



## ***2020 Dance Arts Standards of Learning***

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### **Instructional Guide**

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## **Introduction**

The Dance Arts Instructional Guide, a companion document to the 2020 *Dance Arts Standards of Learning*, amplifies the Standards by defining the core knowledge and skills in practice, supporting teachers and their instruction. Instructional supports are accessible on the [fine arts instruction page of the VDOE website](#) and support the decisions local school divisions must make concerning local curriculum development and how best to help students meet the goals of the standards. The local curriculum should include a variety of information sources, readings, learning experiences, and forms of assessment to create a rigorous instructional program.

The Instructional Guide is divided into sub-sections for each strand: Understanding the Strand, Standards, Concepts, Supporting Questions, Student Look-fors, Assessment Strategies, Content Connections, and Instructional Supports. The purpose of each section is explained below.

## **Understanding the Strand**

The Dance Arts *Standards of Learning* are organized into five specific content strands: Creative Process; Critical Thinking and Communication; History, Culture, and Citizenship; Innovation in the Arts; and Technique and Application. Although the strands are presented separately for organizational purposes, they are integrated throughout dance arts instruction, regardless of the learning experience.

## **Standards**

All Standards can be viewed by strand in the Dance Arts SOL Progression Charts for [Elementary](#), [Middle](#), and [High School](#).

## **Concepts**

This section outlines concepts that transcend grade levels and weave through K through 12 programs as appropriate at each level. Each numbered standard in grades K-12 relates to the corresponding concept. The concepts for each strand are listed in this section of the Instructional Guide.

## **Supporting Questions**

Supporting questions frame student inquiry and promote students' critical thinking. They serve as a focal point around which students investigate and explore a topic. Supporting questions can guide student research, discussions, and problem-solving throughout a lesson or unit. Good supporting questions are open-ended, challenging, age-appropriate, and relevant to real-world issues. Supporting questions engage students in thinking critically to examine and explore multiple perspectives. These questions do not have definitive answers.

## Skills in Practice

Skills in practice are sample learning experiences that a teacher could expand on to facilitate the achievement of concepts of the SOL in the strand. Skills in practice could relate to one or multiple concepts of the strand. If standards are the *what*, then Skills in Practice are the *how*. The learning activities in this section are designed and curated by experienced Virginia teachers. Curriculum writers and teachers could use these strategies to plan instruction and deepen their understanding of broader unit and course objectives. ***The skills in practice are not meant to be an exhaustive list of applicable strategies.***

## Student Look-fors

Student look-fors represent observable measures of student success. They answer the question: What will a teacher see from students when they are successfully meeting learning objectives based on standards? Look-fors could be used to assist educators in developing assessment of learning throughout the year.

## Assessment Strategies

For each strand, examples of formative and summative assessments are listed. Strategies listed for each strand can assist educators in developing ways to assess student learning of the concepts and skills in the strand. In practice, skills based on standards from different strands should be integrated throughout instruction and assessment.

- **Diagnostic assessment**, a form of pre-assessment given prior to instruction, helps identify the level of student skills and knowledge, provides a starting point for designing instruction, and helps teachers identify long- and short-term plans. Diagnostic assessment also provides teachers with baseline measures for each student, allowing the measurement of student growth.
- **Formative assessments** are used informally and continuously during instruction to monitor student progress and learning. Teachers use formative assessments to identify learning gaps, adjust for differentiation, solicit and provide quick, actionable feedback, refine instructional practice, and involve students in decision-making about their learning. Students can learn about their strengths and weaknesses and address their development toward learning targets. Formative assessments may or not be graded and are generally low-stakes assignments that bridge to larger summative assessments.
- The purpose of **summative assessments** is to evaluate a student's understanding of skills, knowledge, and techniques in a definitive way at the end of a unit. They are the final evidence of student learning and determine the extent to which students have mastered skills and met the stated learning objectives. Teachers utilize summative assessments to:
  - Communicate to students and parents how well a student has met a learning goal.
  - Measure and reflect on instructional effectiveness, adjusting if necessary.
  - Provide the teacher with data that will help guide future instruction.

## Content Connections

Potential connections across disciplines are described by theme, with related standards listed for each content area. Teachers can build off the instructional strategies to design learning experiences that meet high standards in multiple disciplines. Students meet cross-curricular learning objectives when they explore connections between disciplines to gain deeper learning in each content area.

## Instructional Supports

Instructional supports listed in this section include instructional plans, support materials, and national and state instructional materials. Additional instructional supports are available on the [Dance Arts Instructional Resources page of the VDOE website](#).

- The VDOE fine arts program has created a resource called [Key Features of Effective Lesson and Unit Plans](#). This resource is intended to be used by educators, school, and division leadership to evaluate instructional materials for quality. When lesson plans, unit plans, and other instructional activities are from outside sources, division staff and educators may use and adapt these key features to evaluate the materials. In addition, these key features can be used as a guide for locally developed instructional materials that support the curriculum.
- The [Dance Arts Teacher Observations](#) resource supports school and division administrators in observations and coaching conversations for dance arts teachers in Virginia public schools. The strategies listed support effective instruction connected to skills and concepts of the 2020 Fine Arts *Standards of Learning*. The instructional strategies listed in this resource do not encompass what could be seen in a single observation session. Instead, the observer would see these characteristics over time. The strategies in this list can guide conversations between the educator and an administrator, instructional coach, department team, and professional learning community. It could also be a tool for teacher self-reflection. The Dance Arts Teacher Observations resource **is not meant to be evaluative**; therefore, school divisions should employ their evaluation systems for formal evaluation purposes.

# Creative Process

## Understanding the Strand

A creative process guides the development of ideas and original work. Creative processes include inquiry, questioning, research, investigation, generating ideas and solutions, testing and discussing ideas and solutions, refining work as part of a creative community, and reflecting on the process and product. Through a creative process, students flexibly use their knowledge and skills to develop their original style and vision as dancers.

## Standards

[Creative Process – Dance Arts K-5](#)

[Creative Process – Dance Arts Grades 6-8](#)

[Creative Process – Dance Arts I-IV](#)

## Concepts

1. Demonstrate creative thinking by employing originality, flexibility, and imagination when developing movement sequences.
2. Understand and apply creative processes for developing original voice and vision as a dancer.

## Supporting Questions

- How do artists assemble and maintain a portfolio that includes both process work and finished artistic products?
- How do dancers choreograph original work?
- How do dancers generate and develop ideas?
- How do I develop and monitor learning goals for dance arts?
- What are the steps of creative processes that dancers use?
- What is creativity?
- What is improvisation, and how is it used to support creativity?

### **Skills in Practice**

- Ask students to improvise movement in response to various music, prompts, or concepts.
- As students gain experience, they can choreograph with a beginning, middle, and end in mind and express increasingly abstract ideas.
- As students understand and master the elements of dance (body, energy, space, time), they can learn to document and record their choreography, either with their system or by learning traditional dance notation or using technology tools.
- Develop, revise, and refine choreography through practice and performance. Students can document and record their work, note the steps/actions/process they followed from beginning to end in the choreographic process, and articulate their thinking behind their creative choices.
- Identify emotion, story/narrative content, or concepts they wish to convey through dance. Then, improvise movement and create choreography to support the artistic expression of the concept.
- Include students in decision-making regarding performance and production.
- Lead dance games and improvisation exercises that promote creative thinking.
- Provide opportunities for reflection on the work and the process in ways such as small or large group critique, exit tickets, video or audio reflections, self-assessments, or artist statements.

### **Student Look-fors**

- Articulates and documents their creative processes
- Creates dance studies that effectively use the elements of dance
- Develops and tracks personal goals for dance
- Develops dance-related research or inquiry questions for investigation
- Engages in creative problem-solving for choreographic, performance, and production ideas individually, in groups, or as a class
- Improvises movement inspired by a variety of prompts
- Incorporates feedback to revise dance works
- Produces original movement sequences with a beginning, middle, and end

### **Assessment Strategies**

- At the end of a rehearsal session, have students submit exit tickets where they share key insights from the practice, challenges faced, and goals for the next session.
- Conduct ongoing observations of student work and maintain notes about individual progress and areas needing re-teaching.
- Develop detailed rubrics that assess specific improvisational techniques, including creativity, musicality, and emotional expression.
- Engage in active observation of student work, noting progress being made and where re-teaching is required.
- Engage students in age-appropriate methods for peer-to-peer feedback in critiques during various stages of artistic processes.
- Implement structured dance journal assignments where students document their reflections, progress, and creative processes after each class. Provide prompts to guide entries, such as “What did I learn today?” or “How can I improve my technique?” to foster deeper reflection.
- Introduce self-assessment checklists, allowing students to evaluate their work against clear criteria.
- Provide students with age-appropriate frameworks for giving and receiving peer feedback during formative, small-group critiques. One framework could be “two stars and a wish,” where students highlight two strengths and one area for improvement in a peer’s work.

### Content Connections

- **Kindergarten - Building Vocabulary: Dance Arts K.2 and English K.RV.1.B** - Understanding words that are critical to comprehension of texts and experiences is important to literacy. Part of learning vocabulary is being aware of not knowing a word’s meaning and questioning unknown words and meanings. During creative processes, engage students in asking questions about unknown words related to dance ideas and skills to develop dance vocabulary and word knowledge.
- **Grade One - Storytelling: Dance Arts 1.2 and English 1.RL.1.A** - Two important components of early literacy are oral comprehension and oral language. As students engage in the telling and retelling of stories, their oral language and future literacy skills grow. Using movement to develop ideas allows students to use a creative process to generate ideas and refine work as a part of a creative community. Instructional strategies may include retelling familiar stories by generating movement and dance ideas to demonstrate an understanding of the story structure and details sequentially.
- **Grade Five - Comprehension: Dance Arts 5.1 and English 5.RL.1.B** - Comprehension involves understanding, interpreting, and making meaning from text and is essential for readers to connect prior knowledge with new information. Using the creative process to demonstrate comprehension through creative work allows for the

development of individual voice and vision and provides opportunity for students to demonstrate understanding through creative thinking. Engage students in composing short, original movement sequences to describe plots in stories that demonstrate a sequence of events, including initiating events, climax, and resolution.

### **Instructional Supports**

- [PBS Learning Media: Expression Through Dance](#) - Resources for expressive dance for many age levels.
- [The Kennedy Center: Storytelling Through Dance](#) - This lesson analyzes how ballet dancers in *The Nutcracker* act out the story/character with movement instead of words, then demonstrates how to tell a story both emotionally and physically through dance and pantomime.
- [The Kennedy Center: Shall We Dance?](#) - This resource describes the benefit of including movement and dance in the classroom as well as how to inspire creative ideas with your students.
- [The Kennedy Center: Encouraging Your Students to Become Choreographers](#) - This lesson with media segments describes five creative activities to inspire students to choreograph and produce dance and enjoy success.

# Critical Thinking and Communication

## Understanding the Strand

Critical thinking and communication skills for dance include observing, listening, responding, reflecting, analyzing, interpreting, and evaluating while studying the dance arts. Through thoughtful examination, students will objectively evaluate dance works by analyzing the creative elements and the dance productions. Students will apply these same processes to creating and evaluating their own choreographic work. Students examine and articulate their opinions, preferences, and beliefs regarding dance arts and recognize the value of learning about the variety of responses of others.

## Standards

[Critical Thinking and Communication – Dance Arts K-5](#)  
[Critical Thinking and Communication – Dance Arts Grades 6-8](#)  
[Critical Thinking and Communication – Dance Arts I-IV](#)

## Concepts

3. Develop critical thinking skills through the analysis, interpretation, and evaluation of the work of self and others.
4. Articulate and justify personal responses to dance.
5. Identify and apply collaboration and communication skills for rehearsal, performance, and production of dance works.

## Supporting Questions

- How can students express their reactions, connections, and understanding of dance?
- How can you identify and explain similarities and differences between styles of dance?
- How does a dancer describe dance works and interpret and evaluate choreography?
- How do dancers collaborate effectively and communicate when practicing and performing dance works?
- What criteria might we use to evaluate dance performances?
- What key vocabulary words help us discuss dance with one another?
- Who chooses evaluation criteria, and where does it come from?

### **Skills in Practice**

- Create opportunities for students to identify and develop the communication skills needed to address issues that may arise during rehearsals, performances, and lessons.
- Guide students to express their personal, emotional, and intellectual responses to viewing choreography of various dance styles and genres.
- Engage in peer reviews to provide and receive constructive feedback.
- Engage students in discussion topics related to the interpretation and evaluation of dance.
- Establish guidelines and procedures to help students critique works of dance.
- Explicitly teach and use appropriate dance vocabulary and academic language.
- Provide multiple opportunities for students to hear, read, and use dance vocabulary in speaking and writing.
- Provide question prompts, sentence stems, and vocabulary to support writing about and discussing dance.
- Use discussion questions to spark discourse around the interpretation and evaluation of dance.
- Work as an ensemble to create and perform original movement sequences while maintaining open communication throughout rehearsal, performance, and production.
- Work with students to establish norms, procedures, and expectations related to how students communicate with and work together in the dance classroom.

### **Student Look-fors**

- Accurately uses appropriate dance vocabulary in discussion, writing about, and talking about dance
- Collaborates effectively as an ensemble
- Demonstrates active listening during critiques and class discussions
- Demonstrates appropriate dance etiquette in class, rehearsal, performance, production, and audience spaces
- Demonstrates responsibility for dance spaces and equipment
- Evaluates dance works, both personal and the works of others, using established criteria
- Follows performer and audience etiquette in rehearsal and performance spaces
- Gives and receives constructive feedback
- Interprets how elements of dance communicate meaning in dance performances
- Participates actively in the class community in a variety of roles and responsibilities
- Reflects on dance performances through verbal discussions and writing
- Self-evaluates choreography and skills

## Assessment Strategies

- After rehearsals, gather students in a circle to discuss their individual experiences in the dance piece. Encourage them to share specific moments they felt proud of, challenges they faced, and how they can help each other improve as a group.
- After students watch video recordings of their performances or practice sessions, ask them to write a reflection in their journals focusing on their technique, stage presence, and areas where they felt confident versus areas needing improvement.
- At the end of a class or choreographic work session, provide students with exit tickets that ask them to describe one dance technique or concept they learned, one movement they found challenging, and one area where they felt they progressed.
- Before a new lesson, give students an entrance ticket with questions about dance terminology, basic movement principles, and previous experiences with styles or techniques.
- Guide students to maintain an artistic portfolio that includes video clips of their performances, written reflections on their technique, and feedback from peers and instructors. This portfolio will document their progress and artistic development over time.
- Provide journaling prompts encouraging students to reflect on their dance practice, explore new movement ideas, document their creative process, and set goals for upcoming performances or technical skills they wish to develop.
- Provide students with a checklist of specific criteria for their dance performances, including elements such as technique accuracy, expression, spacing, and musicality.
- Share detailed rubrics that outline expectations for technical skill, creativity, and performance quality. Use these rubrics to analyze student performances and engage them in peer reviews, fostering critical thinking about dance quality.

## Content Connections

- **Grade One - Communication "Contrasts" or "Opposites" or "Same or Different?" : Dance Arts 1.3 and English 1.RV.1.A, 1.RV.1.B 1.RV.1.C, 1.RV.1.D** - An important component of kindergarten is understanding words critical to comprehending texts and experiences through explicit vocabulary instruction. Give student-friendly definitions of contrasting terms, providing examples and non-examples of the word in context. Teach terminology related to dance movement such as large/small body movement, high/low levels, slow/fast movement flow, heavy/light weight in dance energy, personal/general space, and locomotor/non-locomotor movement.
- **Grade Two - Point of View/Perspective: Dance Arts 2.6, 2.7 and English 2.W.1.C** - In dance, students develop critical thinking skills by articulating personal responses, beliefs, and opinions. Instructional strategies include exploring, discussing, and writing personal opinions related to dance traditions of the community or the Commonwealth, justifying opinions and personal ideas.
- **Grade Three - Point of View/Perspective: Dance 3.4 and English 3.W.1.D** - Developing critical thinking skills through the analysis, interpretation, and evaluation of the work allows students to justify and articulate personal responses, beliefs, and opinions to recognize the value in learning diverse opinions and responses. Students use the writing process to plan, draft, revise, and edit writing in various forms, including opinion pieces. Instructional strategies may include writing opinion pieces explaining personal motivations for creating dance, supporting a point of view with reasons. Share personal writing with peers to better understand others' opinions and responses.
- **Shared Academic Vocabulary: Dance Arts 8.3 and English 8.RV.1** - Words do not exist in isolation; they are essential for students to express their knowledge across disciplines. Shared academic vocabulary enhances understanding and meaning in various contexts. In the arts, familiarity with academic language is crucial for analyzing and interpreting works. When vocabulary is applied in multiple subjects, students develop a deeper comprehension and can effectively use words in diverse settings. It's important to identify common vocabulary across arts and core subjects, encouraging students to use context clues to grasp meanings, define terms, and engage in discussions across subjects.

## Instructional Supports

- [PBS Learning Media: Dance Appreciation and Analysis of Dance Works](#) - Resources for dance appreciation, dance vocabulary and concepts, interpretation of dance, and evaluation of dance.
- [The Kennedy Center: Dance Your Feelings](#) – Teaching artists Erika Malone demonstrates how to use dance to explore feelings and express emotions.

- [The Kennedy Center: Know Before You Go](#) - This lesson provides expectations of an audience member for different venues and types of performances.
- [The Kennedy Center: Weather and Wind Dance](#) – This lesson demonstrates how to plan and choreograph a sequence of movements to demonstrate understanding of wind and weather patterns, expanding and condensing properties of air masses and the unequal heating of Earth as the force behind wind.

# History, Culture, and Citizenship

## Understanding the Strand

Students explore and understand cultural and historical influences of the work of self and others. Students identify the value, roles, and reasons for dance from the perspective of many time periods, people, and places. Students recognize ways that dance arts are integral to communities and cultures. Students identify and interact with dance as a community member and citizen, developing a lifelong engagement with dance as a supporter, advocate, performer, and informed viewer. Students identify and apply ethical and legal considerations for engaging with dance resources and source materials responsibly.

## Standards

[History, Culture, and Citizenship – Dance Arts Grades K-5](#)  
[History, Culture, and Citizenship – Dance Arts Grades 6-8](#)  
[History, Culture, and Citizenship – Dance Arts I-IV](#)

## Concepts

6. Demonstrate understanding of cultural and historical influences of dance arts.
7. Nurture a lifelong engagement with dance as a performer, supporter, advocate, and informed viewer.
8. Identify and understand ethical and legal considerations for engaging with and using dance resources and source materials.

## Supporting Questions

- How do dancers relate to their audience during different performances and in different music settings?
- How does dance show the time and place where it comes from?
- How have a variety of cultures and history influenced dance?
- How have the ways we engage with dance changed over time?
- How is dance and culture connected?
- What are copyright and intellectual property, and why are they important?
- What are the ethical and legal considerations we must respect when studying and practicing the art of dance?
- What different roles can we take to engage in dance throughout our lifetimes?

- Where and when do people dance in my community?
- Where can we find good and trustworthy sources for learning about dance?

### **Skills in Practice**

- Consider and discuss where dance is performed in the local community.
- Create a timeline of influential dancers, dances, and dance styles and their cultural impact.
- Cover a variety of dance styles and their historical and cultural influences.
- Discuss relationships among different dance styles.
- Discuss the importance of dance for communities and cultures.
- Engage in discussions around proper etiquette for audience members, which varies by culture, venue, and dance style.
- Explore copyright and intellectual property in dance and digital citizenship.
- Facilitate discussions on the influence of dance on culture and student lives.
- Model ethical guidelines for intellectual property and media use.
- Offer opportunities to explore, perform, and respond to diverse dance styles.
- Research dancers or dances from specific geographic areas, cultures, genres, or periods and create multimedia presentations.
- Present interesting information about dance that connects to current events and topics that students can relate to.

### **Student Look-fors**

- Accurately describes historical and cultural contexts of dance styles
- Appropriately cites dance and media resources
- Engages in discourse around reasons why people dance and the value that dance has to people and society
- Explains how dance artists contribute to society and communities
- Identifies cultural influences of dance works
- Researches specific historical eras and significant historical figures in dance
- Views, performs, and responds to many different dance styles and performances across many time periods and cultural influences

### **Assessment Strategies**

- After exploring different dance styles, have students complete a reflection sharing their favorite style and what they like about it. Assess for thoughtfulness and understanding.
- Create checklists for adherence to copyright and intellectual property.
- Engage students in learning games related to historical and cultural contexts in dance.
- Have students create a poster or a simple infographic that explains one concept they learned about copyright. Assess their understanding based on accuracy and communication.
- Have students present research in small groups. Assess their presentations using a simple rubric or checklist that looks at clarity, presentation skills, and knowledge.
- Have students write a short paragraph about what they learned about dance of a culture or historical period. Assess their writing for content and clarity.
- Keep a participation checklist of students' contributions during discussions and seek responses from students who don't normally participate.
- Students can create a visual timeline. Assess their timelines for accuracy in events, artistic presentation, and written descriptions.
- Use a peer feedback form to assess how well students presented and explained a dance topic.

### Content Connections

- **Grade Two - Celebrations and Traditions: Dance Arts 2.6 and History and Social Science 2.6** - Students learn to identify the contributions of diverse cultures that have influenced American communities through customs and traditions. This understanding helps them recognize similarities and differences, fostering civility and respect for others. Instructional strategies may involve comparing the dance styles of Ghana, Mali, and Songhai before and after European exploration, examining similarities and differences in dance elements. Additionally, students will explore how these cultures incorporate dance into their community traditions and compare it to contemporary dance practices.
- **Grade Four - Cultural Context, Customs, and Traditions: Dance Arts 5.6, 5.7 and History and Social Science US1.4.a** - Understanding the characteristics and trends of people, places, events, and artistic cultures is vital for studying historical change and continuity. By examining these influences, students can view dance as a reflection of everyday life over different time periods. Instructional strategies may include exploring the contributions of Indigenous peoples and European explorers to dance traditions, as well as comparing the historical role of dance in society with its impact in their own communities today.
- **Grade Five - Legal and Ethical Considerations: Dance 5.8 and History and Social Sciences US1.a, US1.h, US1.j** - Understanding the ethical and legal considerations for using dance resources is crucial for maintaining integrity.

Properly recognizing, respecting, and crediting others' work is essential for adhering to ethical standards and obtaining permission to use their choreography. Strategies to promote these values can include creating mock scenarios for securing rights, paying royalties for used works, developing a "Dancer's Code of Ethics," or having students create programs that credit their peers' movement contributions in performances.

### **Instructional Supports**

- [PBS Learning Media: Dance Arts Toolkit](#) - A video collection of live performances and interviews representing a wide variety of cultures, periods, and styles of dance.
- [PBS Learning Media: Society and History of Dance](#) - Resources for dance and society, dance in world cultures, and history of dance.
- [The Kennedy Center: Swoop, Lift & Leap to the Lore](#) - Explore and learn movement from the Native Pride Dancers, then choreograph movements inspired by poems written by Indigenous and Native People of North America and perform original dance.

# Innovation in the Arts

## Understanding the Strand

Students understand and explore opportunities to connect dance arts content, processes, interests, and skills to career options, college opportunities, and the 21st Century workplace. Students explore and connect to careers that are likely to evolve throughout their lifetimes, which requires adaptability and flexible thinking. Students explore the impact of current and emerging technologies on dance arts processes and works and develop problem-solving skills by cultivating connections between fields of knowledge.

## Standards

[Innovation in the Arts – Dance Arts Grades K-5](#)  
[Innovation in the Arts – Dance Arts Grades 6-8](#)  
[Innovation in the Arts – Dance Arts I-IV](#)

## Concepts

9. Connect dance arts content, skills, and processes to career options, college opportunities, and the workplace.
10. Understand and explore the impact of current and emerging technologies on dance arts.
11. Cultivate authentic connections between dance skills, content, and processes with different fields of knowledge to develop problem-solving skills.

## Supporting Questions

- How can the study of dance lead to college opportunities and career choices?
- How has technology impacted the dance arts?
- How is dance used in connection with the other fine arts and additional fields of knowledge?
- How is technology be utilized to enhance a dance performance?
- What professional career pathways exist in dance?

## Skills in Practice

- Arrange visits to dance companies, performing halls, or college dance departments.
- Demonstrate effective uses of technology for use in creative processes.
- Encourage students to share their knowledge and findings by selecting a dance-related career, researching it, and presenting it to their classmates.
- Engage students in using technology to enhance productions and performances such as lighting, costume design mock-ups, editing video, editing a sound score, titling, and crediting virtual performances, and more.
- Explore performing and non-performing careers in the dance field.
- Explore the career paths of individual dancers and choreographers.
- Stimulate students' curiosity by formulating questions for interviews with professional dancers or dance industry or community leaders.
- Study the impact of technology on dance as artistic expression and as a medium of communication to broaden access to the art of dance.
- Using an arts-integrated approach, create activities that connect other fields of knowledge or art forms to dance, equitably meeting the standards in both areas.

#### **Student Look-fors**

- Connects skills and concepts learned in dance with college, career, and workplace opportunities
- Creates and maintains a portfolio to document the attainment of relevant skills and experiences
- Demonstrates practical problem-solving skills in dance settings
- Describes and discusses how technology developments and enhancements influence dance productions and performances
- Makes connections between dance skills and content with other subject areas
- Research collegiate programs and career pathways in dance and other career pathways based on individual interest
- Uses technological tools to complete dance-related tasks such as music editing, video editing, website design, graphic design, and branding

#### **Assessment Strategies**

- Ask students to explain how they incorporated technology in their artistic process or performance.
- Create a checklist for portfolios that includes relevant skills for post-secondary opportunities.
- Develop criteria for a rubric to assess the use of technology to enhance, document, or share dance performance.

- Have students list and discuss the dance skills they have learned in class and how these can relate to jobs in dance and other fields.
- Start a lesson with an entrance ticket where students share something they know about technology tools for dance or how they use them.
- Use a rubric to assess research products related to dance-related professions, such as oral presentations, multimedia presentations, writing, or group projects.

### Content Connections

- **Grade One - Career Exploration: Dance Arts 1.9 and History and Social Science 1.8** - Allow professional dancers, choreographers, studio managers, costume designers, or dance therapists into your classroom to discuss their employment decisions to cultivate connections to community and see professionals in fulfilling dance careers.
- **Grade Three - College, Career, and Workplace Readiness: Dance Arts 3.9 and English 3.C.3.A** - In both college and careers Virginia's students will be asked to support their thinking, opinions, and ideas through multimodal presentations. Create simple presentations identifying a variety of careers in music, theatre, dance or visual art using multimodal tools to enhance the presentation. Model components of presentations and work with students to ensure that presentations are organized and concise.
- **Research Skills: Dance Arts III.9 and English/Research 11.R.1.A and 11.R.1.b** - Through dance study, students develop workplace readiness skills. These skills open up various career paths both in and outside of dance careers. Students can research career options related to dance by reading, formulating questions, and focusing on topics of interest. They can investigate career pathways and write a description of their qualifications, showcasing the skills needed for success. Sharing this work with peers or potential employers will provide valuable feedback.

### Instructional Supports

- [Example Careers in Dance Arts](#) - This document provides examples of careers in and related to dance arts.
- [Dance Art Education and Workplace Readiness Skills](#) - Virginia's dance arts instructional programs reinforce [Virginia's 22 Workplace Readiness Skills](#). These skills are organized around three core areas that promote opportunities and reinforce student understanding of Virginia's workplace readiness skills: Personal qualities and abilities, interpersonal skills, and professional competencies.
- [PBS Learning Media: Application of Technology to Dance](#) - Resources highlighting technological advancements and innovations related to dance arts.
- [PBS Learning Media: Dance and Other Domains](#) - Resources for cross-curricular connections with dance.

- [PBS Learning Media: The Dance Profession](#) - Resources for careers in dance, dance institutions, and dance resources.
- [The Kennedy Center: Dancing Mythology](#) - Explore the mythological 12-hour journey of the sun god Ra and choreograph a dance representing the different hours using locomotor, non-locomotor, and different qualities of movement.
- [The Kennedy Center: How Dance Can Teach Literature](#) - Explore five ways to use dance in the English classroom.
- [Virginia 5Cs and Dance Arts Education](#) - The Dance Arts *Standards of Learning* are intentionally and directly aligned with the skills outlined in the [Profile of a Virginia Graduate](#). The goal statements are taken directly from the 2020 Dance Arts SOL document and re-organized to demonstrate alignment to the 5 Cs.

# Technique and Application

## Understanding the Strand

Students will develop a range of physical skills associated with dance performance and demonstrate an intellectual and physical understanding of safe, expressive dance techniques. Students will creatively design and implement choices that support the intent of their choreographic concepts by studying the principles, processes, and structures of dance composition. Students will participate in all aspects of dance production.

## Standards

[Technique and Application – Dance Arts Grades K-5](#)  
[Technique and Application – Dance Arts Grades 6-8](#)  
[Technique and Application – Dance Arts I-IV](#)

## Concepts

### Grades K-5

12. Students explore concepts of the element of dance: Body.
13. Students explore concepts of the element of dance: Action.
14. Students explore concepts of the element of dance: Space.
15. Students explore concepts of the element of dance: Time.
16. Students explore concepts of the element of dance: Energy.
17. Apply best practices for safety and injury prevention.
18. Experience diverse movements and styles of dance.

### Grades 6-8 and Dance Arts I-IV

12. Apply best practices for safety and injury prevention.
13. Create and perform choreography.
14. Refine movement skills and kinesthetic awareness.
15. Develop skills in a range of dance styles.
16. Develop performance skills.
17. Understand elements and roles in dance production.

## Supporting Questions

- How do dancers and ensembles cultivate technical skill and proficiency through deliberate practice and repetition?
- How does a dancer develop the appropriate physical skills and dance technique to master a given repertoire and use it for successful artistic expression?
- What core skills, both technical and interpretive, are essential for success in dance performance?
- What principles, processes, and structures are typically associated with dance composition, and how do dancers make choices for choreography?

### **Skills in Practice**

- Carefully evaluate and prepare the dance studio or physical space for safety. Ensure it has sufficient room for movement, supportive flooring, proper lighting, and that it is clean and free of obstacles.
- Choose specific dance skills and techniques to teach, considering the diverse styles available, such as ballet, hip-hop, folk, and social dance.
- Consider the number of participants and their need for personal space during movement activities. Use your knowledge of kinesiology to monitor students' movements, ensuring proper alignment and offering corrective feedback to prevent injuries.
- Consistently model correct form and technique, and the correct and safe use of tools, equipment, and materials.
- Differentiate movement sequences for various skill levels so all students can participate safely.
- Emphasize the importance of repeating simple movement series to build muscle strength, coordination, and flexibility.
- Facilitate student experiences in creating original choreography. Provide opportunities for their work to be performed in both informal and formal settings, encouraging them to make thoughtful decisions about all aspects of production.
- Guide the students through the complex process of dance production, which involves selecting performers, conducting auditions, refining choreography, and choosing suitable music. Help them make informed decisions about scheduling, costuming, lighting, and other production elements.
- Inspire students to improvise and refine movement phrases that convey emotion, tell a story, or express abstract concepts. Foster both individual exploration and collaborative ensemble work.
- Lead simple warm-up exercises that incorporate basic dance vocabulary. Focus on developing locomotor skills such as sliding, hopping, and skipping to prepare students physically for dance activities.
- Model, teach, and apply injury prevention skills during technique instruction.
- Scaffold your support throughout the learning process, initially taking a hands-on approach and gradually allowing students more artistic choice and independence as they gain confidence.

- Set clear safety rules and expectations for respectful interactions when students collaborate in creating, practicing, and performing choreography. Encourage a positive and supportive environment to enhance creativity and teamwork.

### **Student Look-fors**

- Applies foundational technical skills across dance styles
- Creates dance studies that effectively use the elements of dance
- Constructs original movement sequences
- Demonstrates performance skills including musicality, dynamics, and stage presence
- Expands dance technique through partnering and weight sharing
- Follows safety procedures
- Participate in various aspects of dance production and performance, including backstage roles
- Uses sound warm-up, cool-down, stretching, and strengthening techniques to prepare the body for class, rehearsal, and performance, and care for it afterward
- Uses appropriate body alignment across dance styles
- Uses appropriate dance footwear or bare feet
- Uses choreographic devices

### **Assessment Strategies**

- After performances and rehearsals, hold a class discussion where students can share their thoughts about what they learned.
- Assign quizzes, tests, or physical assessments for students to demonstrate technical mastery of skills and techniques.
- Carefully observe rehearsals for the development of technical skills, noting areas where re-teaching is required.
- Encourage students to build a digital portfolio where they can include pictures, drawings, audio/video clips of themselves performing, and stickers or stamps representing their progress over time.
- Facilitate peer-to-peer feedback sessions.
- Feedback during rehearsals related to specific techniques and concepts being discussed in class.
- For young dancers, develop a student-friendly rubric that uses smiley faces, stars, or thumbs up to evaluate students' understanding of specific skills.
- Introduce playful assessments like dance games or mini competitions focused on new techniques and skills.
- Provide skill-based practice formative assessments when focusing on new skills/techniques.

- Students move across the floor, demonstrating a skill or technique, and receive immediate feedback.
- Use a rubric with established criteria to evaluate a final performance.

### Content Connections

- **Kindergarten - Storytelling: Dance Arts K.12 and English K.C.D** - Students enhance their listening and speaking skills by engaging with texts read aloud, participating in conversations, and collaborating with peers. Telling and retelling stories helps to develop their oral language and literacy abilities. Involving students in storytelling through dance—using a clear beginning, middle, and end—helps them understand how movement and choreography can communicate stories.
- **Grade Five - Organizing Information: Dance Arts 5.13, 5.14, 5.15, 5.16, 5.17 and English 5.C.3.A, 5.C.3.B** - Technical skills and procedures are crucial for a safe learning environment and effective dance instruction. Using multimodal presentations can help students better understand and communicate proper dance techniques. Involve students in creating interactive multimedia recordings for peers that demonstrate essential dance elements, skills, and procedures.
- **Shared Academic Vocabulary: Dance 8.3.a and English 8.RV.1** - Words do not exist in isolation; they are essential for students to express their knowledge across disciplines. Shared academic vocabulary enhances understanding and meaning in various contexts. In the arts, familiarity with academic language is crucial for analyzing and interpreting works. When vocabulary is applied in multiple subjects, students develop a deeper comprehension and can effectively use words in diverse settings. It's important to identify common vocabulary across arts and core subjects, encouraging students to use context clues to grasp meanings, define terms, and engage in discussions across subjects.

### Instructional Supports

- [KQED Art School](#) - KQED Arts series featuring contemporary artists working in fine art, performance, digital art, and more. This collection of dance videos discusses elements of dance and creative movement.
- [National Dance Institute \(NDI\) Live](#) - Through this platform of free online classes, NDI teaching artists lead children in signature NDI choreography, a variety of high-energy dance classes for all ability levels, plus exciting music classes.
- [PBS Learning Media: Dance Creation, Participation, and Performance](#) - Resources for movement in dance, dance choreography, and dance performance.
- [PBS Learning Media: Dance Forms](#) - Resources showing diverse dance forms and styles for many age and skill levels.
- [The Elements of Dance](#) - Website designated to the foundational concepts and vocabulary of dance as an artistic practice.

- [The Kennedy Center: Do You Wanna Dance?](#) - Explore the five elements of dance and how it uses movement to communicate ideas, feelings, and experiences.
- [The Kennedy Center: Elements of Dance](#) - Demonstrate elements of dance and vocabulary through simple dance choreography.
- [The Kennedy Center: Good Moves for Young Dancers](#) - Tips for preventing and treating injury.
- [The Kennedy Center: Lessons and Activities](#) - A collection of lessons, activities, and resources from The Kennedy Center.