

The core expectations in the Arts/Dance curriculum are...

Body, space, time, energy and relationship in the context of movement, the communication of ideas through movement, recognizing similarities and differences and exploring forms of movement and their cultural context.

The core expectations of the Social Studies curriculum that relate to Dance are....

Learning about the social origins and daily life of early societies, and comparing life in the past to present day

Criteria	Level 1	Level 2	Level 3	Level 4
A.1- understanding of movement and its connection to body, space, time, energy and relationship.	Student demonstrated a limited understanding of mechanical movement & personal space.	Student demonstrated a reasonable understanding of mechanical movement, space time (tempo, rhythm, etc.)	Student demonstrated a good understanding of mechanical movement, space, time (tempo, rhythm, etc.), energy and the relationship between the different movements & communication.	Student demonstrated an excellent understanding of mechanical movement, space, time (tempo, rhythm, etc.), energy and the relationship between the different movements & communication.
A.2 - understanding the similarities & differences between dance styles and the relationship of movement/dance and culture	Student demonstrated a limited understanding of the similarities & differences of dance styles and the relationship of movement/dance & culture.	Student demonstrated a reasonable understanding of the similarities & differences of dance styles and the relationship of movement/dance & culture.	Student demonstrated a good understanding of the similarities & differences of dance styles and the relationship of movement/dance & culture.	Student demonstrated an excellent understanding of the similarities & differences of dance styles and the relationship of movement/dance & culture.
A.3 - understanding of the way that their daily lives differ from the lives of young people from different backgrounds and historical periods	Student demonstrated limited ability to compare their daily life to that of the cultures and time periods that were presented.	Student demonstrated a reasonable ability to compare their daily life to that of the cultures and time periods that were presented.	Student demonstrated a good ability to compare their daily life to that of the cultures and time periods that were presented.	Student demonstrated an excellent ability to compare their daily life to that of the cultures and time periods that were presented.