

## All Grades

Curriculum and Scheduling		
	Basic	Quality
Curriculum	<ol style="list-style-type: none"> <li>1. The dance program for each age level is delivered during school hours and provides all students the opportunity to achieve their individual abilities in dance by creating, performing, responding to dance, and connecting dance to meaning in education and life.</li> <li>2. Equal opportunities for dance experiences and participation exist at all grades and ages regardless of gender, background, ability, body type, or special needs.</li> <li>3. A general class in dance is required of all students through twelfth grade. Courses are geared to different ability levels. The program provides the foundation for sequential dance learning continued at the next progressive level.</li> <li>4. The curriculum is designed to meet a set of standards specified to dance education from the NCAS, state, or local standards.</li> <li>4. The dance curriculum is described and outlined in a series of sequential and articulated curriculum guides that are developmentally appropriate for each grade level. The dance curricular guidelines are available to administrators, faculty, students, and the public.</li> <li>5. Dance experiences represent and impart understanding of diverse cultures.</li> <li>6. Age appropriate dance terminology and vocabulary is used throughout all instructional dance activities.</li> <li>7. Student learning experiences include the use of technology for creating, performing, responding to and relating dance to meanings.</li> <li>8. Students are provided dance learning experiences integrated with other arts and academic disciplines.</li> <li>9. Dance educators set standards for the attire required to be worn during classroom, rehearsal, and performance dance activities. Standards must be enforced for the efficiency and safety of students, faculty, and administrators.</li> <li>10. All dance classes apply safe movement practices and effective periods of warm-up and cool down activities.</li> <li>11. Formative assessment is practiced as a self, peer, and faculty evaluation process using a variety of age appropriate assessment methods: rubrics, verbal and written peer or teacher feedback, video and performance analysis, reflective journaling. A personal portfolio will document each student's achievement.</li> </ol>	<ol style="list-style-type: none"> <li>1. All students in the school are actively involved during school hours in dance learning activities that are designed for high levels of personal achievement in dance by creating, performing, responding to dance, and connecting dance to personal experiences and other contexts: e.g., cultural, historical, other educational and artistic disciplines.</li> <li>2. The program provides support allowing all students the opportunity for high levels of achievement specified for dance education in the NCAS, state, or local standards.</li> <li>4. Instruction for performances is delivered by a certified dance specialist or a professional dance artist or choreographer.</li> <li>3. Teachers of other arts and academic disciplines recognize the power of dance for learning and teaching.</li> <li>4. Assessment practices follow the format outlined in the Model Cornerstones Assessments of the NCAS-MCAs.</li> <li>5. The four arts-making processes of the NCAS, Creating, Performing, Responding, and Connecting, will provide challenging and deep dance learning that students will take away with them to enjoy the art of dance for a lifetime.</li> </ol>
Scheduling	<ol style="list-style-type: none"> <li>1. Dance shall be included as an arts discipline during in-school hours.</li> <li>2. In order to achieve knowledge and skills outlined in the NCAS, students need dance education 3-5 days</li> </ol>	<ol style="list-style-type: none"> <li>1. Dance class schedules are designed to offer maximum participation in dance as an arts discipline.</li> <li>2. Daily instruction is best to achieve</li> </ol>

	<p>per week.</p> <p>3. The length of dance sessions shall be at least equal to those of other disciplines.</p> <p>4. Dance classes are scheduled with the same pupil-teacher ratio as general education classes depending upon the space available.</p> <p>5. The teaching schedule allows sufficient time between successive dance classes for the dance educator to speak with student and/or teachers and to reorganize the classroom and materials for the next session.</p> <p>6. Sufficient time for travel and transition between classrooms or buildings is calculated in the teaching load of a dance educator required to move from one space to another.</p> <p>7. Every dance educator has a block of preparation time each day comparable to that allotted other classroom teachers, excluding time for lunch and transition from room-to-room or between buildings.</p> <p>8. Throughout the school day, dance is integrated with other academic disciplines: e.g., language arts, social studies, math, science, music, visual arts, and drama studies.</p> <p>9. Because it is crucial to interdisciplinary work and program development, planning time is provided for dance educators to meet with other discipline and team staff.</p>	<p>knowledge and skills outlined in the NCAS in Dance.</p> <p>3. After school rehearsals and activities supplement the learning that takes place during the school day.</p>
<b>Accommodations</b>	<p>1. Students with special needs are offered opportunities in dance instruction that support their abilities and needs and are included in regular programming whenever possible. Adaptation is provided when needed so that participation is possible.</p> <p>2. Placement of students with special needs will be a joint decision of the teacher, parents, student, and administration.</p> <p>3. Classes for students with special needs are given equal time and are no larger in size than are special education classes in other disciplines. However, students are integrated into regular creative dance classes whenever possible.</p> <p>4. When students with special needs are included in regular dance classes, their placement is determined by criteria similar to other students; by movement achievement and chronological age. Dance educators are fully informed about the needs of each student and are involved in placement decisions in consideration of the best welfare of the student. Trained assistants are available to help with specific needs.</p> <p>5. Teacher aides are available for classes according to numbers required by state law or when needed.</p> <p>6. Adaptations for special needs are accommodated.</p>	<p>1. Students with special needs are provided equal access to a supportive and challenging dance education programs.</p> <p>2. Students with special needs are encouraged to expand their abilities in a supportive and challenging dance education program.</p> <p>3. Sessions are scheduled to work with individual students to meet specific needs and ensure success: e.g., students with special needs, remedial instruction, gifted students, and curriculum integration.</p>
<b>Safety and Values</b>		
<b>Safety</b>	<p>1. Dance educators understand and employ safe teaching practices founded in established research and principles of dance science, medicine, and</p>	<p>1. Dance educators understand, employ, and guide students in safe teaching and learning practices founded in established</p>

## PreK – Grade 2

<b>Curriculum and Scheduling</b>		
	<b>Basic</b> Review the Basic column in All Grades	<b>Quality</b> Review the Quality column in All Grades
<b>Curriculum</b>	<ol style="list-style-type: none"> <li>1. The cognitive focus of the curriculum at this stage is on sensory-motor development and the experience of dance as an activity to express oneself and communicate in bodily movement.</li> <li>2. Movement in the form of creative dance is an experience in the everyday classroom as a means to communicate ideas, feelings and concepts.</li> <li>3. Creative dance uses locomotor and non-locomotor movement skills children in accordance with the NCAS in Dance rather than teaching formal steps.</li> <li>4. Focus in early years is on the personal experiences and exploration of body parts and bodily relationships to space, time, and energies.</li> <li>5. Integration of sensory experiences enhances and deepens learning.</li> <li>6. Formative Assessment practices include peer and reflective assessments as well as teacher evaluation.</li> </ol>	<ol style="list-style-type: none"> <li>1. All students actively participate in dance to achieve at levels consistent with their individual abilities to create, perform, respond to and relate dance to meanings as consistent with the National Core Arts Standards in Dance listed for grades PreK-2.</li> <li>2. Dance skills include movement skills that develop alignment, strength, coordination, and imagination rather than teaching formal steps.</li> <li>4. Emphasis of curriculum is on personal experiences and exploration of body parts and bodily relationships to space, time, and energies as a means of expression and communication.</li> <li>6. Technology is integrated into dance learning.</li> <li>7. Student evaluation is conducted on the basis of an age-appropriate assessment using the format provided in the Model Cornerstone Assessments (MCA) in Dance.</li> </ol>
<b>Scheduling</b>	<ol style="list-style-type: none"> <li>1. Students receive at least 60 minutes of dedicated dance instruction activities per week.</li> <li>2. Dance is integrated into the curriculum throughout the day.</li> <li>3. Dedicated dance instruction is 30-45 minutes per class.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students receive at least 90 minutes of dedicated dance instruction activities per week.</li> <li>2. Dance activities are integrated regularly throughout the day to communicate and reinforce learning in other disciplines.</li> <li>3. Dedicated dance instruction is 45-60 minutes per class.</li> </ol>
<b>Staffing</b>		
	<b>Basic</b> Review the Basic column in All Grades	<b>Quality</b> Review the Quality column in All Grades
<b>Teacher Qualifications &amp; Load</b>	<ol style="list-style-type: none"> <li>1. Dance is provided by teachers who have formal training in dance and childhood development with additional coursework in dance education and creative movement for children.</li> <li>2. In order for every student to have adequate instruction the dance class ration is no greater than 1:12 for PreK and 1:20 for K-2<sup>nd</sup> grades.</li> <li>3. Every dance teachers has a block of time of at least 30 minutes for preparation and evaluation each day, exclusive time for lunch and time for travel from room-to-room and between buildings.</li> </ol>	<ol style="list-style-type: none"> <li>1. Dance is taught by certified/degreed dance educators with experience in teaching young children.</li> <li>2. Performance instruction is delivered by a certified dance specialist or a dance artist educator with experience in teaching young children.</li> <li>3. In order for every student to have optimal instruction the dance class ration is no greater than 1:10 for PreK and 1:15 for K-2<sup>nd</sup> grades.</li> <li>4. Planning time, exclusive time for lunch, and transition time is commensurate to that of other core academic courses.</li> </ol>
<b>Professional Development &amp; Evaluation</b>	Same as All Grades	Same as All Grades

## Grades 6-8 – Middle School

<b>Curriculum and Scheduling</b>		
	<b>Basic</b> Review the Basic column in All Grades	<b>Quality</b> Review the Quality column in All Grades
<b>Curriculum</b>	<p>1. The cognitive focus of the curriculum at this age is on relationships between a variety of dance possibilities while working individually or collaboratively; comparing and contrasting aspects of dance learning, performance of dance, and diversity of dance genres, styles, expression, and communication in movement from different cultures.</p> <p>2. The general dance curriculum provides all students with opportunities to create, perform, respond to dance, and connect dance to personal meaning and other contexts. The curriculum:</p> <ul style="list-style-type: none"> <li>a. contains a balanced and sequential program of movement elements and skills representative of a variety of dance forms, genres, and styles.</li> <li>b. explores the social, cultural, and historical dimensions of dance.</li> <li>c. presents choreographic principles, processes, and structures.</li> <li>d. provides opportunities for performing, viewing, and analyzing dance.</li> <li>e. integrates dance with other disciplines within the curriculum.</li> <li>f. teaches safe body mechanics and other practices that support a healthy lifestyle.</li> </ul> <p>3. Students use reflective practice to assess their own progress throughout their learning of dance.</p>	<p>1. A balanced program will provide instruction for students to create, perform, respond to dance, and connect dance to personal life experiences and other educational and world contexts to achieve high levels of performance of the NCAS in Dance to the best of abilities..</p> <p>2. Students will become involved in dance as audience or participants in their greater community.</p> <p>3. Dance professionals, choreographers, and faculty from dance-related institutions within the community are utilized whenever possible to enhance and strengthen the school dance curriculum.</p> <p>4. Students have the option of electing additional performance opportunities in addition to their general dance classes.</p> <p>5. The four arts-making process of the NCAS, Creating, Performing, Responding, and Connecting will inspire challenging and deep learning that students will take away with them to enjoy the art of dance for a lifetime.</p>
<b>Scheduling</b>	<p>1. At least 90 minutes of dedicated dance instruction is provided by a certified dance specialist to each student during each week.</p> <p>2. The length of the instruction period is comparable to the length of periods of other subjects.</p>	<p>1. The length of the instruction period is comparable to the length of periods of other subjects. However, a typical dance class is 1-hour long for beginners, 1 ½ hours long for advanced dancers.</p> <p>2. Performing groups present two-four open rehearsals or performances each year for peers, parents, or the community.</p>
<b>Staffing</b>		
	<b>Basic</b> Review the Basic column in All Grades	<b>Quality</b> Review the Quality column in All Grades
<b>Teacher Qualifications &amp; Load</b>	<p>1. In order for every student to have adequate instruction, the instructor-to-class ratio is no greater than 1:20.</p>	<p>1. In order for every student to have adequate instruction, the instructor-to-class ratio is no greater than 1:15.</p> <p>2. The dance specialist provides community contacts with artist educators and performers, and opportunities for students to experience professional dance in the community.</p> <p>3. Team teaching opportunities with local dance artists and/or dance studio personnel provide supplemental instruction.</p>

<p><b>Scheduling</b></p>	<p>1. Dance courses for various skill levels and interests are offered for 60-90 minutes at least three times per week. All programs offer entry level classes for beginners as well as a gradual progression of levels developing toward the Accomplished dancer. Ample performing and production opportunities are available to all students.</p> <p>2. The length of the instruction period is comparable to the length of periods of other subjects.</p>	<p>1. Students at the Advanced level will have additional performance opportunities in addition to their general dance classes.</p> <p>2. A typical dance class is 90 minutes long for Advanced dancers.</p> <p>3. Time is allocated each semester for student advisory meetings during which students establish, evaluate, and revise their personal growth and performance in dance education.</p> <p>4. Performing groups present three-five open rehearsals or performances each year for peers, parents, and the community.</p> <p>5. Performances and projects in the professional dance community are encouraged as preparation for professional engagement.</p>
<p><b>Staffing</b></p>		
	<p><b>Proficient/Accomplished</b> Review the Basic column in All Grades</p>	<p><b>Advanced</b> Review the Quality column in All Grades</p>
<p><b>Teacher Qualifications &amp; Load</b></p>	<p>1. In order for every student to have adequate instruction, the instructor-to-class ratio is no greater than 1:20.</p> <p>2. Teacher aides are provided for large classes and special education classes according to numbers required in state law.</p> <p>3. Guest artists, artists-in-residence, and workshops enhance instructional areas of dance education available to all students at different levels of instruction.</p> <p>4. In order that the instructional program of every student may be adequately coordinated at each level and from school-to-school, one dance educator in every district of school is designated as coordinator or administrator to provide leadership for the dance program. This coordinator is employed on a full-time basis for administration when the staff includes 25 or more dance educators. The amount of administrative time is adjusted proportionately when the staff is smaller. Additional administrative staff is employed at a rate of one-fifth time for each additional 5 teachers above 25.</p>	<p>1. In order for every student to have personal instruction, the instructor-to-class ratio is no greater than 1:15.</p> <p>2. All dance teachers are professional dance specialist who are certified to teach in high schools or degreed in dance education and have experience as a professional dance artist and choreographer.</p> <p>3. The dance specialist provides the expertise to teach daily classes in safe and appropriate use of the body, dance structure and performance, creative dance composition and theory, plus develop pre-professional sequential curriculum.</p> <p>4. The dance specialist provides community contacts with artist educators and performers, and opportunities for students to experience professional dance in the community.</p> <p>5. Performance instruction is delivered by a certified dance specialist or a well-respected dance artist or choreographer.</p> <p>6. Dance professionals, choreographers, and faculty from dance-related institutions within the community are utilized whenever possible to enhance and strengthen the school dance curriculum.</p> <p>7. Team teaching opportunities with local dance artists and/or dance studio personnel provide supplemental pre-professional instruction.</p> <p>8. Professional dancers, choreographers, and faculty from dance institutions within the community are utilized to enhance and strengthen the school dance curriculum.</p>