

DRAFT Proposed Revisions
Texas Essential Knowledge and Skills (TEKS)
Fine Arts, High School Dance

Prepared by the State Board of Education (SBOE) TEKS Review Committees

First Draft, June 2012

These draft proposed revisions reflect the recommended changes to the fine arts Texas Essential Knowledge and Skills (TEKS) for dance that have been made by the SBOE-appointed TEKS review committees. Proposed additions are shown in green font with underlines (additions) and proposed deletions are shown in red font with strikethroughs (~~deletions~~).

Comments in the right-hand column provide explanations for the proposed changes. The following notations were used as part of the explanations:

CRS—information added or changed to align with the Texas College and Career Readiness Standards (CCRS)

ER—information added, changed, or deleted based on expert reviewer feedback

MV—multiple viewpoints from within the committee

VA—information added, changed, or deleted to increase vertical alignment

TABLE OF CONTENTS

Dance, Level I.....	pages 1-3
Dance, Level II.....	pages 4-6
Dance, Level III.....	pages 7-9
Dance, Level IV	pages 10-12

§117.56 Dance, Level I		
	TEKS with Edits	Committee Comments
(a)	General requirements. Students may fulfill fine arts and elective requirements for graduation by successfully completing <u>one or more of</u> the following dance courses: Dance I (one credit) ; <u>Foundations of Dance I, Ballet I, Modern/Contemporary I, Jazz I, Tap I, World Dance Forms I, Dance Composition/Improvisation I, Dance Theory I, Dance Performance/Ensemble I, Dance Production I, Dance Wellness I (one credit per course).</u>	To meet the needs of the 21 st century required skills for college or career readiness we made the following changes. We also wanted to be able to offer a variety of Dance Level I courses as well as align dance with other fine arts TEKS.
(b)	Introduction.	
(1)	<u>The Fine Arts, as universal languages, incorporate the study of dance, music, theatre, and the visual arts to offer unparalleled experiences and empower students to explore realities, relationships, and ideas. The Fine Arts engage and motivate all students through active learning, critical thinking, and innovative problem-solving. Our disciplines develop cognitive functioning and increase student academic achievement, higher order thinking skills, communication, and collaboration. Students develop relevant aesthetic and cultural awareness through exploration leading to creative expression. Creativity is essential and the study of the Fine Arts nurtures and develops the whole child.</u>	
(4)(2)	Four basic strands <u>In Dance Level I students understand the five basic strands: Foundations: Perception, Creative Expression: Artistic Process, Creative Expression: Performance, Historical and Cultural heritage, Relevance, and Critical Evaluation and Response. The strands provide broad unifying structures for organizing the knowledge and skills students are expected to acquire. Dance students develop perceptual thinking and moving movement abilities in daily life that promote, promoting an understanding of themselves and others and allow them to interact effectively in the community. Students will develop By mastering movement principles and technical skills, and explore choreographic and performance qualities. Students will develop self-discipline, and healthy bodies that move expressively, efficiently, and safely through space and time with with controlled energy, a sensitive kinesthetic awareness. Students recognize dance as a vehicle for understanding cultural and historical contexts, historical and cultural relevance, increasing an awareness of their own and others' heritage and traditions of theirs and others, enabling thus helping them to participate in a diverse society. Evaluating and analyzing dance strengthens decision-making skills, develops critical and creative thinking, and enable students develops artistic and creative processes. Students will continue to explore technology and its application to dance and movement, enabling them to make informed decisions about dance and the world around them.</u>	Committee felt the need to: separate creative expression and performance into two different strands to give equal value, as well as align all fine arts strands.
(c)	Knowledge and skills.	
(1)	Foundations: Perception. The student develops an awareness of the body's movement, using sensory information while dancing. The student is expected to:	
(1)(A)	demonstrate basic kinesthetic and spatial awareness <u>individually and in groups</u> with others ;	Emphasize working individually and in groups.

(1)(B)	<u>develop a comprehensive understanding of health, safety, and wellness for dancers;</u> develop sensitivity toward others when working in groups;	Emphasis of health, safety and wellness values
(1)(C)	<u>demonstrate knowledge of dance genres, styles, and vocabulary</u> express ideas and emotions through movement; and	Stress the importance of the knowledge of dance genres, styles and dance vocabulary.
(1)(D)	interpret <u>identify</u> images found in the environment through movement.	
(2)	Creative expression/performance: <u>artistic process.</u> The student applies body sciences and fitness principles to dance. <u>The student develops knowledge and skills of dance elements, choreographic processes, and forms in a variety of dance genres and styles.</u> The student is expected to:	Stress the importance of the knowledge of dance elements, choreographic processes, and forms in a variety of dance genres and styles.
(2)(A)	<u>demonstrate basic principles of proper skeletal alignment</u> communicate using appropriate anatomical terminology;	Rearranged the SE's to reflect the knowledge statement.
(2)(B)	<u>explore, improvise, and demonstrate original movement during creative process</u> demonstrate basic principles of proper skeletal alignment; and	Emphasize the importance of exploring, improvising, and demonstrating the original movement during creative process.
(2)(C)	<u>express ideas and emotions through movement; and practice an effective warm-up and cool-down, using elements of proper conditioning.</u>	Rearranged the SE's to reflect the knowledge statement.
(2)(D)	<u>create basic compositional forms using fundamental dance elements for choreographic processes.</u>	Added SE to reflect the significance of creative expression and creative artistic process.
(3)	Creative expression/Performance. <u>The student demonstrates knowledge and execution of technical dance skills in a variety of dance genres and styles through performing.</u> The student develops knowledge and skills of dance elements and of choreographic processes and forms in a variety of dance styles. The student is expected to:	Stresses the importance of the knowledge of performing skills, execution skills, and dance technique skills.
(3)(A)	perform memorized movement sequences with rhythmical accuracy in several dance <u>genres and styles such as including classical ballet, tap, modern, and ethnic dance</u> <u>modern dance, tap, jazz, musical theatre dance, and world dance forms;</u>	Stresses the importance of offering a variety of dance genres and styles.
(3)(B)	identify the effective use of dance elements in practice and performance;	
(3)(C)	improvise and demonstrate original movement <u>perform basic compositional forms using fundamental choreographic processes;</u> and	Rearranging the SEs. Moved from 3D.
(3)(D)	perform basic compositional forms, using fundamental choreographic processes <u>understands the principles of an effective warm-up and cool-down implementing elements of proper conditioning for performing skills.</u>	Rearranging the SEs. Original 3D moved to 3C.
(3)(E)	improvise and demonstrate original movement	Rearranging the SEs.

(3)(C)(D)	perform basic compositional forms; using fundamental choreographic processes	Rearranging the SEs.
(3)(D)	<u>understands the principles of an effective warm-up and cool-down implementing elements of proper conditioning for performing skills.</u>	Rearranging the SEs.
(4)	Historical/and Cultural heritage Relevance. The student demonstrates an understanding of cultural, historical, and artistic diversity. The student is expected to:	Stress the importance of historical and cultural relevance.
(4)(A)	analyze the characteristics of dances from several diverse cultures <u>or historical periods</u> ;	
(4)(B)	perform dance phrases or dances from several time periods with an understanding of historical and social contexts; and	
(4)(C)	identify historical figures and their significance in dance history; <u>and</u>	
(4)(D)	<u>study dance in various medias.</u>	Highlighting the importance of technology usage and incorporating CCRS.
(5)	Critical Evaluation and Response/evaluation. The student makes informed judgments about dance's forms, meaning, and role in society. The student is expected to:	
(5)(A)	incorporate appropriate movement vocabulary when identifying qualities and discussing meaning of performance and or production in dance;	
(5)(B)	demonstrate appropriate audience behavior and etiquette in the classroom and at performances;	
(5)(C)	identify relationships between dance and other <u>content fine-art</u> subjects; and	Stressing the significance of cross-cultural and interdisciplinary contents (CCRS)
(5)(D)	<u>identify knowledge and skills of technology in dance</u> distinguish commonalities between dance and subject areas such as English, mathematics, science, and social studies.	Highlighting technology requirements.

§117.57 Dance, Level II		
	TEKS with Edits	Committee Comments
(a)	General requirements. Students may fulfill fine arts and elective requirements for graduation by successfully completing <u>one or more of</u> the following dance courses: <u>Principles of Dance II, Ballet II, Modern/Contemporary II, Jazz II, Tap II, World Dance Forms II, Dance Composition/Improvisation II, Dance Theory II, Dance Performance/Ensemble II, Dance Production II, Dance Wellness II, and Dance and Media Communications I (one credit per course).</u> The prerequisite for each Level II dance course is one credit of Dance Level I in the corresponding discipline. Dance II (one credit). Dance I is a prerequisite for Dance II.	To meet the needs of the 21 st century required skills for college or career readiness we made the following changes. We also wanted to be able to offer a variety of Dance Level II courses as well as align dance with other fine arts TEKS.
(b)	Introduction.	
(1)	<u>The Fine Arts, as universal languages, incorporate the study of dance, music, theatre, and the visual arts to offer unparalleled experiences and empower students to explore realities, relationships, and ideas. The Fine Arts engage and motivate all students through active learning, critical thinking, and innovative problem-solving. Our disciplines develop cognitive functioning and increase student academic achievement, higher order thinking skills, communication, and collaboration. Students develop relevant aesthetic and cultural awareness through exploration leading to creative expression. Creativity is essential and the study of the Fine Arts nurtures and develops the whole child.</u>	
(H)(2)	Four basic strands <u>In Dance Level I students understand the five basic strands: Foundations: Perception, Creative Expression: Artistic Process, Creative Expression: Performance, Historical and Cultural heritage, Relevance, and Critical Evaluation and Response. The strands provide broad unifying structures for organizing the knowledge and skills students are expected to acquire. Dance students develop perceptual thinking and moving movement abilities in daily life that promote, promoting an understanding of themselves and others and allow them to interact effectively in the community. <u>Students will develop By mastering</u> movement principles and <u>technical skills, and explore choreographic and performance qualities.</u> Sstudents <u>will</u> develop self-discipline, <u>and</u> healthy bodies that move expressively, efficiently, and safely through space and time with with controlled energy; a sensitive kinesthetic awareness. Students recognize dance as a vehicle for understanding cultural and historical contexts, historical and cultural relevance, increasing an awareness of their own and others' heritage and traditions <u>of theirs and others, enabling thus helping</u> them to participate in a diverse society. Evaluating and analyzing dance strengthens decision-making skills, develops critical and creative thinking, and enable students develops artistic and creative processes. Students will continue to explore technology and its application to dance and movement, enabling them to make informed decisions about dance and the world around them.</u>	Committee felt the need to separate creative expression and performance into two different strands to give equal value as well as align all Fine Art strands.
(c)	Knowledge and skills.	
(1)	Foundations: Perception. The student develops an awareness of the body's movement, using sensory information while dancing. The student is expected to:	

(1)(A)	demonstrate a developing kinesthetic and spatial awareness <u>individually and in groups</u>	Emphasize working individually and in groups.
(1)(B)	<u>expand a comprehensive understanding of health, safety, and wellness for dancers;</u> demonstrate respect for others when working in groups	Emphasis of health, safety and wellness values
(1)(C)	<u>demonstrate effectively knowledge of dance genres, styles, and vocabulary</u> demonstrate effectively the connection between emotions and movement ; and	Stress the importance of the knowledge of dance genres, styles and dance vocabulary.
(1)(D)	<u>interpret</u> identify details in movement in natural and constructed environments.	Higher order thinking skill.
(2)	Creative expression/performance: <u>artistic process</u>. The student applies body sciences and fitness principles to dance. <u>The student develops knowledge and skills of dance elements, choreographic processes, and forms in a variety of dance genres and styles. The student is expected to:</u>	Stress the importance of the knowledge of dance elements, choreographic processes, and forms in a variety of dance genres and styles.
(2)(A)	<u>expand a comprehensive understanding of principles of proper skeletal alignment</u> communicate using appropriate anatomical and dance terminology ;	Rearranged the SE's to reflect the knowledge statement.
(2)(B)	<u>explore, improvise, and perform original movement during creative process</u> perform with proper skeletal alignment	Emphasize the importance of exploring, improvising, and demonstrating the original movement during creative process.
(2)(C)	<u>expand the expression of ideas and emotions through movement</u> exhibit strength, flexibility, and endurance in dance training and performances ; and	Rearranged the SE's to reflect the knowledge statement.
(2)(D)	<u>create enhanced compositional forms using fundamental dance elements for choreographic processes.</u> incorporate proper conditioning and injury prevention practices.	Added SE to reflect the significance of creative expression and creative artistic process.
(3)	Creative expression: P/performance. <u>The student demonstrates knowledge and execution of technical dance skills in a variety of dance genres and styles through performing.</u> The student develops knowledge and skills of dance elements and of choreographic processes and forms in a variety of dance styles. The student is expected to:	Stresses the importance of the knowledge of performing skills, execution skills, and dance technique skills.
(3)(A)	perform extended movement patterns with rhythmical accuracy in traditional concert dance <u>genres and styles such as ballet, modern dance, tap, jazz, musical theatre dance, and world dance forms</u> ;	Stresses the importance of offering a variety of dance genres and styles.
(3)(B)	demonstrate the elements of dance effectively;	
(3)(C)	<u>perform enhanced compositional forms using sound choreographic processes</u> improvise dance phrases, using the concept of abstractions ; and	Rearranging the SEs.
(3)(D)	<u>implement an effective warm-up and cool-down employing the elements of proper conditioning for performing skills.</u> incorporate choreographic processes such as retrograde and inversion in dance styles.	Rearranging the SEs.

(4)	Historical/and Cultural heritage Relevance. The student demonstrates an understanding of cultural, historical, and artistic diversity. The student is expected to:	Stress the importance of historical and cultural relevance.
(4)(A)	perform dances of various cultures <u>or historical periods:</u>	
(4)(B)	choreograph short dance phrases that exhibit an understanding of various historical periods and <u>social contexts;</u> and	Students should be able to choreograph short dances of various historical periods and social contexts.
(4)(C)	perform dances in various <u>medias</u> mediums such as musical theatre, film, and digital formats; <u>and</u>	Highlighting the importance of technology usage and incorporating CCRS.
<u>(4)(D)</u>	<u>research historical and cultural dance forms using technology.</u>	Expanding the knowledge of other cultures and observing artistic diversity.
(5)	Critical Evaluation and Response/evaluation. The student makes informed judgments about dance's forms, meaning, and role in society. The student is expected to:	
(5)(A)	identify characteristics of a variety of dances;	
(5)(B)	analyze qualities of performance and <u>proper etiquette</u> production in dance; and	Emphasize the importance of dance etiquette in class and performances
(5)(C)	identify similarities of form and expression in dance and other <u>content subjects</u> fine arts ; and	Stressing the significance of cross-cultural and interdisciplinary contents (CCRS)
(5)(D)	<u>apply knowledge and skills of technology in dance</u> identify and apply dance and dance-related skills such as creative problem solving, cooperation, and self-discipline to various work experience.	Highlighting technology requirements.

§117.58 Dance, Level III		
	TEKS with Edits	Committee Comments
(a)	General requirements. Students may fulfill fine arts and elective requirements for graduation by successfully completing <u>one or more of</u> the following dance courses: <u>Principles of Dance III, Ballet III, Modern/Contemporary III, Jazz III, Tap III, World Dance Forms III, Dance Composition/Improvisation III, Dance Theory III, Dance Performance/Ensemble III, Dance Production III, Dance Wellness III, Dance and Media Communication II, Dance History I, Dance International Baccalaureate (IB) I, (one credit per course). The prerequisite for each Level III dance course is one credit of Dance Level II in the corresponding discipline, excluding Dance History I, Dance International Baccalaureate (IB) I courses. Dance III (one credit). Dance I and Dance II are prerequisites for Dance III.</u>	To meet the needs of the 21 st century required skills for college or career readiness we made the following changes. We also wanted to be able to offer a variety of Dance Level III courses as well as align dance with other fine arts TEKS.
(b)	Introduction.	
(1)	<u>The Fine Arts, as universal languages, incorporate the study of dance, music, theatre, and the visual arts to offer unparalleled experiences and empower students to explore realities, relationships, and ideas. The Fine Arts engage and motivate all students through active learning, critical thinking, and innovative problem-solving. Our disciplines develop cognitive functioning and increase student academic achievement, higher order thinking skills, communication, and collaboration. Students develop relevant aesthetic and cultural awareness through exploration leading to creative expression. Creativity is essential and the study of the Fine Arts nurtures and develops the whole child.</u>	
(+)(2)	Four basic strands <u>In Dance Level I students understand the five basic strands: Foundations: Perception, Creative Expression: Artistic Process, Creative Expression: Performance, Historical and Cultural heritage, Relevance, and Critical Evaluation and Response. The strands provide broad unifying structures for organizing the knowledge and skills students are expected to acquire. Dance students develop perceptual thinking and moving movement abilities in daily life that promote, promoting an understanding of themselves and others and allow them to interact effectively in the community. <u>Students will develop By mastering</u> movement principles and <u>technical skills, and explore choreographic and performance qualities.</u> <u>S</u>students <u>will</u> develop self-discipline, <u>and</u> healthy bodies that move expressively, efficiently, and safely through space and time with with controlled energy, a sensitive kinesthetic awareness. Students recognize dance as a vehicle for understanding cultural and historical contexts, <u>historical and cultural relevance,</u> increasing an awareness of their own and others' heritage and traditions <u>of theirs and others, enabling thus helping</u> them to participate in a diverse society. Evaluating and analyzing dance strengthens decision-making skills, develops critical and creative thinking, and enable students <u>develops artistic and creative processes. Students will continue to explore technology and its application to dance and movement, enabling them to</u> make informed decisions about dance and the world around them.</u>	Committee felt the need to: separate creative expression and performance into two different strands to give equal value, as well as align all Fine Art stands.
(c)	Knowledge and skills.	
(1)	Foundations: Perception. The student develops an awareness of the body's movement, using sensory information while dancing. The student is expected to:	

(1)(A)	demonstrate a developing <u>analyze</u> kinesthetic and spatial awareness <u>individually and in groups</u> ;	Emphasize working individually and in groups on a higher level of thinking skills.
(1)(B)	<u>distinguish a comprehensive understanding of health, safety, and wellness for dancers</u> ; work respectfully with others ;	Emphasis of health, safety and wellness values
(1)(C)	<u>compare knowledge and skills of dance genres, styles, and vocabulary</u> demonstrate effectively the connection between emotions and ideas and movement ; and	Stress the importance of the knowledge of dance genres, styles and dance vocabulary.
(1)(D)	identify <u>explore</u> designs and images in natural and constructed environments.	Higher order thinking skills.
(2)	Creative expression/ performance : artistic process . <u>The student develops knowledge and skills of dance elements, choreographic processes, and forms in a variety of dance genres and styles</u> . The student applies body sciences and fitness principles to dance . The student is expected to:	Stress the importance of the knowledge of dance elements, choreographic processes, and forms in a variety of dance genres and styles.
(2)(A)	<u>create dance studies using original movement based on theme and variation</u> communicate using appropriate anatomical and dance terminology ;	Rearranged the SE's to reflect the knowledge statement as well as to reflect the strand.
(2)(B)	<u>experiment, improvise, and perform original movement during creative process</u> perform using basic principles of skeletal alignment ;	Emphasize the importance of exploring, improvising, and demonstrating the original movement during creative process.
(2)(C)	<u>compare and contrast the expression of ideas and emotions through movement</u> exhibit strength, flexibility, and endurance in training and performances ; and	Rearranged the SE's to reflect the knowledge statement.
(2)(D)	<u>differentiate compositional forms using intermediate dance elements for choreographic processes</u> . incorporate injury prevention procedures when exercising, practicing, and performing .	Added SE to reflect the significance of creative expression and creative artistic process on an advanced level.
(3)	Creative expression: P/ performance . <u>The student demonstrates knowledge and execution of technical dance skills in a variety of dance genres and styles through performing</u> . The student develops knowledge and skills of dance elements and of choreographic processes and forms in a variety of dance styles . The student is expected to:	Stresses the importance of the knowledge of performing skills, execution skills, and dance technique skills.
(3)(A)	perform <u>and examine</u> memorized complex movement sequences with rhythmical accuracy in traditional concert dance <u>genres and styles such as ballet, modern dance, tap, jazz, musical theatre dance, and world dance forms</u> ;	Stresses the importance of offering a variety of dance genres and styles.
(3)(B)	execute <u>demonstrate</u> a wide range of dynamics in quality movement;	Higher level of performing skills.
(3)(C)	perform with projection, confidence, and expression when executing dance movements; and	
(3)(D)	<u>distinguish an effective warm-up and cool-down implementing the elements of proper conditioning for performing skills</u> . create dance studies, using original movement, based on theme, variation, and/or chance .	Rearranging the SEs.

(4)	Historical-and Cultural heritage Relevance. The student demonstrates an understanding of cultural, historical, and artistic diversity. The student is expected to:	To stress the importance of Historical and Cultural Relevance
(4)(A)	compare describe similarities and differences in steps, styles, and traditions in dances from various cultures or and historical periods; and	Higher order thinking skills
(4)(B)	<u>appraise dances that exhibit an understanding of various historical periods and social contexts;</u> choreograph a dance based on historical event or theme.	Students should be able to choreograph short dances of various historical periods and social contexts.
(4)(C)	<u>experiment with dances in various medias; and</u>	Highlighting the importance of technology usage and incorporating CCRS.
(4)(D)	<u>appraise historical and cultural dance forms using technology.</u>	Expanding the knowledge of other cultures and observing artistic diversity.
(5)	Critical Evaluation and Response/evaluation. The student makes informed judgments about dance's forms, meaning, and role in society. The student is expected to:	
(5)(A)	compare characteristics and qualities of a variety of dances;	
(5)(B)	analyze dance from a variety of perspectives such as those of dance critic, performer, choreographer, and audience member;	
(5)(C)	distinguish compare and contrast the use of form and expression <u>performance skill</u> in dance <u>in comparison</u> with their use in art, music, theatre, and other content subject areas; and	Stressing the significance of cross-cultural and interdisciplinary contents (CCRS)
(5)(D)	<u>experiment knowledge and skills of technology in dance</u> identify opportunities in dance as a profession.	Highlighting technology requirements.

§117.59 Dance, Level IV		
	TEKS with Edits	Committee Comments
(a)	General requirements. Students may fulfill fine arts and elective requirements for graduation by successfully completing <u>one or more of</u> the following dance courses: <u>Principles of Dance IV, Ballet IV, Modern/Contemporary IV, Jazz IV, Tap IV, World Dance Forms IV, Dance Composition/Improvisation IV, Dance Theory IV, Dance Performance/Ensemble IV, Dance Production IV, Dance Wellness IV, Dance History II, Dance International Baccalaureate (IB) II (one credit per course). The prerequisite for each Level IV dance course is one credit of Dance Level III in the corresponding discipline.</u> Dance IV (one credit), Dance I, Dance II, and Dance III are prerequisites for Dance IV.	To meet the needs of the 21 st century required skills for college or career readiness we made the following changes. We also wanted to be able to offer a variety of Dance Level IV courses as well as align dance with other fine arts TEKS.
(b)	Introduction.	
(1)	<u>The Fine Arts, as universal languages, incorporate the study of dance, music, theatre, and the visual arts to offer unparalleled experiences and empower students to explore realities, relationships, and ideas. The Fine Arts engage and motivate all students through active learning, critical thinking, and innovative problem-solving. Our disciplines develop cognitive functioning and increase student academic achievement, higher order thinking skills, communication, and collaboration. Students develop relevant aesthetic and cultural awareness through exploration leading to creative expression. Creativity is essential and the study of the Fine Arts nurtures and develops the whole child.</u>	
(+)(2)	Four basic strands <u>In Dance Level I students understand the five basic strands: Foundations: Perception, Creative Expression: Artistic Process, Creative Expression: Performance, Historical and Cultural heritage, Relevance, and Critical Evaluation and Response. The strands provide broad unifying structures for organizing the knowledge and skills students are expected to acquire. Dance students develop perceptual thinking and moving movement abilities in daily life that promote, promoting an understanding of themselves and others and allow them to interact effectively in the community. <u>Students will develop By mastering</u> movement principles and <u>technical</u> skills, <u>and explore choreographic and performance qualities.</u> <u>Students will</u> develop self-discipline, <u>and</u> healthy bodies that move expressively, efficiently, and safely through space and with with controlled energy, a sensitive kinesthetic awareness. Students recognize dance as a vehicle for understanding cultural and historical contexts, <u>historical and cultural relevance,</u> increasing an awareness of their own and others' heritage and traditions <u>of theirs and others, enabling thus helping</u> them to participate in a diverse society. Evaluating and analyzing dance strengthens decision-making skills, develops <u>critical and creative thinking, and</u> enable students-develops artistic and creative processes. Students will continue to explore technology and its application to dance and movement, enabling them to make informed decisions about dance and the world around them.</u>	Committee felt the need to: separate creative expression and performance into two different strands to give equal value as well as align all fine arts strands.
(c)	Knowledge and skills.	
(1)	Foundations: Perception. The student develops an awareness of the body's movement, using sensory information while dancing. The student is expected to:	

(1)(A)	<u>appraise</u> demonstrate refined kinesthetic and spatial awareness, using self-evaluation, insights, movement inflection, and interpretation <u>individually and in groups</u> ;	Emphasize working individually and in groups on a higher level of thinking skills.
(1)(B)	<u>defend knowledge of health, safety, and wellness for dancers</u> ; lead peers with understanding and respect	Emphasis of health, safety and wellness values
(1)(C)	<u>evaluate knowledge and skills of dance genres, styles and vocabulary</u> communicate nonverbally using dance movements ; and	Stress the importance of the knowledge of dance genres, styles and dance vocabulary.
(1)(D)	<u>assemble</u> apply designs and images found in natural and constructed environments to dance .	Higher order thinking skills.
(2)	Creative expression/performance: artistic process. <u>The student develops knowledge and skills of dance elements, choreographic processes, and forms in a variety of dance genres and styles.</u> The student applies body sciences and fitness principles to dance. The student is expected to:	Stress the importance of the knowledge of dance elements, choreographic processes, and forms in a variety of dance genres and styles.
(2)(A)	<u>create and improvise dance studies using original movement based on theme and variation to successfully communicate an idea</u> ; communicate using anatomical and dance terminology correctly ;	Rearranged the SEs to reflect the knowledge statement as well as to reflect the strand.
(2)(B)	<u>improvise, construct, and defend the original movement studies</u> ; create an effective personal conditioning program ; and	Emphasize the importance of evaluating creativity of the original movement.
(2)(C)	<u>evaluate the expression of ideas and emotions through movement</u> ; and demonstrate a knowledge of injury prevention rules and other health-related principles when exercising, practicing, and performing .	Rearranged the SEs to reflect the knowledge statement to support the strand.
(2)(D)	<u>design compositional forms implementing advanced dance elements for choreographic processes</u> ; incorporate injury prevention procedures when exercising, practicing, and performing .	Added SE to reflect the significance of creative expression and creative artistic process on an advanced level.
(3)	Creative expression: P/performance. <u>Student demonstrates knowledge and execution of technical dance skills in a variety of dance genres and styles through performing.</u> The student develops knowledge and skills of dance elements and of choreographic processes and forms in a variety of dance styles. The student is expected to:	Stresses the importance of the knowledge of performing skills, execution skills, and dance technique skills.
(3)(A)	<u>appraise performance of memorized complex movement sequences with rhythmical accuracy in dance genres and styles such as ballet, modern dance, tap, jazz, musical theatre dance, and world dance forms</u> ; demonstrate consistency in performing advanced technical dance skills in traditional concert dance styles ;	Stresses the importance of offering a variety of dance genres and styles.
(3)(B)	perform dance movements with a refined sense of rhythm and musicality, and with clarity , expressiveness, and a wide range of spatial qualities;	Higher level of performing skills.
(3)(C)	<u>adjudicate the performance of projection, confidence, and expression in the movement</u> create original dances, using improvisation and other choreographic processes ; and	Higher level of performing and thinking skills.

(3)(D)	<u>create an effective warm-up and cool-down implementing the elements of proper conditioning for performing skills.</u> create a solo and/or group dance using thematic development, variation, and resolution to successfully communicate an idea.	Higher level of performing and thinking skills.
(4)	Historical/and Cultural heritage Relevance. The student demonstrates an understanding of cultural, historical, and artistic diversity. The student is expected to:	Stress the importance of historical and cultural relevance.
(4)(A)	<u>evaluate</u> analyze choreography in dances from various cultures <u>or historical periods;</u> and	Higher order thinking skills
(4)(B)	research and create a project <u>using technology to</u> illustrate ing an understanding of significant dance events or historical figures in appropriate social, historical, and cultural contexts;	Students should be able to choreograph short dances of various historical periods and social contexts.
(4)(C)	<u>improvise and construct dances in various medias; and</u>	Highlighting the importance of technology usage and incorporating CCRS.
(4)(D)	<u>evaluate historical and cultural dance forms using technology.</u>	Expanding the knowledge of other cultures and observing artistic diversity.
(5)	Critical Evaluation and Response/evaluation. The student makes informed judgments about dance's forms, meaning, and role in society. The student is expected to:	
(5)(A)	evaluate personal <u>dance compositions</u> work and the work of others, <u>using a valid rationale and demonstrating sensitivity toward others;</u>	Meaning clarification and higher order thinking skills.
(5)(B)	<u>create and reconstruct a choreographic study using varied media and environments;</u> analyze the role of dance and other fine arts in society;	At this level students should be able to choreograph a dance
(5)(C)	<u>perform and evaluate a choreographic study using varied media and environments; and</u> analyze technology's effects on the profession of dance and other fine arts.	At this level students should be able to perform their choreography.
(5)(D)	<u>formulate the effects of dance and other content areas.</u>	Stressing the significance of cross-cultural and interdisciplinary contents (CCRS).