

Rhode Island Arts Grade Span Expectations K-12

Dance

About the Rhode Island K-12 Grade Span Expectations in the Arts

The document, the *Rhode Island K-12 Grade Span Expectations in the Arts*, has been developed as a means to identify the arts concepts and skills expected of all students. The RI arts GSEs encompass the content eligible for inclusion in local assessment in the arts in grades K - 12. They are not intended to represent the full arts curriculum at each grade span, but are meant to capture the “major ideas” of the art forms that can be assessed. The goal is that the arts GSEs focus the curriculum, but do not restrict it.

The arts GSEs are written for grade spans K-2, 3-4, 5-6, 7-8, and 9-12. They describe arts knowledge and abilities students should demonstrate at the end of each grade span. . GSEs labeled “**HS Extensions**” are more challenging and provide direction for in-depth study of a particular topic in a course, class or individual student project.

As you review the *Rhode Island K-12 Grade Span Expectations in the Arts*, the following information is important to understand:

The arts GSEs are organized into four **domains; dance, music, theater and visual arts & design.**

1. The four domains are further subdivided into **Statements of Enduring Knowledge (EK)** (listed in Table 1) that
 - a. are intended to identify the fundamental knowledge/concepts for each domain of the arts.
 - b. cut across grade levels, so that learning is developmental/built across grades (not all aspects of the EK may be addressed at all grade levels)
 - c. are of comparable grain size
 - d. encompass, as a set, the *essential learning for each domain in the arts*
 - e. imply topics of study (and therefore, lead to focused instruction, as identified in arts standards/benchmarks/GSEs)

2. Each **Assessment Target** is linked to one Statement of Enduring Knowledge, as indicated with the target’s coding (e.g., M1 means Music and the first EK statement, M2 means Music and the second EK, etc.)

TABLE 1	
Statements of Enduring Knowledge (EK) by Domain	
Dance	D 1 Artistic Processes – In dance, problem solving uses the human body and techniques of movement and expression to make the imagined tangible.
	D 2 Cultural Contexts – Purpose and motivation (intent) are fundamental to dance and can be expressed through traditional, non-traditional, western, and non-western forms and styles.

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	D 3 Communication – Personal expression and meaning is achieved through the movement of the human body, communicating ideas, values, and emotions.
	D4 Aesthetic Judgment- Knowledge of dance as an art form is used to reflect on and evaluate the work of self and others.
Music	Mu 1 Artistic Processes – The human experience can be created and recreated through sound.
	Mu 2 Cultural Contexts – Music connects and expresses history and culture around the globe.
	Mu 3 Communication – Music of diverse genres is performed in a variety of settings.
	Mu 4 Aesthetic Judgment- Music knowledge is applied through reflection and evaluation of the music of self and others.
Theater	T 1 Artistic Processes – Theater employs creative problem solving using tools, techniques, and technology in one or more disciplines in order to make the imagined tangible.
	T 2 Cultural Contexts –Theater arts creatively expresses the values and ideas of human experience, community, and civilization.
	T 3 Communication – Theater communicates meaning and expression through the sharing of human experience using image, sound, movement, words, space, time and chronology.
	T4 Aesthetic Judgment - Applying knowledge and skills of Theater Arts in order to reflect on and evaluate the work of self and others.
Visual Arts	VAD 1 Artistic Processes – Visual Art and Design is the process of creative problem solving using both traditional and innovative media, tools, techniques, and processes in order to make the imagined visible.
	VAD 2 Cultural Contexts – Visual Art and Design creatively expresses the values and ideas of human experience, community, and civilization.
	VAD 3 Communication – Visual Art and Design is a vehicle for expression and communication through the use and development of metaphor and symbol systems.
	VAD 4 Aesthetic Judgment - Applying knowledge of Visual Art and Design in order to reflect on and evaluate the work of self and others.

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3. The Rhode Island K-12 Grade Span Expectations in each of the four Arts domains are sequenced in the following manner:

Domain					
Statement of Enduring Knowledge (EK) within the domain					
Assessment Target that addresses the EK					
Grade Span Expectation that addresses the assessment target					
Music Artistic Processes – The human experience can be created and recreated through sound.					
Elementary Students chant rhythmic patterns using rhythmic mnemonics (e.g., word chants, rhythm syllables of ta ti-ti or du du-de). Students echo sing/chant short rhythmic or melodic pentatonic patterns and play short rhythmic or melodic pentatonic patterns on pitched barred instruments.		Middle Level Students demonstrate their ability to sight read music by singing or playing a short, unfamiliar piece of music. Students create a melodic variation of a familiar melody being performed in class (e.g., compose short variations to an 8-bar melody). Using music software/technology (e.g., Band-in-a-Box, Garage Band, Mixcraft, etc.) students create an original arrangement by combining instruments, or changing tempo or style.		High School Ensemble students listen and dictate melodies with accurate notation of rhythm and pitch. Students identify melody, harmony, accompaniment, bass line, and counter melody. Students improvise original musical ideas (e.g., scat sing, play instruments) on a 12-bar blues form.	
M1 (K-2)-1 Students show evidence of music literacy (reading, writing, and understanding of the symbols of sound) by...	M1 (3-4)-1 Students show evidence of music literacy (reading, writing, and understanding of the symbols of sound) by...	M1 (5-6)-1 Students show evidence of music literacy (reading, writing, and understanding of the symbols of sound) by...	M1 (7-8)-1 Students show evidence of music literacy (reading, writing, and understanding of the symbols of sound) by...	M1 (9-12) –1 Students show evidence of music literacy (reading, writing, and understanding of the symbols of sound) by...	M1 (9-12) Ext – 1 Students show evidence of music literacy (reading, writing, and understanding of the symbols of sound) by...
a. reading, writing, and performing simple rhythmic patterns using iconic or standard notation, including: quarter note/rest, eighth notes (paired), sixteenth-notes, (i.e., four sounds on a beat), half note/rest	a. reading, writing, and performing rhythmic patterns using standard notation, including: <u>whole note/rest, sixteenth-note patterns, eighth-quarter-eighth syncopation, dotted quarter-eighth/eighth-dotted quarter, and dotted half note</u>	a. reading, writing, and performing rhythmic patterns using standard notation, including: <u>dotted eighth-sixteenth/sixteenth-dotted eighth, three barred-eighths, quarter-eighth & eighth-quarter in 6/8, and eight-note triplets</u>	a. reading, writing, and performing rhythmic patterns using standard notation, including: <u>augmentation and diminution</u>	a. <u>reading an instrumental or vocal score of up to four staves</u>	a. <u>reading a full band, orchestral, or choral score, identifying melody, harmony, accompaniment, bass line, and counter melody</u>

While Statements of Enduring Knowledge are the same across all grade spans, the set of related targets within a grade span do not address all aspects of the EK Statement. This was done intentionally to focus instruction and assessment on the essential learning for the grade span, as well as on the developmentally appropriate concepts and skills. For example, at the elementary grade span, M1 will focus on chant rhythmic patterns using rhythmic mnemonics, while the middle level grade span will move to demonstrating their ability to sight read music by singing or playing a short, unfamiliar piece of music.

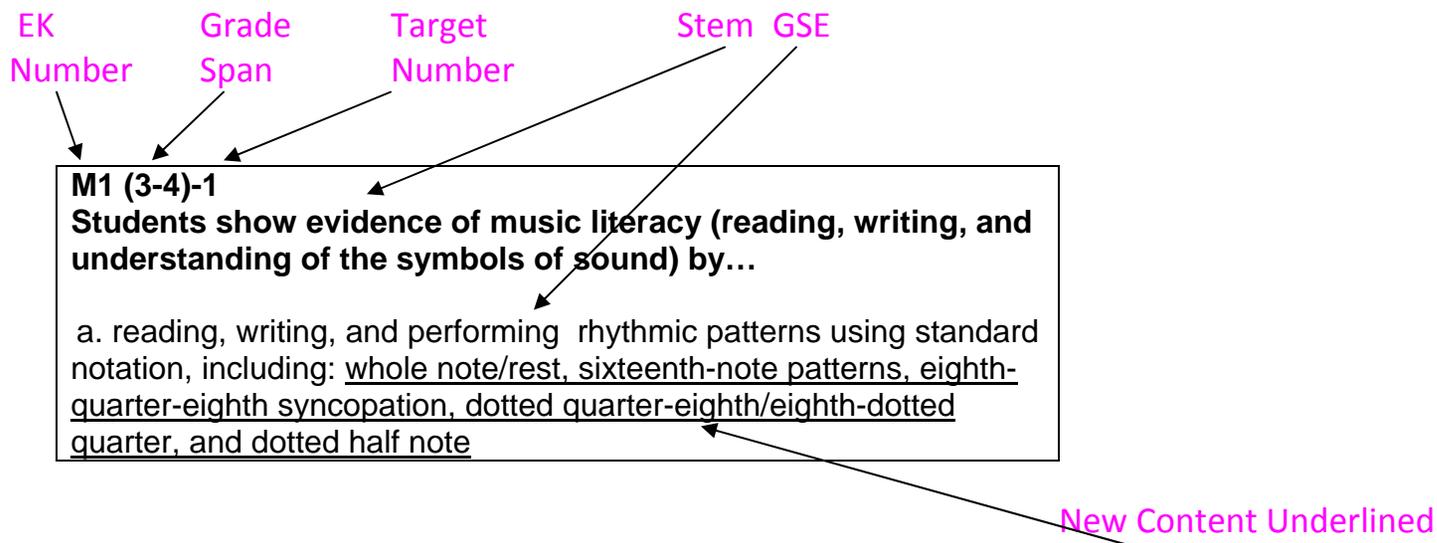
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READING AN ARTS GSE

Statement of Enduring Knowledge

Target

Music 1 Artistic Processes – The human experience can be created and recreated through sound.	Elementary Students chant rhythmic patterns using rhythmic mnemonics (e.g., word chants, rhythm syllables of ta ti-ti or du du-de).
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When designing local performance-based Arts Assessments...

- Determine which Enduring Knowledge concept and part of the Assessment Target that is to be assessed.
- Develop tasks, problems and items with rubrics measuring specific GSEs [e.g., reading, writing, and performing rhythmic patterns using standard notation, including: augmentation and diminution].
- Develop tasks, problems and items, for the most part, with an intended cognitive demand ceiling consistent with Depth of Knowledge (DOK) Levels 2 (Skills and Concepts), 3 (Strategic Thinking), and when appropriate, 4 (Extended Thinking)
- Consider your district's sufficiency requirements as you develop series of assessments, so that students will have enough opportunities to successfully demonstrate reaching the standards in order to become proficient in the arts.

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Dance Enduring Understanding 1					
Artistic Processes – In dance, problem solving uses the human body and techniques of movement and expression to make the imagined tangible.					
Elementary Assessment Target With others, students solve movement problems and select and combine movement and choreographic principles and structures to create a movement sequence intended to communicate specific ideas, thoughts, or feelings.		Middle Level Assessment Target Individually <i>or</i> with others, students solve movement problems and organize choreographic principles, structures, and processes to create a movement sequence for intended meaning.		High School Assessment Target Individually <i>and</i> with others, students solve movement problems and apply choreographic principles, structures, and processes to create movement sequences for various intended purposes, audiences, and meaning.	
GSEs for Grades K-2	GSEs for Grades 3-4	GSEs for Grades 5-6	GSEs for Grades 7-8	GSEs for Gr 9-12	HS Extensions
D1 (K-2)-1 Students use knowledge of movement to problem solve by...	D1 (3-4)-1 Students use knowledge of movement to problem solve by...	D1 (5-6)-1 Students use knowledge of movement to problem solve by...	D1 (7-8)-1 Students use knowledge of movement to problem solve by...	D1 (9-12) –1 Students use knowledge of movement to problem solve by...	D1 (9-12) Ext –1 Students use knowledge of movement to problem solve by...
a. demonstrating axial and locomotor movements, varying the use of space, time, and energy for different purposes	a. <u>combining</u> axial and locomotor movements, varying the use of space, time, and energy <u>in response to a prompt</u>	a. <u>combining and applying pre-selected movement elements and skills</u> in response to a prompt	a. applying <u>multiple</u> movement elements and skills in response to a prompt	a. applying multiple movement elements and skills <u>and choreographic principles</u> in response to a prompt	a. <u>designing a movement solution to a self-initiated problem</u> , applying movement elements, skills, and choreographic principles
b. improvising in response to a variety of stimuli	b. improvising in response to a variety of <u>sensory and conceptual</u> stimuli	b. improvising in response to <u>literal and abstract ideas</u> /stimuli	b. improvising <u>and developing movement sequences</u>	b. improvising and developing movement sequences	b. improvising, developing, <u>and refining</u> movement sequences
D 1 (K-2) – 2 Students express ideas, emotions, or cultural aesthetics by...	D 1 (3-4) – 2 Students express ideas, emotions, or cultural aesthetics by...	D 1 (5-6) – 2 Students express ideas, emotions, or cultural aesthetics by...	D 1 (7-8) – 2 Students express ideas, emotions, or cultural aesthetics by...	D 1 (9-12) – 2 Students express ideas, emotions, or cultural aesthetics by...	D1 (9-12) Ext –2 Students express ideas, emotions, or cultural aesthetics by...
a. exploring and combining selected movement and choreographic principles (e.g., body parts and shapes, levels, directions, pathways) and applying the	a. <u>selecting</u> and combining movement and choreographic principles (e.g., body parts and shapes, levels, directions, pathways) and applying the structure of	a. <u>generating small dance compositions through manipulating choreographic principles</u> (e.g., <u>body use, space, and relationship</u>), simple choreographic structures (e.g.,	a. <u>generating a structured dance composition</u> through manipulating choreographic principles (e.g., body use, space, and relationship), simple choreographic	a. <u>generating their own choreography</u> that includes, as appropriate, some of the following: <u>unison, contrast, varied facings, varied groupings, level changes, symmetry and</u>	a. generating their own choreography that includes, as appropriate to the dance work <u>and personal or cultural style</u> some of the following: unison, contrast, varied facings, varied groupings, level changes,

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structure of beginning, middle, and end	beginning, middle, and end	beginning, middle, and end; <u>AB or ABA</u>), and <u>choreographic processes (repetition, variety)</u>	structures (e.g., beginning, middle, and end; AB or ABA; <u>rondo; canon; call and response</u>) and choreographic processes (repetition, variety, <u>and transition</u>)	<u>asymmetry, choreographic structures</u> (i.e., beginning, middle, and end; AB or ABA; rondo, canon; call and response), and transitions	symmetry and asymmetry, choreographic structures (i.e., beginning, middle, and end; AB or ABA; rondo, canon; call and response), and transitions.
b. exploring and discovering dance movement to express and communicate ideas, experiences, or feelings	b. <u>improvising</u> , exploring, and <u>selecting</u> dance movement to communicate ideas, experiences, and feelings	b. improvising , exploring, and selecting dance movement to communicate <u>literal or abstract ideas</u>	b. improvising , exploring, and selecting dance movement to communicate literal and abstract ideas	b. <u>incorporating movement choices</u> to communicate ideas, experiences, feelings, <u>or images</u>	b. incorporating movement choices to communicate ideas, experiences, feelings, or images
c. exploring basic rhythmic patterns, tempos, and movement qualities	c. <u>combining simple rhythmic patterns and identifying movement qualities</u>	c. <u>designing rhythmic patterns and selecting movement qualities</u>	c. selecting appropriate movement qualities and <u>expressing musical phrasing and rhythms</u>	c. <u>designing choreography with an identifiable quality, style, or musicality</u>	c. designing choreography with inherent quality, style, <u>and musicality</u>

<p>Dance Enduring Understanding 2 Cultural Contexts – Purpose and motivation (intent) are fundamental to dance and can be expressed through traditional, non-traditional, western, and non-western forms and styles.</p>					
<p>Elementary Assessment Target Students perform simple dances and explain, describe, and demonstrate movements from a range of forms and styles of dance.</p>		<p>Middle Level Assessment Target Students perform, interpret, and compare a range of forms and styles of dance.</p>		<p>High School Assessment Target Students analyze and perform a range of forms and styles of dance (e.g., performing a minimum of two different dance forms or styles with moderate stylistic fluency).</p>	
GSEs for Grades K-2	GSEs for Grades 3-4	GSEs for Grades 5-6	GSEs for Grades 7-8	GSEs for Gr 9-12	HS Extensions
D2 (K-2)-1 Students view, interpret, and perform a range of forms and styles of dance by...	D2 (3-4)-1 Students view, interpret, and perform a range of forms and styles of dance by...	D2 (5-6)-1 Students view, interpret, and perform a range of forms and styles of dance by...	D2 (7-8)-1 Students view, interpret, and perform a range of forms and styles of dance by...	D 2 (9-12) –1 Students view, interpret, and perform a range of forms and styles of dance by...	D 2 (9-12) Ext–1 Students view, interpret, and perform a range of forms and styles of dance by...
a. identifying the reasons why people in various cultures dance	a. <u>explaining the reasons why people in various cultures dance</u>	a. <u>explaining the role of dance in various world cultures</u>	a. <u>comparing origins and purposes of world or historical dances</u>	a. <u>analyzing the purpose and motivation of the dance in the specific culture or style</u>	a. <u>performing a dance so that the purpose of the dance in the specific culture or style is clear</u>

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b. identifying and imitating movements that represent various world cultures	b. <u>describing and demonstrating characteristic movements</u> from various world cultures	b. <u>observing/viewing and responding to</u> dances from a variety of world cultures and historical contexts	b. <u>comparing dance from different cultures or historical periods</u>	b. <u>analyzing how dances from different cultures or historical periods reflect the values and beliefs of that context</u>	b. analyzing how dances from different cultures or historical periods reflect the values and beliefs of that context
c. exploring and performing movement sequences from different dance forms or styles	c. <u>performing simple dances of different dance forms or styles</u>	c. <u>practicing and performing</u> dances of different forms or styles	c. practicing, <u>refining,</u> and performing dances of different forms or styles	c. practicing, refining, and performing dances of different forms or styles with <u>moderate stylistic fluency</u>	c. practicing, refining, and performing different dance forms or styles with a <u>high level of stylistic fluency</u>

<p>Dance Enduring Understanding 3 Communication – Personal expression and meaning is achieved through the movement of the human body, communicating ideas, values, and emotions.</p>					
<p>Elementary Assessment Targets Students demonstrate kinesthetic awareness, movement skills, rhythmic acuity, and a qualitative range when replicating dance phrases and dances.</p>		<p>Middle Level Assessment Targets Students demonstrate concentration, kinesthetic awareness, movement skills, rhythmic acuity, and use a qualitative range and phrasing when dancing.</p>		<p>High School Assessment Targets Students perform dances demonstrating concentration, kinesthetic awareness, rhythmic acuity, qualitative range, and artistic expression.</p>	
GSEs for Gr K-2		GSEs for Gr 3-4		GSEs for Gr 5-6	
D 3 (K-2) –1 Students demonstrate kinesthetic awareness and movement skills by...		D3 (3-4) –1 Students demonstrate kinesthetic awareness and movement skills by...		D 3 (5-6) –1 Students demonstrate kinesthetic awareness and movement skills by...	
a. exhibiting understanding of shapes, personal space, spatial relationships with other dancers, directions (forward, backward, sideways, diagonal, and turning), pathways (straight, curved, circular, diagonal, zigzag and combinations), levels (low, middle, high), and basic locomotor movements		a. <u>demonstrating concentration</u> while exhibiting awareness of relationships and spatial directions and pathways		a. demonstrating concentration while exhibiting awareness of relationships and <u>space,</u> and <u>describing how the body executes a movement</u>	
				a. demonstrating concentration while exhibiting an awareness of relationships and space, and <u>describing how a performed movement feels</u>	
				a. <u>demonstrating concentration while performing with awareness of the body,</u> relationships, and space	
				a. <u>performing with consistent use of awareness of the body,</u> relationships and space	

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b. demonstrating the following: balance on one or two legs, strength in major muscles, range of motion in joints, and sequential and simultaneous coordination while performing basic locomotor and non-locomotor movement	b. <u>demonstrating agility, and coordination while: performing simple movement patterns; starting, changing, and stopping movement; and performing a variety of movements (e.g., whole body/isolations)</u>	b. <u>demonstrating physical control and accurate memorization of movement in the execution of dance phrases</u>	b. demonstrating physical control and accurate memorization of movement in the execution of <u>different dance forms or styles</u>	b. <u>demonstrating strength, flexibility, agility, and coordination as appropriate to the form or style</u>	b. <u>demonstrating consistency in performing technical skills that require a great deal of strength, flexibility, agility and coordination as appropriate to the form or style</u>
D 3 (K-2) –2 Students demonstrate rhythmic acuity by...	D3 (3-4) –2 Students demonstrate rhythmic acuity by...	D 3 (5-6) –2 Students demonstrate rhythmic acuity by...	D 3 (7-8) –2 Students demonstrate rhythmic acuity by...	D 3 (9-12) - 2 Students demonstrate rhythmic acuity by...	D 3 (9-12) Ext- 2 Students demonstrate rhythmic acuity by...
a. dancing in different tempos in response to changes in music or accompaniment	a. <u>dancing in relation to and in coordination with changes in rhythm and meter and repeating a rhythmic pattern of movement</u>	a. dancing in relation to and in coordination with <u>various tempos, time signatures, and accented beats</u>	a. dancing in relation to and in coordination with <u>changes in rhythm and meter in even and syncopated rhythms</u>	a. <u>performing rhythmic patterns and phrasing and maintaining tempo (when applicable)</u>	a. <u>embedding the complexity of the rhythms throughout the whole body, as required by the dance</u>
D 3 (K-2) –3 Students demonstrate qualitative range and phrasing by...	D 3 (3-4) –3 Students demonstrate qualitative range and phrasing by...	D3 (5-6) –3 Students demonstrate qualitative range and phrasing by...	D 3 (7-8) –3 Students demonstrate qualitative range and phrasing by...	D 3 (9-12) – 3 Students demonstrate qualitative range and phrasing by...	D 3 (9-12) Ext– 3 Students demonstrate qualitative range and phrasing by...
a. initiating a variety of locomotor and non-locomotor movements when given different stimuli	a. <u>demonstrating a range of space, time, weight, and flow (force/energy) concepts (e.g., through dancing opposites: strong/weak, rise/sink)</u>	a. <u>identifying and incorporating a variety of space, time, weight, and flow (force/energy) qualities in locomotor and non -locomotor movement</u>	a. <u>demonstrating ability and skill in applying space, time, weight, and flow (force/energy) in reproducing movement phrases</u>	a. <u>presenting movement with clarity of intention of the body in space, time, weight and flow (force/energy)</u>	a. <u>presenting movement with a clear and strong intention of the body in space, time, weight and flow</u>
b. replicating combinations of movements	b. <u>replicating dance phrases (e.g., sentences)</u>	b. <u>organizing dance phrases (sentences) that make sense for the concept or idea</u>	b. <u>demonstrating artistic expression and understanding of dance phrasing (e.g., climax, ebb and flow, breath rhythms)</u>	b. <u>using artistic expression and understanding of phrasing to organize performance</u>	b. <u>performing with artistic expression and a heightened sense of personal phrasing, clearly presenting high and low points</u>
c. performing movement phrases or short dances with classmates	c. <u>demonstrating focus while dancing</u>	c. <u>demonstrating sustained focus while dancing</u>	c. <u>demonstrating focus on the execution of the movement and communication of the concept</u>	c. <u>demonstrating commitment to the movement and concept</u>	c. <u>demonstrating full commitment to the movement and concept</u>

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Dance Enduring Understanding 4					
Aesthetic Judgment- Knowledge of dance as an art form is used to reflect on and evaluate the work of self and others.					
Elementary Assessment Target		Middle Level Assessment Target		High School Assessment Target	
Students identify and discuss differences and similarities between or among dances.		Students identify and compare how movement and choreographic choices are used to communicate for an intended purpose.		Students interpret, analyze, and evaluate choreography and performance of others.	
Students explain what a dance communicates and reflect on, evaluate, and revise performed movement of self or others.		Students describe, analyze, evaluate, and revise choreography or performance of self and others.		Students reflect on, evaluate, and revise choreography or performance of self.	
GSEs for Grades K-2	GSEs for Grades 3-4	GSEs for Grades 5-6	GSEs for Grades 7-8	GSEs for Gr 9-12	HS Extensions
D 4 (K-2) –1 Students demonstrate understanding of dance forms and styles, techniques and elements, and choreographic processes and principles by...	D4 (3-4) –1 Students demonstrate understanding of dance forms and styles, techniques and elements, and choreographic processes and principles by...	D4 (5-6) –1 Students demonstrate understanding of dance forms and styles, techniques and elements, and choreographic processes and principles by...	D 4 (7-8) –1 Students demonstrate understanding of dance forms and styles, techniques and elements, and choreographic processes and principles by...	D 4 (9-12) –1 Students demonstrate understanding of dance forms and styles, techniques and elements, and choreographic processes and principles by...	D 4 (9-12) Ext–1 Students demonstrate understanding of dance forms and styles, techniques and elements, and choreographic processes and principles by...
a. identifying and describing basic elements that distinguish one dance from another (e.g., speed, clothing, music, setting)	a. identifying, describing and comparing elements <u>between and among dances</u>	a. <u>comparing the movement and choreographic choices of different dance compositions or dances</u>	a. comparing how the movements and choreographic choices <u>support or don't support the main idea, theme, or feeling of the dance</u>	a. <u>analyzing how movements and structure support the main ideas, theme, or feeling of the dance</u>	a. <u>providing insightful comments about the nature of a particular dance and its meaning and selecting specific moments within the performance that support these assertions</u>
D4 (K-2) -2 Students analyze construction and achievement of effect or affect by...	D4 (3-4) -2 Students analyze construction and achievement of effect or affect by...	D 4 (5-6) -2 Students analyze construction and achievement of effect or affect by...	D 4 (7-8) -2 Students analyze construction and achievement of effect or affect by...	D4 (9-12) -2 Students analyze construction and achievement of effect or affect by...	D4 (9-12) Ext- 2 Students analyze construction and achievement of effect or affect by...
a. discussing performed movement with others and refining that movement	a. <u>evaluating and revising performed movement to fulfill its purpose</u>	a. evaluating and revising performed movement <u>and choreography</u> to fulfill its purpose	a. evaluating and revising performed movement and choreography to fulfill its purpose	a. evaluating, editing, and revising choreography or performance	a. evaluating, editing, and revising choreography and performance
b. experiencing what a dance communicates or expresses	b. explaining what a dance communicates or expresses	b. <u>observing or performing a dance and analyzing its construction</u>	b. observing or performing a dance, analyzing its construction, and <u>evaluating its effectiveness</u>	b. <u>critically analyzing, interpreting, and evaluating observed or performed dance (using dance terminology)</u>	b. critically analyzing, interpreting, and evaluating observed or performed dance (using dance terminology)

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