

- **CF.DA.K-5.1** - Performing
 - **CF.DA.K-5.1.1** - All students will apply skills and knowledge to perform in the arts.
 - **CF.DA.K-5.1.1.1** - Accurately demonstrate basic locomotor skills through straight and curved pathways including several directions.
 - **CF.DA.K-5.1.1.2** - Accurately demonstrate nonlocomotor/axial movement (such as bend, twist, stretch, swing).
 - **CF.DA.K-5.1.1.3** - Demonstrate shapes at low, middle, and high levels.
 - **CF.DA.K-5.1.1.4** - Demonstrate the ability to define and maintain pace.
 - **CF.DA.K-5.1.1.5** - Demonstrate moving to a musical beat and responding to changes in tempo.
 - **CF.DA.K-5.1.1.6** - Demonstrate kinesthetic awareness, concentration, and focus in performing movement skills.
 - **CF.DA.K-5.1.1.7** - Demonstrate the ability to work effectively alone and with a partner.
 - **CF.DA.K-5.1.1.8** - Demonstrate the following partner skills: leading, following, and mirroring.
 - **CF.DA.K-5.2** - Creating
 - **CF.DA.K-5.2.2** - All students will apply skills and knowledge to create in the arts.
 - **CF.DA.K-5.2.2.1** - Create a sequence with a beginning, middle, and end both with and without a rhythmic accompaniment. Identify each of these parts of the sequence.
 - **CF.DA.K-5.2.2.2** - Improvise, create, and perform dances based on individual ideas and concepts from other sources.
 - **CF.DA.K-5.2.2.3** - Use improvisation to discover, invent, and solve movement problems.
 - **CF.DA.K-5.2.2.4** - Create a dance phrase, accurately repeat it, and then vary it (making changes in the elements of dance: time, space, force, and energy).
 - **CF.DA.K-5.2.2.5** - Begin to develop tracking skills with video camera.
 - **CF.DA.K-5.3** - Analyzing in Context
 - **CF.DA.K-5.3.3** - All students will analyze, describe and evaluate works of art.
 - **CF.DA.K-5.3.3.1** - Observe and describe the action (such as skip, gallop) and movement elements (time, space, force, energy) in a brief movement study.
 - **CF.DA.K-5.3.3.2** - Observe and discuss how dance is different from other forms of human movement (such as sports, everyday gestures).
 - **CF.DA.K-5.3.3.3** - Take an active role in a class discussion about interpretations of and reactions to a dance.
 - **CF.DA.K-5.3.3.4** - Present their own dances to peers and discuss their meaning with competence and confidence.
 - **CF.DA.K-5.3.3.5** - Explore multiple solutions to a given movement problem; choose a favorite solution and discuss the reasons for that choice.
 - **CF.DA.K-5.3.3.6** - Observe two dances and discuss how they are similar and different in terms of one of the elements of dance by observing body shapes, levels, and pathways.
 - **CF.DA.K-5.4** - Arts in Context
 - **CF.DA.K-5.4.4** - All students will understand, analyze, and describe the arts in their historical, social, and cultural contexts.
 - **CF.DA.K-5.4.4.1** - Observe and discuss how dance is different from other forms of human movement (such as sports, everyday gestures).
 - **CF.DA.K-5.4.4.2** - Perform dances from various cultures with competence and confidence.
 - **CF.DA.K-5.4.4.3** - Learn and effectively share a dance from a resource in their own community; describe the cultural and/or historical context.
 - **CF.DA.K-5.4.4.4** - Accurately answer questions about the role of dance in a particular culture and time period
 - **CF.DA.K-5.5** - Connecting to other Arts, other Disciplines, and Life
 - **CF.DA.K-5.5.5** - All students will recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.
 - **CF.DA.K-5.5.5.1** - Identify at least three personal goals to improve as dancers

- **CF.DA.K-5.5.5.2** - Explain how healthy practices (such as nutrition, safety) enhance their ability to dance, citing multiple examples.
- **CF.DA.K-5.5.5.3** - Create a dance project that reveals understanding of a concept or idea from another discipline (such as patterns in dance and science with the use of technology).
- **CF.DA.K-5.5.5.4** - Respond to a dance using another art form; explain the connections between the dance and their response to it (such as stating how personal paintings reflect the dance they saw).

- **CF.DA.6-8.1** - Performing
 - **CF.DA.6-8.1.1** - All students will apply skills and knowledge to perform in the arts.
 - **CF.DA.6-8.1.1.1** - Demonstrate the following movement skills: alignment, balance, initiation of movement, articulation of isolated body parts, weight shift, elevation and landing, and fall and recovery.
 - **CF.DA.6-8.1.1.2** - Accurately identify and demonstrate basic dance steps, positions, and patterns for dance from two different styles or traditions.
 - **CF.DA.6-8.1.1.3** - Accurately transfer a spatial pattern from the visual to the kinesthetic.
 - **CF.DA.6-8.1.1.4** - Accurately transfer a rhythmic pattern from the aural to the kinesthetic.
 - **CF.DA.6-8.1.1.5** - Identify and clearly demonstrate a range of dynamics/movement qualities.
 - **CF.DA.6-8.1.1.6** - Demonstrate increasing kinesthetic awareness, concentration, and focus in performing movement skills.
 - **CF.DA.6-8.1.1.7** - Demonstrate accurate memorization and reproduction of movement sequences.
 - **CF.DA.6-8.1.1.8** - Clearly demonstrate the principles of contrast and transition.
 - **CF.DA.6-8.1.1.9** - Effectively demonstrate the processes of reordering and chance.
 - **CF.DA.6-8.1.1.10** - Successfully demonstrate the structures or forms for AB, ABA, canon, call and response, and narrative.
 - **CF.DA.6-8.1.1.11** - Demonstrate the ability to work cooperatively in a small group during the choreographic process.
 - **CF.DA.6-8.1.1.12** - Demonstrate the following partner skills in a visually interesting way: creating contrasting and complementary shapes, taking and supporting weight.
 - **CF.DA.6-8.1.1.13** - Effectively demonstrate the difference between pantomiming and abstracting a gesture.
 - **CF.DA.6-8.2** - Creating
 - **CF.DA.6-8.2.2** - All students will apply skills and knowledge to create in the arts.
 - **CF.DA.6-8.2.2.1** - Demonstrate the following partner skills in a visually interesting way: creating contrasting and complementary shapes, taking and supporting weight.
 - **CF.DA.6-8.2.2.2** - Create a dance that successfully communicates a topic of significance
 - **CF.DA.6-8.2.2.3** - Learn to artistically and aesthetically keep movement of a single dance in frame with video camera.
 - **CF.DA.6-8.3** - Analyzing in Context
 - **CF.DA.6-8.3.3** - All students will analyze, describe and evaluate works of art.
 - **CF.DA.6-8.3.3.1** - Describe the action and movement elements observed in a dance, using appropriate movement/dance vocabulary
 - **CF.DA.6-8.3.3.2** - Observe and explain how different accompaniment (such as sound, music, spoken text) can affect the meaning of a dance.
 - **CF.DA.6-8.3.3.3** - Demonstrate and/or explain how lighting and costuming can contribute to the meaning of a dance.
 - **CF.DA.6-8.3.3.4** - Explore a movement problem and create multiple solutions; choose the most interesting solution and discuss the reasons for that choice
 - **CF.DA.6-8.3.3.5** - Demonstrate appropriate audience behavior in watching dance performances; discuss their opinions about the dances with their peers in a supportive and constructive way.
 - **CF.DA.6-8.3.3.6** - Compare and contrast two dance compositions in terms of space (such as shape and pathways), time (such as rhythm and tempo), and force/energy (movement qualities).
 - **CF.DA.6-8.3.3.7** - Identify possible aesthetic criteria for evaluating dance (such as skills of performers, originality, visual and/or emotional impact, variety, and contrast).
 - **CF.DA.6-8.3.3.8** - Observe the same dance both live and recorded on video; compare and contrast the aesthetic impact of the two observations.

- **CF.DA.6-8.4** - Arts in Context
 - **CF.DA.6-8.4.4** - All students will understand, analyze, and describe the arts in their historical, social, and cultural contexts.
 - **CF.DA.6-8.4.4.1** - Competently perform folk and/or classical dances from other cultures; describe similarities and differences in steps and movement styles.
 - **CF.DA.6-8.4.4.2** - Competently perform folk, social, or theatrical dances learned from resources in their own community, of different cultures, time periods, or from a broad spectrum of twentieth-century America, the cultural/historical context of that dance, effectively sharing its context with peers
 - **CF.DA.6-8.4.4.3** - Accurately describe the role of dance in at least two different cultures or time periods
 - **CF.DA.6-8.5** - Connecting to other Arts, other Disciplines, and Life
 - **CF.DA.6-8.5.5** - All students will recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.
 - **CF.DA.6-8.5.5.1** - Identify at least three personal goals to improve as dancers and steps they are taking to reach those goals.
 - **CF.DA.6-8.5.5.2** - Explain strategies to prevent dance injuries.
 - **CF.DA.6-8.5.5.3** - Explain how warm-up prepares the body and mind for expressive purposes.
 - **CF.DA.6-8.5.5.4** - Develop a project that reveals similarities and differences between the arts.
 - **CF.DA.6-8.5.5.5** - Cite examples of concepts used in dance and another discipline outside the arts (such as balance, shape, pattern).
 - **CF.DA.6-8.5.5.6** - Begin to develop a portfolio of techniques in progress using recording devices (music, slides, photo, video).

- **CF.DA.9-12.1** - Performing
 - **CF.DA.9-12.1.1** - All students will apply skills and knowledge to perform in the arts.
 - **CF.DA.9-12.1.1.1** - Demonstrate appropriate skeletal alignment, body-part articulation, strength, flexibility, agility, and coordination in locomotor and nonlocomotor/axial movements.
 - **CF.DA.9-12.1.1.2** - Identify and demonstrate longer and more complex steps and patterns from two different dance styles/traditions.
 - **CF.DA.9-12.1.1.3** - Demonstrate rhythmic acuity.
 - **CF.DA.9-12.1.1.4** - Demonstrate projection while performing dance skills.
 - **CF.DA.9-12.1.1.5** - Demonstrate the ability to remember extended movement sequences.
- **CF.DA.9-12.2** - Creating
 - **CF.DA.9-12.2.2** - All students will apply skills and knowledge to create in the arts.
 - **CF.DA.9-12.2.2.1** - Create and perform combinations and variations in a broad dynamic range
 - **CF.DA.9-12.2.2.2** - Use improvisation to generate movement for choreography.
 - **CF.DA.9-12.2.2.3** - Demonstrate understanding of structures or forms (such as palindrome, theme and variation, rondo, round, contemporary forms selected by the student) through brief dance studies.
 - **CF.DA.9-12.2.2.4** - Choreograph a duet demonstrating an understanding of choreographic principles, processes, and structures.
 - **CF.DA.9-12.2.2.5** - Create a dance that effectively communicates a contemporary social theme.
 - **CF.DA.9-12.2.2.6** - Create a dance and revise it over time using multi-media equipment (slides, camera, video, computers) articulating the reasons for their artistic decisions and what was lost and gained by those decisions.
- **CF.DA.9-12.3** - Analyzing in Context
 - **CF.DA.9-12.3.3** - All students will analyze, describe and evaluate works of art.
 - **CF.DA.9-12.3.3.1** - Formulate and answer questions about how movement choices communicate abstract ideas in dance.
 - **CF.DA.9-12.3.3.2** - Create a dance and revise it over time, articulating the reasons for their artistic decisions, and what was lost and gained by those decisions.
 - **CF.DA.9-12.3.3.3** - Establish a set of aesthetic criteria and apply it in evaluating their own work and that of others.
 - **CF.DA.9-12.3.3.4** - Formulate and answer their own aesthetic questions
- **CF.DA.9-12.4** - Arts in Context
 - **CF.DA.9-12.4.4** - All students will understand, analyze, and describe the arts in their historical, social, and cultural contexts.
 - **CF.DA.9-12.4.4.1** - Explain how personal experience influences the interpretation of a dance.
 - **CF.DA.9-12.4.4.2** - Perform and describe similarities and differences between two contemporary theatrical forms of dance
 - **CF.DA.9-12.4.4.3** - Perform or discuss the traditions and techniques of a classical dance form.
 - **CF.DA.9-12.4.4.4** - Analyze the role of dance and dancers prior to the twentieth century
 - **CF.DA.9-12.4.4.5** - Analyze how dance and dancers are portrayed in multi-media technology.
- **CF.DA.9-12.5** - Connecting to other Arts, other Disciplines, and Life
 - **CF.DA.9-12.5.5** - All students will recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.
 - **CF.DA.9-12.5.5.1** - Demonstrate understanding of how personal experience influences the interpretation of a dance.
 - **CF.DA.9-12.5.5.2** - Effectively communicate how lifestyle choices affect the dancer.
 - **CF.DA.9-12.5.5.3** - Create an interdisciplinary project based on a theme identified by the student, including dance and two other disciplines (history, science, multi-media, etc.).

- **CF.DA.9-12.5.5.4** - Clearly identify commonalities and differences between dance and other disciplines with regard to fundamental concepts such as materials, elements, and ways to communicate meaning.
- **CF.DA.9-12.5.5.5** - Demonstrate/discuss how technology can be used to reinforce, enhance, or alter the dance idea in an interdisciplinary project.
- **CF.DA.9-12.5.5.6** - Reflect upon personal progress and growth during one's own study in each of the arts disciplines.
- **CF.DA.9-12.5.5.7** - Continue development of portfolio for senior exit.