

# Idaho Content Standards Dance



IDAHO DEPARTMENT OF EDUCATION  
CONTENT AND CURRICULUM | DANCE

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The K-12 arts and humanities standards were up for review in 2023 as per the Idaho code, Board of Education Governing Policies & Procedures, Section IV.C. Section 33-1612; IDAPA 08.02.004.01, Idaho Code. The Idaho Department of Education worked with a variety of stakeholders to accept nominations for committee members. The final committee was comprised of twenty-six members representing a cross-section of grade levels and roles. This committee included community members, parents, educators from a variety of grade levels, and post-secondary content experts. The time and effort put into this revision was invaluable. Throughout the process of the revision of the standards, the working group received both stakeholder feedback and public comments that the revision committee took into consideration. The committee appreciates those who took the time to share their thoughts on the revisions. We hope that the changes to these standards allow them to be useful for all stakeholders, including educators, families, students, and community members. We hope that they bring Idaho into a new chapter of statewide success in arts and humanities education.

Respectfully,

The Arts and Humanities Standards Revision Committee

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**TABLE OF CONTENTS**

Preamble..... 4

    What the Idaho Content Standards in Arts & Humanities Do ..... 4

        Standards vs. Curriculum..... 4

Organization of Standards ..... 4

Anchor Standard 1: Develop and Create Artistic Ideas and Work..... 5

Anchor Standard 2: Develop and Refine Artistic Techniques..... 7

Anchor Standard 3: Perform and/or Present Artistic Work. .... 10

Anchor Standard 4: Respond to Artistic Work..... 13

Anchor Standard 5: Relate Artistic Ideas and Works with Societal, Cultural, and/or Historical  
Contexts to Deepen Comprehension..... 16

## PREAMBLE

### What the Idaho Content Standards in Arts & Humanities Do

The standards define what all students are expected to know and be able to do, not how teachers should teach. While the standards focus on what is most essential, they do not describe all that can or should be taught. A great deal is left to the discretion of local school districts, teachers, and curriculum developers. No set of grade-level standards can reflect the great variety of abilities, needs, learning rates, and achievement levels in any given classroom. The standards define neither the support materials that some students may need nor the advanced materials that others may need access to. It is also beyond the scope of the standards to define the full range of support appropriate for English language learners and for students with disabilities. All students must have the opportunity to learn rigorous grade-level standards if they are to access the knowledge and skills that will be necessary in their post-secondary lives.

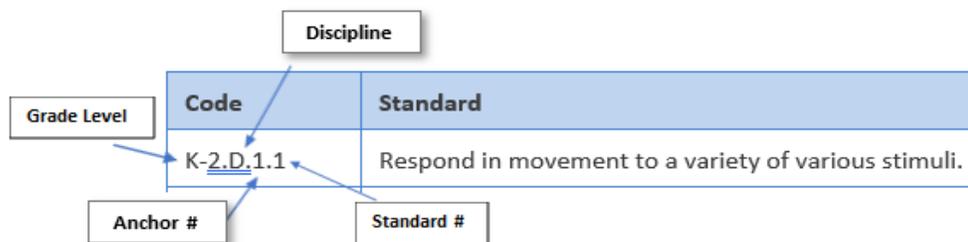
### Standards vs. Curriculum

No specific curriculum or strategies are required by the State of Idaho to be used to teach the Idaho Content Standards in Arts and Humanities. Local schools and districts make decisions about what resources will be used to teach the standards.

## ORGANIZATION OF STANDARDS

Each grade band of the K-12 arts standards are organized into 5 Arts Anchor Standards:

- Anchor Standard 1: Develop and create artistic ideas and work.
- Anchor Standard 2: Develop and refine artistic techniques.
- Anchor Standard 3: Perform and/or present artistic work.
- Anchor Standard 4: Respond to artistic work.
- Anchor Standard 5: Relate artistic ideas and works with societal, cultural, and/or historical contexts to deepen comprehension.



## ANCHOR STANDARD 1: DEVELOP AND CREATE ARTISTIC IDEAS AND WORK.

Code	Standard
K-2.D.1.1	Respond in movement to a variety of various stimuli.
K-2.D.1.2	Build movement phrases using basic locomotor and non-locomotor movements by changing at least one of the elements of dance.
K-2.D.1.3	Improvise dance that has a beginning, middle, and end.
K-2.D.1.4	Express an idea, feeling, or image, through improvised movement.
K-2.D.1.5	Apply suggestions for changing movement through guided improvisational experiences.
3-5.D.1.1	Identify ideas for choreography generated from a variety of stimuli.
3-5.D.1.2	Select and establish a solution to a given movement problem.
3-5.D.1.3	Identify movement patterns and dance structures in dance pieces while using dance vocabulary.
3-5.D.1.4	Prepare a dance phrase that expresses and communicates an idea or feeling.
3-5.D.1.5	Revise and refine movement based on peer feedback and self-reflection to improve a short dance study.
3-5.D.1.6	Ask and research a question about a key aspect of a dance that communicates a perspective about an issue or event. Explore the key aspect through movement.
6.D.1.1	Relate similar and/or contrasting ideas to develop choreography using a variety of stimuli.
6.D.1.2	Use movement techniques and various dance vocabularies to transfer ideas into choreography.
6.D.1.3	Examine choreographic devices and dance structures to develop a dance study that supports an artistic intent. Explain the goal or purpose of the dance.
6.D.1.4	Determine artistic criteria to choreograph a dance study that communicates personal or cultural meaning. Based on the criteria, evaluate why some movements are more or less effective than others.

Code	Standard
6.D.1.5	Revise dance compositions using single or group work while developing artistic criteria. Explain reasons for revisions and how choices made relate to artistic intent.
7.D.1.1	Compare a variety of stimuli and make selections to expand movement vocabulary and artistic expression.
7.D.1.2	Use a variety of choreographic devices and dance structures to develop a dance study with a clear artistic intent. Articulate reasons for movement and structural choices.
7.D.1.3	Determine artistic criteria to choreograph a dance study that communicates personal or cultural meaning.
7.D.1.4	Evaluate possible revisions of dance compositions and, if necessary, consider revisions of artistic criteria based on self-reflection and feedback from others. Explain reasons for choices and how they clarify artistic intent.
8.D.1.1	Implement movement from a variety of stimuli to develop an original dance study.
8.D.1.2	Identify and select personal preferences to create an original dance study. Use genre specific dance terminology to articulate and justify choices made in movement development to communicate intent.
8.D.1.3	Articulate the group process for making movement and structural choices.
8.D.1.4	Define and apply artistic criteria to choreograph a dance that communicates personal or cultural meaning. Discuss how the criteria clarify or intensify the meaning of the dance.
8.D.1.5	Evaluate possible revisions of dance compositions and, if necessary, consider revisions of artistic criteria based on self-reflection and feedback from others. Explain reasons for choices and how they clarify the artistic intent.
8.D.1.6	Create a dance study exploring contrasting ideas.
HS1.D.1.1	Examine a variety of stimuli for sourcing movement to develop an improvisational or choreographed dance study. Refine the movement process.
HS1.D.1.2	Experiment with the elements of dance to examine personal movement preferences and strengths.

Code	Standard
HS1.D.1.3	Collaborate to design a dance using choreographic devices and dance structures to support and clarify the artistic intent. Explain how the dance structures clarify the artistic intent.
HS1.D.1.4	Develop an artistic statement for an original dance study using dance terminology.
HS1.D.1.5	Clarify the artistic intent of a dance by manipulating choreographic variations and dance structures based on established artistic criteria and feedback from others. Analyze and evaluate impact of choices made in the revision process.
HS2.D.1.1	Synthesize content while generating movement. Develop and improvisational or choreographed dance using original and/or codified movement.
HS2.D.1.2	Expand personal movement preferences and strengths to discover unexpected solutions communicating intent and expression within the dance. Refine the unexpected solutions and explain the artistic intent.
HS2.D.1.3	Demonstrate fluency and personal voice in designing and choreographing original dances. Justify choreographic choices and explain how they are used to intensify artistic intent.
HS2.D.1.4	Construct an artistic statement that communicates a personal, cultural and/or artistic perspective.
HS2.D.1.5	Clarify the artistic intent of a dance by refining choreographic devices, dance structures, and artistic criteria using self-reflection and feedback from others. Document choices made in the revision process and justify how the refinements support artistic intent.
HS2.D.1.6	Create and perform a piece of choreography using research methods and techniques to investigate a topic. Collaborate with others or individually to identify questions and solve movement problems that pertain to the topic.

## **ANCHOR STANDARD 2: DEVELOP AND REFINE ARTISTIC TECHNIQUES.**

Code	Standard
K-2.D.2.1	Replicate movement vocabulary within the arena of teacher student relationship.

Code	Standard
K-2.D.2.2	Demonstrate tempo contrasts with movements that match to tempo of sound stimuli.
K-2.D.2.3	Identify and apply different locomotor movements.
3-5.D.2.1	Define movement activities using movement vocabulary and specific dance styles.
3-5.D.2.2	Demonstrate tempo contrasts with movements that match to tempo of sound stimuli.
3-5.D.2.3	Change use of energy and dynamics by modifying movements and applying specific characteristics to heighten the effect of their intent.
6.D.2.1	Utilizing movement vocabulary and specific dance styles, define the body and mind movement activities refining partner and ensemble skills.
6.D.2.2	Demonstrate specific tempo contrasts with movement that match/contradict or enhance the tempo of sound stimuli in relationship to the dance piece.
6.D.2.3	Use the internal body force created by varying tensions within one's musculature for movement initiation and dynamic expression.
7.D.2.1	Expand movement vocabulary of floor and air pattern designs. Incorporate and modify body designs from different dance genres and styles for the purpose of expanding movement vocabulary to include differently designed shapes and movements for interest and contrast.
7.D.2.2	Build dance phrasing while utilizing timing accents and variations within a phrase to add interest kinesthetically, rhythmically, and visually.
7.D.2.3	Compare and contrast movement characteristics from a variety of dance genres or styles. Determine what dancers must do to refine a performance.
7.D.2.4	Apply body-use strategies to accommodate physical maturity development to technical dance skills (for example, functional alignment, balance, kinesthetic awareness, clarity of movement, flexibility/range of motion).
7.D.2.5	Utilize healthful practices in dance activities and everyday life.

Code	Standard
8.D.2.1	Expand movement vocabulary and dance genres, add focus/intent in complex movement phrases. Work in relationship to other dancers, objects, or environments.
8.D.2.2	Build dance phrasing while utilizing timing accents and variations within a phrase to add interest kinesthetically, rhythmically, and visually.
8.D.2.3	Direct energy and dynamics in such a way that movement is textured. Incorporate energy and dynamics to technique exercises and dance performance.
8.D.2.4	Embody technical dance skills (for example, functional alignment, coordination, balance, kinesthetic awareness clarity of movement, weight shifts, flexibility/range of motion) to replicate, recall, and execute spatial designs and musical or rhythmical dance phrases.
8.D.2.5	Evaluate personal healthful practices in dance activities including nutrition and injury prevention.
HS1.D.2.1	Expand knowledge of movement vocabulary and dance genres to add focus/intent in complex movement phrases. Work in relationship to other dancers, objects, or environments. Utilize energy and dynamics in the work.
HS1.D.2.2	Utilize different rhythm patterns and respond with movement, taking rhythm cues from different aspects of accompaniment or digital media.
HS1.D.2.3	Develop total body awareness so that movement phrases demonstrate variances of energy and dynamics.
HS1.D.2.4	Embody technical dance skills (for example, functional alignment, coordination, balance, kinesthetic awareness, clarity of movement, weight shifts, flexibility/range of motion) to retain and execute dance choreography.
HS2.D.2.1	Model and use the broadest range of movement in space for artistic and expressive clarity. Use inward and outward focus to clarify movement and intent.
HS2.D.2.2	Demonstrate time complexity in phrasing with or without musical accompaniment for artistic interest and expressive insight.

Code	Standard
HS2.D.2.3	Perform movement sequences using a broad dynamic range to establish relationships with other dancers and project to the audience.
HS2.D.2.4	Research healthful and safe practices for dancers and modify personal practice based on findings. Discuss how research informs practice.

### **ANCHOR STANDARD 3: PERFORM AND/OR PRESENT ARTISTIC WORK.**

Code	Standard
K-2.D.3.1	Demonstrate a movement vocabulary in a performance ready environment. Modify movements and spatial arrangements upon request.
K-2.D.3.2	Move safely in general space and start and stop on cue during activities, group formations, and creative explorations while maintaining personal space.
K-2.D.3.3	Replicate original and/or cultural/historical choreography in a performance setting.
K-2.D.3.4	Dance for and with others in a designated space.
K-2.D.3.5	Select a prop, simple scenery, or media projections to use as part of a dance.
3-5.D.3.1	Replicate body shapes, movement characteristics, and movement patterns in a dance sequence with kinesthetic awareness.
3-5.D.3.2	Recall movement sequences with a partner or in group dance activities. Apply constructive feedback from teacher and self-check to improve dance skills.
3-5.D.3.3	Replicate original and/or cultural/historical choreography in a performance setting.
3-5.D.3.4	Demonstrate fundamental dance skills including alignment, coordination balance, core support, kinesthetic awareness when replicating and recalling patterns and sequences.

Code	Standard
3-5.D.3.5	Execute techniques that extend movement range, build strength, and develop endurance. Explain the relationship between execution of technique, body conditioning, and healthful nutrition. Execute under safe space conditions.
3-5.D.3.6	Coordinate phrases and timing with other dancers by cueing off each other and responding to various stimuli.
3-5.D.3.7	Identify the main areas of a performance space using production terminology (for example, stage right, stage left, center stage, upstage, and downstage).
3-5.D.3.8	Explore a variety of production elements (costumes, props, music, scenery, lighting, or media) for a dance performed for an audience in a designated specific performance space.
6.D.3.1	Embody technical dance skills (for example, alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement) to accurately execute changes of direction, levels, facings, pathways, elevations and landings, extensions of limbs, and movement transitions in performance.
6.D.3.2	Apply basic anatomical knowledge, proprioceptive feedback, spatial awareness, and nutrition to promote safe and healthful strategies.
6.D.3.3	Use the internal body force created by varying tensions within one’s musculature for movement initiation and dynamic expression. Distinguish between bound and free flowing movements and appropriately apply them to technique exercises and dance phrases in performance.
6.D.3.4	Recognize needs and adapt movements to the performance area. Use performance etiquette and performance practices during class, rehearsal and performance. Post-performance, accept notes from choreographer and make corrections as needed and apply to future performances.
6.D.3.5	Compare and contrast a variety of possible production elements that would intensify and heighten the artistic intent of the work. Select choices and explain reasons for the decisions made using production terminology.

Code	Standard
7.D.3.1	Recommend changes to and adapt movements to the performance area. Use performance etiquette and performance practices during class, rehearsal, and performance. Maintain journal documenting these efforts. Post-performance, accept notes from choreographer and apply corrections to future performances.
7.D.3.2	Explore possibilities of producing dance in a variety of venues or for different audiences and, using production terminology, explain how the production elements would be handled in different situations.
8.D.3.1	Direct energy and dynamics in such a way that movement is textured. Incorporate energy and dynamics to technique exercises and dance performance.
8.D.3.2	Demonstrate leadership qualities when preparing for performances. Use performance etiquette and performance practices during class, rehearsal, and performance. Document efforts and create a plan for ongoing improvements. Post-performance, accept notes from choreographer and apply corrections to future performances.
8.D.3.3	Collaborate to design and execute production elements that would intensify and heighten the artistic intent of a dance performed on a stage, in a different venue, or for different audiences. Explain reasons for choices using production terminology.
HS1.D.3.1	Develop a plan for healthful practices in dance activities including nutrition and injury prevention. Discuss implementation of the plan and how it supports personal performance goals.
HS1.D.3.2	Develop and synthesize energy and dynamics to movements by applying them in and through all parts of the body.
HS1.D.3.3	Demonstrate leadership qualities when preparing for performances. Demonstrate performance etiquette and performance practices during class, rehearsal and performance. Post-performance, accept notes from choreographer and apply corrections to future performances. Document the rehearsal and performance process and evaluate methods and strategies using dance and production terminology.
HS1.D.3.4	Create possible designs for the production elements of a performance and select and execute the ideas that would intensify and heighten the artistic intent of the dances.

Code	Standard
HS2.D.3.1	Apply body-mind principles to technical dance skills in complex choreography when performing solo, partnering, or dancing in ensemble works in a variety of dance genres and styles. Self-evaluate performances and discuss and analyze performance ability with others.
HS2.D.3.2	Model dynamics to clearly express intent while performing dance phrases and choreography. Perform movement sequences expressively using a broad dynamic range and employ dynamic skills for establishing relationships with other dancers and projecting to the audience.
HS2.D.3.3	Demonstrate leadership qualities when preparing for performances. Model performance etiquette and performance practices during class, rehearsal and performance. Enhance performance using a broad repertoire of strategies for dynamic projection.
HS2.D.3.4	Develop a portfolio documenting the rehearsal and performance process with fluency in dance and production terminology.
HS2.D.3.5	Work collaboratively to produce dance concerts in various venues. Design and organize the production elements that would be necessary to fulfill the artistic intent of the dance works in each venue.

## **ANCHOR STANDARD 4: RESPOND TO ARTISTIC WORK.**

Code	Standard
K-2.D.4.1	Demonstrate and/or describe observed or performed dance movements.
K-2.D.4.2	Find a movement that repeats in a dance to make a pattern.
K-2.D.4.3	Observe movement and describe it using simple dance terminology.
K-2.D.4.4	Select movements from a dance that suggest ideas and explain how the movement captures the idea using simple dance terminology.
K-2.D.4.5	Recognize and name an emotion that is experienced when watching, improvising, or performing dance and relate it to a personal experience.
K-2.D.4.6	Describe, create, and/or perform a dance that expresses personal meaning and explain how certain movements express this personal meaning.

Code	Standard
3-5.D.4.1	Recognize a movement pattern that creates a movement phrase in a dance work.
3-5.D.4.2	Recognize patterns of movement in dance works that create a style or theme.
3-5.D.4.3	Demonstrate and explain how dance styles differ within a genre or within a cultural movement practice.
3-5.D.4.4	Recognize meaning or artistic intent from the patterns of movement in a dance work.
3-5.D.4.5	Compare and contrast the qualities and characteristics of style found in different dance genre or cultural movement practice using basic dance terminology.
3-5.D.4.6	Interpret meaning in a dance based on its movements. Explain how the movements communicate the main idea of the dance using basic dance terminology.
3-5.D.4.7	Compare two dances with contrasting themes. Discuss feelings and ideas evoked by each. Describe how the themes and movements relate to points of view and experiences.
6.D.4.1	Describe or demonstrate recurring patterns of movement and their relationships in dance.
6.D.4.2	Analyze how the artistic expression of a dance is achieved through the elements of dance, use of body, dance technique, dance structure, and context. Communicate the intent of the dance using dance terminology.
6.D.4.3	Discuss the characteristics and artistic intent of a dance from a genre, style, or cultural movement practice and develop artistic criteria to critique the dance using dance terminology.
7.D.4.1	Compare, contrast, and discuss patterns of movement and their relationships in dance.
7.D.4.2	Compare the meaning of different dances. Explain how the artistic expression of each dance is achieved through the elements of dance, use of body, dance technique, and context. Use dance terminology.

Code	Standard
7.D.4.3	Compare artistic intent, content and context from dances to examine the characteristics of genre, style, or cultural movement practice.
8.D.4.1	Describe, demonstrate and discuss patterns of movement and their relationships in dance in context of artistic intent.
8.D.4.2	Select a dance and explain how artistic expression is achieved through relationships among the elements of dance, use of body, dance technique and context. Cite evidence in the dance to support your interpretation using dance terminology.
8.D.4.3	Use artistic criteria to determine what makes an effective performance. Consider content, context, genre, style, or cultural movement practice to comprehend artistic expression.
8.D.4.4	Relate connections found between different dances and discuss the relevance of the connections to the development of one’s personal perspectives.
HS1.D.4.1	Analyze dance works to gain understanding of artistic intent.
HS1.D.4.2	Analyze and discuss how the elements of dance, execution of dance movement principles, and context contribute to artistic expression. Use dance terminology.
HS1.D.4.3	Analyze a dance to determine the ideas expressed by the choreographer. Explain how the perspectives expressed by the choreographer may impact one’s own interpretation. Provide evidence to support one’s analysis.
HS2.D.4.1	Analyze dance works from a variety of dance genres and styles and explain how recurring patterns of movement and their relationships create well-structured and meaningful choreography.
HS2.D.4.2	Analyze and interpret how the elements of dance, execution of dance movement principles, and context contribute to artistic expression across different genres, styles, or cultural movement practices. Use dance terminology.
HS2.D.4.3	Compare and contrast two or more dances using evaluative criteria to critique artistic expression. Consider societal values and a range of perspectives.

Code	Standard
HS2.D.4.4	Define personal artistic preferences to critique dance. Consider societal and personal values, and a range of artistic expression. Discuss perspectives with peers and justify views.
HS2.D.4.5	Review original choreography developed over time with respect to its content and context and its relationship to personal perspectives. Reflect on and analyze the variables that contributed to changes in one's personal growth.
HS2.D.4.6	Investigate various dance related careers through a variety of research methods.

**ANCHOR STANDARD 5: RELATE ARTISTIC IDEAS AND WORKS WITH SOCIETAL, CULTURAL, AND/OR HISTORICAL CONTEXTS TO DEEPEN COMPREHENSION.**

Code	Standard
K-2.D.5.1	Demonstrate and describe observed or performed dance movements from a specific genre or culture.
K-2.D.5.2	Watch and/or perform a dance from a different culture and discuss or demonstrate the types of movement danced.
3-5.D.5.1	Select and perform dance movements from specific genres, styles, or cultures. Identify characteristic movements from these dances and describe in basic dance terminology ways in which they are alike and different.
3-5.D.5.2	Respond using the elements of dance in genres, styles, or cultural movement practices. Use basic dance terminology to describe characteristics that make a dance artistic and meaningful.
3-5.D.5.3	Find relationships between movement in a dance from a culture, society, or community. Respond to how the movements communicate key aspects of the culture, society, or community.
6.D.5.1	Compare and contrast how the elements of dance are used in a variety of dance genres, styles, or cultural movement practices. Use genre-specific dance terminology.

Code	Standard
6.D.5.2	Describe, using basic dance terminology, the qualities and characteristics of style used in a dance from one’s own cultural movement practice.
6.D.5.3	Interpret and show how the movement and qualities of a dance communicate its cultural, historical, and/or community purpose or meaning.
7.D.5.1	Compare and contrast how the elements of dance are used in a variety of genres, styles, or cultural movement practices. Use genre specific dance terminology.
7.D.5.2	Describe, using basic dance terminology, the qualities and characteristics of style used in a dance from one’s own cultural movement practice.
7.D.5.3	Study historical dance genres or styles. Share the study with peers as part of a performance. Document the process of research and application.
7.D.5.4	Analyze and discuss, how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people.
8.D.5.1	Compare and contrast how the elements of dance are used in a variety of genres, styles, or cultural movement practices to communicate intent. Use genre specific dance terminology.
8.D.5.2	Describe, using basic dance terminology, the qualities and characteristics of style used in a dance from one’s own cultural movement practice.
8.D.5.3	Compare, contrast, and discuss dances performed by people in various localities or communities. Formulate possible reasons why similarities and differences developed in relation to the ideas and perspectives important to each social group.
HS1.D.5.1	Analyze and compare the movement patterns and their relationships in a variety of genres, styles, or cultural movement practices and explain how their differences impact communication and intent within a cultural context.
HS1.D.5.2	Analyze and discuss dances from selected genres, styles, cultural dance forms, and/or historical time periods. Formulate reasons for the similarities and differences between them in relation to the ideas and perspectives of the peoples from which the dances originate.

Code	Standard
HS2.D.5.1	Explain how dance communicates aesthetic and cultural values in a variety of genres, styles, or cultural movement practices.
HS2.D.5.2	Analyze dances from several genres, styles, cultural dance forms, and/or historical time periods. Discuss how dance movement characteristics, techniques, and artistic criteria relate to the ideas and perspectives of the peoples from which the dances originate, and how the analysis has expanded one's dance literacy.