KINDERGARTEN

Code	Strand	Anchor Standard	Benchmark
1.A.1.1	**1. Foundations**	1. Use foundational knowledge and skills while responding to, creating, and presenting artistic work.	*The benchmarks are integrated across the other strands, highlighted in bold.*
1.0.2.2.1	**2. Create**	2. Generate and develop original artistic ideas.	1. Respond in movement to a *stimulus/stimuli*.
1.0.2.2.2			2. Demonstrate different ***locomotor*** and ***non-locomotor*** movements.
1.0.2.3.1		3. Create original artistic work.	1. *Improvise* movement that starts and stops on cue.
1.0.2.3.2			2. Express an idea, feeling, or image through movement.
1.0.2.4.1		4. Revise and complete original artistic work.	1. Respond to suggestions for changing movement in a *guided improvisation*.
1.0.2.4.2			2. Document a dance or movement by drawing a picture, using a *symbol*, or **utilizing technology**.
1.0.3.5.1	**3. Perform**	5. Develop and refine artistic techniques and work for performance.	1. Demonstrate a range of **body shapes**.
1.0.3.5.2			2. Move safely in **space** to cues.
1.0.3.6.1		6. Make artistic choices in order to convey meaning through performance.	1. Explore different props and materials while moving.
1.0.4.7.1	**4. Respond**	7. Analyze and construct interpretations of artistic work.	1. Identify movements using ***dance terminology***.
1.0.4.7.2			2. Identify dance movements from a specific dance.
1.0.4.8.1		8. Evaluate artistic work by applying criteria.	1. Describe a movement that was observed in a dance.
1.0.5.9.1	**5. Connect**	9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work.	1. Make a personal connection to a dance or movement.
1.0.5.9.2			2. Describe how movement feels when dancing.
1.0.5.10.1		10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities.	1. Describe a dance from your own culture.
1.0.5.10.2			2. Observe and show through movement a point of interest from another content area.

GRADE 1

Code	Strand	Anchor Standard	Benchmark
1.A.1.1	**1. Foundations**	1. Use foundational knowledge and skills while responding to, creating, and presenting artistic work.	*The benchmarks are integrated across the other strands, highlighted in bold.*
1.1.2.2.1	**2. Create**	2. Generate and develop original artistic ideas.	1. Demonstrate movement inspired by a variety of *stimuli*.
1.1.2.2.2			2. Connect a series of ***locomotor*** and ***non-locomotor*** movements.
1.1.2.3.1		3. Create original artistic work.	1. Improvise movement that has a **beginning, middle and end**.
1.1.2.3.2			2. Express an idea, feeling, or image through improvised movement alone and with a partner.
1.1.2.4.1		4. Revise and complete original artistic work.	1. Apply suggestions to change movement in a *guided improvisation*.
1.1.2.4.2			2. Document many types of movements by drawing pictures, using *symbols*, or **utilizing technology**.
1.1.3.5.1	**3. Perform**	5. Develop and refine artistic techniques and work for performance.	1. Demonstrate a range of **actions** that move in and through **space**.
1.1.3.5.2			2. Move safely in **space** through a range of activities, alone and with a partner.
1.1.3.6.1		6. Make artistic choices in order to convey meaning through performance.	1. Use simple props and materials as part of a dance.
1.1.4.7.1	**4. Respond**	7. Analyze and construct interpretations of artistic work.	1. Identify movements that communicate an idea using ***dance terminology***.
1.1.4.7.2			2. Describe ***dance movements principles*** from a specific genre or culture.
1.1.4.8.1		8. Evaluate artistic work by applying criteria.	1. Describe multiple movements or ***elements*** that were observed in a dance.
1.1.5.9.1	**5. Connect**	9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work.	1. Make a personal connection to a dance or movement. Identify the movements that explain the connection.
1.1.5.9.2			2. Identify a personal sensation or emotion when dancing.
1.1.5.10.1		10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities.	1. Discuss a dance from your own culture.
1.1.5.10.2			2. Generate ideas for dance movement based on another content area.

GRADE 2

Code	Strand	Anchor Standard	Benchmark
1.A.1.1	**1. Foundations**	1. Use foundational knowledge and skills while responding to, creating, and presenting artistic work.	*The benchmarks are integrated across the other strands, highlighted in bold.*
1.2.2.2.1	**2. Create**	2. Generate and develop original artistic ideas.	1. Demonstrate ***locomotor*** and ***non-locomotor*** movements inspired by a given *stimuli*.
1.2.2.2.2			2. Combine a variety of movements while changing the ***elements of dance***.
1.2.2.3.1		3. Create original artistic work.	1. *Improvise* movement within a simple ***dance structure*** and identify the structure.
1.2.2.3.2			2. Create movement that communicates an idea, emotion, or image.
1.2.2.4.1		4. Revise and complete original artistic work.	1. Apply suggestions and make choices to change movement in a *guided improvisation* and in original dance phrases.
1.2.2.4.2			2. Document **shapes** and **actions** of dance by drawing a picture, using symbols, or **utilizing technology**.
1.2.3.5.1	**3. Perform**	5. Develop and refine artistic techniques and work for performance.	1. Demonstrate a range of **action**s and movement sequences in and through **space**.
1.2.3.5.2			2. Move safely in a variety of **spatial relationships** and formations, alone and with a partner.
1.2.3.6.1		6. Make artistic choices in order to convey meaning through performance.	1. Identify and apply simple ***production elements*** including contributions by others such as a composer.
1.2.4.7.1	**4. Respond**	7. Analyze and construct interpretations of artistic work.	1. Describe how movement conveys meaning using ***dance terminology***.
1.2.4.7.2			2. Describe movements in dances from various *genres* and cultures.
1.2.4.8.1		8. Evaluate artistic work by applying criteria.	1. Discuss an observed dance using a *feedback protocol*.
1.2.5.9.1	**5. Connect**	9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work.	1. Describe a dance that expresses personal meaning and explain how certain movements express this meaning.
1.2.5.9.2			2. Compare and contrast the movement characteristics or qualities found in at least two dance genres.
1.2.5.10.1		10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities.	1. Relate a dance to the people or environment from which it originates, **including dances of Minnesota American Indian tribes and communities**.
1.2.5.10.2			2. Create a dance based on a concept of another content area.

GRADE 3

Code	Strand	Anchor Standard	Benchmark
1.A.1.1	**1. Foundations**	1. Use foundational knowledge and skills while responding to, creating, and presenting artistic work.	*The benchmarks are integrated across the other strands, highlighted in bold.*
1.3.2.2.1	**2. Create**	2. Generate and develop original artistic ideas.	1. Create movement inspired by self-identified *stimulus/stimuli*.
1.3.2.2.2			2. Create a movement phrase or improvisation using the ***elements of dance***.
1.3.2.3.1		3. Create original artistic work.	1. Create a dance phrase or improvisation with a simple *structure*.
1.3.2.3.2			2. Create a *dance phrase* that communicates an idea, emotion, or image.
1.3.2.4.1		4. Revise and complete original artistic work.	1. Revise movement choices in response to feedback.
1.3.2.4.2			2. Document ***spatial elements*** of a *dance phrase* by drawing a picture, using symbols, or **utilizing technology**.
1.3.3.5.1	**3. Perform**	5. Develop and refine artistic techniques and work for performance.	1. Demonstrate dance skills and movement qualities in a *dance phrase*.
1.3.3.5.2			2. Adjust movement to coordinate with a. partner or group to safely move through **space**.
1.3.3.6.1		6. Make artistic choices in order to convey meaning through performance.	1. Select and apply more than one ***production element*** in a dance.
1.3.3.6.2			
1.3.4.7.1	**4. Respond**	7. Analyze and construct interpretations of artistic work.	1. Identify *contextual elements* and explain how they communicate meaning using ***dance terminology***.
1.3.4.7.2			2. Explain the similarities and differences from one *genre* or *cultural movement practice* to another.
1.3.4.8.1		8. Evaluate artistic work by applying criteria.	1. Compare and contrast dances or movements using a *feedback protocol*.
1.3.5.9.1	**5. Connect**	9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work.	1. Compare and contrast the relationships expressed in a dance to one's own relationship with others.
1.3.5.9.2			2. Identify how nutrition effects the mind and body.
1.3.5.10.1		10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities.	1. Find a relationship between movement and the culture from which the dance is derived.
1.3.5.10.2			2. Ask and research a question about dance that communicates a perspective about an issue or event.

GRADE 4

Code	Strand	Anchor Standard	Benchmark
1.A.1.1	**1. Foundations**	1. Use foundational knowledge and skills while responding to, creating, and presenting artistic work.	*The benchmarks are integrated across the other strands, highlighted in bold.*
1.4.2.2.1	**2. Create**	2. Generate and develop original artistic ideas.	1. Create a *movement phrase* generated from a *stimulus/stimuli*.
1.4.2.2.2			2. Develop an improvisation using the ***elements of dance***.
1.4.2.3.1		3. Create original artistic work.	1. Use *choreographic devices* to create simple movement patterns and *dance structures*.
1.4.2.3.2			2. Create multiple *dance phrases* that communicates an idea, emotion, or image.
1.4.2.4.1		4. Revise and complete original artistic work.	1. Revise movement based on feedback and self-reflection.
1.4.2.4.2			2. Document **timing elements** of a *dance phrase* by drawing a picture, using symbols, or **utilizing technology**.
1.4.3.5.1	**3. Perform**	5. Develop and refine artistic techniques and work for performance.	1. Demonstrate a sequence of movements with ***spatial awareness, body alignment*** and ***core support***.
1.4.3.5.2			2. Practice personal *body awareness* while dancing alone and with others.
1.4.3.6.1		6. Make artistic choices in order to convey meaning through performance.	1. Use a variety of ***production elements*** to support the *artistic intent* of dance.
1.4.3.6.2			
1.4.4.7.1	**4. Respond**	7. Analyze and construct interpretations of artistic work.	1. Describe how movement and *contextual elements* combine to construct meaning, using ***dance terminology***.
1.4.4.7.2			2. Explain how dance *styles* differ within a *genre* or *cultural movement practice*.
1.4.4.8.1		8. Evaluate artistic work by applying criteria.	1. Evaluate a dance based on established *criteria*.
1.4.5.9.1	**5. Connect**	9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work.	1. Analyze content and context of choreography developed over time and its relationship to personal perspectives.
1.4.5.9.2			2. Describe the relationship between dancing, wellness, and nutrition.
1.4.5.10.1		10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities.	1. Select movements in a specific dance *genre* or *style* and explain how the movements relate to the culture, society, historical period or community from which the dance originated.
1.4.5.10.2			2. *Choreograph* or *improvise* movements that communicate information, concepts, or ideas from a subject area other than dance.

GRADE 5

Code	Strand	Anchor Standard	Benchmark
1.A.1.1	**1. Foundations**	1. Use foundational knowledge and skills while responding to, creating, and presenting artistic work.	*The benchmarks are integrated across the other strands, highlighted in bold.*
1.5.2.2.1	**2. Create**	2. Generate and develop original artistic ideas.	1. *Improvise* a ***movement phrase*** using *stimulus/stimuli*.
1.5.2.2.2			2. Choreograph a ***movement phrase*** using the ***elements of dance***.
1.5.2.3.1		3. Create original artistic work.	1. Manipulate ***choreographic devices*** to create a variety of movement patterns.
1.5.2.3.2			2. Develop a *dance study* that communicates a central theme.
1.5.2.4.1		4. Revise and complete original artistic work.	1. Explain creative choices, *sources*, and revisions based on feedback.
1.5.2.4.2			2. Document ***energy elements*** of a *dance phrase* using drawings, *symbols*, or **utilizing technology**.
1.5.3.5.1	**3. Perform**	5. Develop and refine artistic techniques and work for performance.	1. Recall and execute a series of dance phrases using ***qualities*** and dance skills.
1.5.3.5.2			2. Demonstrate personal *body awareness* while dancing alone and with others.
1.5.3.6.1		6. Make artistic choices in order to convey meaning through performance.	1. Identify and select ***production elements*** to support the *artistic intent* of a dance.
1.5.3.6.2			2. Use a choreographer's or community's *intent* in dance to convey meaning through personal movement choices.
1.5.4.7.1	**4. Respond**	7. Analyze and construct interpretations of artistic work.	1. Identify meaning in a dance based on movement and *contextual elements*.
1.5.4.7.2			2. Describe the characteristics of *style* used in dance from one's own culture.
1.5.4.8.1		8. Evaluate artistic work by applying criteria.	1. Apply *criteria* to evaluate dance in a variety of *genres*, *styles* or cultures using ***dance terminology***.
1.5.5.9.1	**5. Connect**	9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work.	1. Compare two dances with contrasting *themes*. Discuss emotions and ideas evoked by each and how they relate to one's own personal experiences or personal movement preferences.
1.5.5.9.2			2. Compare and contrast healthful practices that support wellness in dance activities.
1.5.5.10.1		10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities.	1. Describe how the *movement characteristics* and *qualities* of a dance in a specific *genre* or *style* communicate the ideas and perspectives of the culture, historical period, or community from which the genre or style originated, **including those of Minnesota American Indian tribes and communities**.
1.5.5.10.2			2. Combine dance concepts and skills with content from another subject area by creating a *dance study* that integrates learning from both subjects.

GRADE 6

Code	Strand	Anchor Standard	Benchmark
1.A.1.1	**1. Foundations**	1. Use foundational knowledge and skills while responding to, creating, and presenting artistic work.	*The benchmarks are integrated across the other strands, highlighted in bold.*
1.6.2.2.1	**2. Create**	2. Generate and develop original artistic ideas.	1. Select ideas from a variety of *stimuli* to generate movement that supports *artistic intent*.
1.6.2.2.2			2. Demonstrate various movement vocabularies and analyze how each expresses artistic intent.
1.6.2.3.1		3. Create original artistic work.	1. Choose a ***choreographic device*** or *dance structure* to develop an original *dance study*.
1.6.2.3.2			2. Create a dance study that communicates personal, societal, historical, or cultural meaning. Identify the source materials. For example: Written material or images or video created by other people; movement inspired by a particular choreographer or dance source.
1.6.2.4.1		4. Revise and complete original artistic work.	1. Revised a *dance study* based on self-reflection and feedback of others.
1.6.2.4.2			2. Document changes in a dance study by using words, symbols, or **technology with consideration of privacy issues**.
1.6.3.5.1	**3. Perform**	5. Develop and refine artistic techniques and work for performance.	1. Apply technical dance skills to accurately execute *dance phrases*. *For example:* alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement.
1.6.3.5.2			2. Apply basic anatomical knowledge, *proprioceptive feedback*, and **spatial awareness** when dancing.
1.6.3.6.1		6. Make artistic choices in order to convey meaning through performance.	1. Compare and contrast a variety of *production elements* that could support the *artistic intent* of a dance.
1.6.3.6.2			2. Compare and contrast ways to convey a choreographer's or community's *intent* in dance through personal movement and performance choices.

GRADE 6 (continued)

1.6.4.7.1	**4. Respond**	7. Analyze and construct interpretations of artistic work.	1. Explain the relationship between movement, choreographic choices and the possible *artistic intent* of a *dance work*.
1.6.4.7.2			2. Describe dance characteristics used in a variety of *genres*, *styles*, or *cultural movement practices*.
1.6.4.8.1		8. Evaluate artistic work by applying criteria.	1. Identify personal criteria to critique a dance using genre-specific ***dance terminology***.
1.6.5.9.1	**5. Connect**	9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work.	1. Observe *movement characteristics* or qualities in a specific dance *genre*. Describe differences and similarities between that *genre* and one's own movement preferences.
1.6.5.9.2			2. Utilize healthful practices and nutrition in dance activities.
1.6.5.10.1		10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities.	1. Examine how the movements and qualities of a dance communicate its cultural, historical, and community's purpose or meaning, **including those of Minnesota American Indian tribes and communities**.
1.6.5.10.2			2. Investigate two opposing views on a topic including its personal, societal, cultural, or historical context. Use that information to create a dance study that explores the contrasting views.

GRADE 7

Code	Strand	Anchor Standard	Benchmark
1.A.1.1	**1. Foundations**	1. Use foundational knowledge and skills while responding to, creating, and presenting artistic work.	*The benchmarks are integrated across the other strands, highlighted in bold.*
1.7.2.2.1	**2. Create**	2. Generate and develop original artistic ideas.	1. Compare and contrast ideas from a variety of *stimuli* to generate movement that supports *artistic intent*.
1.7.2.2.2			2. Identify personal preferences in various *movement vocabularies* to express *artistic intent*.
1.7.2.3.1		3. Create original artistic work.	1. Use multiple *choreographic devices* or dance structures to develop an original *dance study*.
1.7.2.3.2			2. Create a *dance study* that communicates personal, societal, historical, or cultural meaning. Explain how artistic choices demonstrate meaning.
1.7.2.4.1		4. Revise and complete original artistic work.	1. Revise a *dance study* using collaboratively developed *artistic criteria*.
1.7.2.4.2			2. Document dance compositions by using words, symbols, or **technology with consideration of privacy issues**.
1.7.3.5.1	**3. Perform**	5. Develop and refine artistic techniques and work for performance.	1. Refine technical dance skills to accurately execute dance phrases. *For example:* functional alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement, weight shifts, flexibility/range of motion, musicality, groundedness.
1.7.3.5.2			2. Refine partner and ensemble skills. *For example:* Focus, awareness in executing complex patterns, sequences, and formations.
1.7.3.6.1		6. Make artistic choices in order to convey meaning through performance.	1. Design and execute *production elements* that would support the *artistic intent* of a dance.
1.7.3.6.2			2. Use of a *gradient of movement* to enhance a choreographer's or community's *intent* in dance.
1.7.4.7.1	**4. Respond**	7. Analyze and construct interpretations of artistic work.	1. Compare and contrast movement and choreographic choices from a variety of dance *genres*, *styles*, or *cultural movement practices* and their relationship to possible *artistic intent*.
1.7.4.7.2			2. Explain how dance characteristics are used in a variety of *genres*, *styles*, or *cultural movement practices*.
1.7.4.8.1		8. Evaluate artistic work by applying criteria.	1. Work collaboratively to develop *criteria* to critique a dance using *genre*-specific ***dance terminology***.

GRADE 7 (continued)

1.7.5.9.1	**5. Connect**	9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work.	1. Compare and contrast the differences and similarities of the movement characteristics or qualities found in at least two *dance genres*.
1.7.5.9.2			2. Analyze how dancing, along with healthful eating habits, promotes overall wellness, strength, flexibility, endurance and injury prevention.
1.7.5.10.1		10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities.	1. Compare and contrast dances performed by people in various communities. Identify factors in society, history, and culture that influence the artistic intent of the dance, **including the contributions of Minnesota American Indian tribes and communities**.
1.7.5.10.2			2. Conduct research about a social issue. Use the information to create a *dance study* that expresses a specific point of view on the topic.

GRADE 8

Code	Strand	Anchor Standard	Benchmark
1.A.1.1	**1. Foundations**	1. Use foundational knowledge and skills while responding to, creating, and presenting artistic work.	*The benchmarks are integrated across the other strands, highlighted in bold.*
1.8.2.2.1	**2. Create**	2. Generate and develop original artistic ideas.	1. Develop movement to support *artistic intent* from a variety of *stimuli* for a *dance study*.
1.8.2.2.2			2. Apply personal movement preferences to express *artistic intent* in a *dance study*.
1.8.2.3.1		3. Create original artistic work.	1. Collaborate to select and apply a variety *choreographic devices* and *dance structures* to create an original *dance study*.
1.8.2.3.2			2. Create a *dance study* that communicates personal, societal, historical or cultural meaning. Develop an *artistic statement* that supports the *artistic intent* and identifies source materials.
1.8.2.4.1		4. Revise and complete original artistic work.	1. Revise choreography collaboratively or independently based on *artistic criteria*, self-reflection, and the feedback of others.
1.8.2.4.2			2. Compare and contrast recognized systems of **dance documentation and *notation*, considering intellectual property rights**.
1.8.3.5.1	**3. Perform**	5. Develop and refine artistic techniques and work for performance.	1. Synthesize *technical dance skills* to accurately execute challenging *dance phrases*.
1.8.3.5.2			2. Collaborate with others to develop and apply strategies for performance accuracy, clarity, and expressiveness.
1.8.3.6.1		6. Make artistic choices in order to convey meaning through performance.	1. Analyze location and audience in relation to dance *production elements* that support the *artistic intent* of a dance work.
1.8.3.6.2			2. Make personal performance choices to express a choreographer's or community's *intent* in dance.
1.8.4.7.1	**4. Respond**	7. Analyze and construct interpretations of artistic work.	1. Analyze movement and choreographic choices from a variety of dance *genres*, *styles*, or *cultural movement practices* and their relationship to possible *artistic intent*.
1.8.4.7.2			2. Compare and contrast characteristics from a variety of *genres*, *styles*, or *cultural movement practices*, using *genre*-specific ***dance terminology***.
1.8.4.8.1		8. Evaluate artistic work by applying criteria.	1. Use criteria to determine what makes an effective performance, considering content, context, *genre*, *style*, or *cultural movement practice*.

GRADE 8 (continued)

1.8.5.9.1	**5. Connect**	9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work.	1. Identify one's own movement preferences and an opposite preference or quality. Use that opposite preference or quality in creating or performing, and assess changes to one's personal movement preferences.
1.8.5.9.2			2. Evaluate personal healthful practices in dance, including nutrition and injury prevention.
1.8.5.10.1		10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities.	1. Analyze how personal context influences understanding of dances from a variety of cultures, societies, and historical time periods, **including those of Minnesota American Indian tribes and communities**.
1.8.5.10.2			2. Research the historical development of a dance *genre* or *style*. Create a *dance study* that evokes the essence of the style or genre's development.

HIGH SCHOOL

Code	Strand	Anchor Standard	Benchmark
1.A.1.1	**1. Foundations**	1. Use foundational knowledge and skills while responding to, creating, and presenting artistic work.	*The benchmarks are integrated across the other strands, highlighted in bold.*
1.9.2.2.1	**2. Create**	2. Generate and develop original artistic ideas.	1. Synthesize ideas and movement generated from a variety of *stimuli* that supports *artistic intent* in an original *dance study*.
1.9.2.2.2			2. Justify choices made in movement development to communicate *intent* in an original *dance study*.
1.9.2.3.1		3. Create original artistic work.	1. Implement a variety of ***choreographic devices*** and ***dance structures*** to create an original *dance study*.
1.9.2.3.2			2. Create a *dance study* that communicates personal, societal, historical, or cultural meaning. Develop an *artistic statement* that reflects a personal *aesthetic* and includes appropriate attribution of source material.
1.9.2.4.1		4. Revise and complete original artistic work.	1. Refine choreography collaboratively or independently using established *artistic criteria*, self-reflection, and the feedback of others, to support the *artistic intent* of a dance.
1.9.2.4.2			2. Document a dance using self-created or recognized systems of **documentation with consideration of privacy and intellectual property rights**.
1.9.3.5.1	**3. Perform**	5. Develop and refine artistic techniques and work for performance.	1. Perform with an awareness toward other dancers while executing complex ***spatial***, ***rhythmic*** and ***dynamic*** sequences to meet performance goals.
1.9.3.5.2			2. Reflect and apply strategies for individual performance accuracy, clarity, and expressiveness.
1.9.3.6.1		6. Make artistic choices in order to convey meaning through performance.	1. Work collaboratively using ***production elements*** to produce a dance concert for a specific audience and location including attribution of source material and work by others. *For example:* Composer and/or music performer(s), roles of collaborators including technical and design support, etc.
1.9.3.6.2			2. Select performance aspects to perform a nuanced interpretation of a choreographer's or community's *intent* in dance.

HIGH SCHOOL (continued)

1.9.4.7.1	**4. Respond**	7. Analyze and construct interpretations of artistic work.	1. Justify interpretations of dance.
1.9.4.7.2			2. Analyze how dance characteristics are used in a variety of *genres*, *styles*, or *cultural movement practices* to communicate meaning.
1.9.4.8.1		8. Evaluate artistic work by applying criteria.	1. Compare and contrast dances using *criteria* and considering a range of perspectives. *For example:* Personal, social, historical cultural.
1.9.5.9.1	**5. Connect**	9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work.	1. Describe content and context of choreography developed over time and its relationship to personal perspectives.
1.9.5.9.2			2. Apply ***anatomical principles*** and healthful practices to a range of *technical dance skills.*
1.9.5.10.1		10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities.	1. Analyze how dance *movement characteristics*, *techniques*, and *artistic intent* relate to the ideas and perspectives of the peoples from which the danced originate, **including those of Minnesota American Indian tribes and communities**.
1.9.5.10.2			2. Research a topic of personal interest, considering the personal, societal, historical, and cultural context of the topic. Use the information to create a dance study that communicates about the topic.