic endeavors.

Standard D.Cn1.B

Grade Level	Standards
9	9.D.Cn1.B Create or analyze an existing dance phrase that is related to content learned in another art area or academic subject. Identify principles of other subjects as they occur in dance.
10	10.D.Cn1.B Understand how anatomy, physiology, and kinesiology relate to dance.
11	11.D.Cn1.B Research specified muscles and skeletal structures used in dance technique and apply principles of anatomy, physiology, and kinesiology to dance.
12	12.D.Cn1.B Research Physics concepts and/or muscles and skeletal structures used in movement. Apply findings to improve technical ability in dance technique.

DOMAIN: Connect

Foundation Cn1

Synthesize and relate knowledge and personal experiences to artistic endeavors.

Standard D.Cn1.C

Grade Level	Standards
9	9.D.Cn1.C Understand how anatomy, physiology, and kinesiology relate to dance.
10	10.D.Cn1.C Demonstrate proper safety measures in the dance studio and theater.
11	11.D.Cn1.C Consistently demonstrate proper safety measures in the dance studio and theater.
12	12.D.Cn1.C Consistently demonstrate proper safety measures in the dance studio and theater while setting an example for peers.

DOMAIN: Connect

Foundation Cn1

Synthesize and relate knowledge and personal experiences to artistic endeavors.

Standard D.Cn1.D

Grade Level	Standards
9	9.D.Cn1.D Employ proper safety measures in the studio and theater.
10	10.D.Cn1.D
11	11.D.Cn1.D
12	12.D.Cn1.D

DOMAIN: Connect

Foundation Cn2

Relate artistic ideas and works with societal, cultural and historical text.

Standard D.Cn2.A

Grade Level	Standards
9	9.D.Cn2.A Compare and contrast differences in dance expression throughout the world. Analyze expressive movement in rituals and the connection to present day dance.
10	10.D.Cn2.A Analyze and discuss dances from selected genres, styles and /or historical time periods, and formulate reasons for the similarities and differences between them in relation to the ideas and perspectives of the people from which the dances originate.
11	11.D.Cn2.A Analyze dances from different genres, styles, historical time periods, and/or world dance forms. Discuss how dance movement characteristics, techniques, and artistic criteria relate to the ideas and perspectives of the people from which the dance originates.
12	12.D.Cn2.A Analyze dances from several genres, styles, historical time periods, and/or world dance forms. Discuss how dance movement characteristics, techniques, and artistic criteria relate to the ideas and perspectives of the people from which the dance originates, and how the analysis has expanded one's dance literacy.