

Tennessee Academic Standards for Fine Arts Education

Dance and Theatre Introduction

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 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 Tennesseans 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 members—a rigorous and effective tool to facilitate dance education in our schools.

When writing these new standards, the writing team relied 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, these standards were built 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, there is continuity not only across fine arts in Tennessee, but also across the US.

Each domain houses standards for each grade level through grade 8; then, standards for varying levels of dance and theatre proficiency in high school: beginner (HS1), intermediate (HS2), advanced (HS3), and pre-professional (HS4). There are instances where the standards between (HS3) and (HS4) look similar at each level. In these instances, the underlying concepts should increase in rigor from year to year.

This framework allows for greater teacher flexibility while also increasing rigor in the discipline and keeping many of the positive elements from the original Tennessee state standards. On the following page 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 updated set of standards is designed for teacher flexibility. Teachers are the best judges of how to plan, build, implement, assess, and differentiate instruction. 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 district curriculum development. Tennessee is a broad and diverse state with many cultures, practices, and values. It is important that every district be given autonomy to design a curriculum that is authentic to their population.

Dance 6-8 | D

DOMAIN: Perform	
Foundation P1 Select, analyze, and interpret artistic work for performance.	
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 performance.

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.
8	8.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.

DOMAIN: Perform

Foundation P1

Select, analyze, and interpret artistic work for performance.

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.
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DOMAIN: Perform	
Foundation P2 Develop and refine artistic techniques and work for performance.	
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 performance.	
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 performance.	
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 performance.	
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.
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DOMAIN: Perform	
Foundation P2 Develop and refine artistic techniques and work for performance.	
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 performance.	
Standard D.P2.F	
Grade Level	Standards
6	
7	
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 performance 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 performance 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 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	
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.
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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.