

# Montana Model Curriculum Guide for the Arts

# DANCE

2016



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## Introduction

This model curriculum guide outlines the Montana Arts Content Standards. These standards were adopted by the Montana Board of Public Education in July of 2016, with an effective date of July 1, 2017.

The Montana Arts Content Standards embrace the idea of **Artistic Literacy** – the ability of students to create art, perform and present art, respond or critique art, and connect art to their lives and the world around them. The arts are essential to a world-class education. Studying the arts helps to develop critical habits of mind—creativity, collaboration, communication and critical thinking that lead to college, career and civic readiness. These skills have been recognized as essential to lifelong success both in and out of school by a variety of education and civic leaders, including the National Association of State Boards of Education, the Education Commission of the States, and The Conference Board.

The revised Montana Standards for Arts in the Administrative Rules of Montana (ARM) borrow their structure from the [2014 Voluntary National Core Arts Standards](#). They contain substantive changes from the 2000 Montana Standards for Arts.

### *Highlights of the changes*

- The standards move from general content standards across all artistic disciplines to five distinct artistic disciplines: visual arts, media arts, dance, theatre and music.
- The music standards reflect that music education in Montana encompasses different kinds of musical learning in elementary, middle, and high school.
- The five artistic disciplines now include media arts standards in order to support artistic literacy in the areas of film, animation, and digital art making. The media arts standards are designed to supplement any existing Career and Technical Education industry standards in the digital communications area.
- The standards are organized by grade level for grades K-5 and by grade band for grades 6-8 and 9-12.
- The standards integrate Montana’s Indian Education for All, acknowledging the contribution of native tribes to Montana’s rich artistic and cultural life.

This model curriculum guide provides resources and guidance to educators as they align their arts curriculum to these standards. [Click here](#) to access a document that provides guiding principles for the arts. Essential questions and enduring understandings will also provide guidance for overall curriculum design and instructional practices. [Click here](#) to access a document that reviews the connections between the arts standards and the common core standards.

The Four Artistic Processes in the Montana Standards for Arts

<b>Creating</b> Conceiving and developing new artistic ideas and work	<b>Performing/Presenting/Producing</b> Realizing artistic ideas and work through interpretation and presentation	<b>Responding</b> Understanding and evaluating how the arts convey meaning	<b>Connecting</b> Relating artistic ideas and work with personal meaning and external context
Anchor Standard #1. Generate and conceptualize artistic ideas and work	Anchor Standard #4. Analyze, interpret, and select artistic work for presentation	Anchor Standard #7. Perceive and analyze artistic work	Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art
Anchor Standard #2. Organize and develop artistic ideas and work	Anchor Standard #5. Develop and refine artistic work for presentation	Anchor Standard #8. Construct meaningful interpretations of artistic work	Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding, including artistic ideas and works by American Indians
Anchor Standard #3. Refine and complete artistic work	Anchor Standard #6. Convey meaning through the presentation of artistic work	Anchor Standard #9. Apply criteria to evaluate artistic work	

*Note: Performing is the term preferred for Music, Theatre and Dance. Presenting is preferred for Visual Arts. Producing is preferred for Media Arts.*

Artistic Processes and Anchor Standards: K-12 View

Dance - Creating									
Anchor Standard #1: Generate and Conceptualize Artistic Ideas and Work									
Enduring Understanding: Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.									
Kindergarten	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup> -8 <sup>th</sup>	9th-12th	Discipline-Specific Vocabulary	Resources
respond in movement to a variety of sounds	experiment with movement inspired by a variety of sounds	explore movement inspired by a variety of sources	experiment with movement using a variety of sources	use elements of dance to create a series of movements	use elements of dance to create a movement series	create an original dance	analyze established dance forms to inform their own original dances	<a href="#">Dance Glossary</a>  <a href="#">National Core Arts Standards Glossary</a>	<a href="#">Create your own standards handbook</a>  <a href="#">Link to National Core Arts Standards pdf</a>  <a href="#">Link to OPI IEFA Resources</a>  <a href="#">Model Assessments</a>  <a href="#">The Arts and the Common Core (2014) – The College Board</a>
Essential Questions to consider as you align your curriculum to these standards: Where do choreographers get ideas for dances?									

Dance - Creating									
<b>Anchor Standard #2: Organize and develop artistic ideas and work.</b>									
<b>Enduring Understandings:</b> The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.									
Kindergarten	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup> -8 <sup>th</sup>	9th-12th	Discipline-Specific Vocabulary	Resources
explore dances with beginning, middle, and end	improvise a dance with beginning, middle, and end	create a dance sequence with a beginning, middle, and end	identify movement patterns and sequences	plan a dance sequence with a variety of movement patterns and structures	create a dance sequence that communicates an idea	create an original dance that communicates an idea	analyze dance patterns and sequences	<a href="#">Dance Glossary</a>  <a href="#">National Core Arts Standards Glossary</a>	<a href="#">Create your own standards handbook</a>  <a href="#">Link to National Core Arts Standards pdf</a>  <a href="#">Link to OPI IEFA Resources</a>  <a href="#">Model Assessments</a>  <a href="#">The Arts and the Common Core (2014) – The College Board</a>
<b>Essential Questions to consider as you align your curriculum to these standards:</b> What influences choice-making in creating choreography?									

Dance - Performing

**Anchor Standard #3: Refine and complete artistic work.**

**Enduring Understandings:** Choreographers analyze, evaluate, refine, and document their work to communicate meaning.

Kindergarten	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup> -8 <sup>th</sup>	9th-12th	Discipline-Specific Vocabulary	Resources
use improvised movement to change dance sequences	apply changes to movement in dance sequences	make choices to change movement in a dance sequence	describe differences in movement changes in dance sequences	revise and explain choices made in movement changes within dance sequences	revise and explain choices made to refine movement changes in dance sequences	revise movements in dance sequences based on artistic criteria	analyze and evaluate the impact of choices made in revising dance sequences	<a href="#">Dance Glossary</a> <a href="#">National Core Arts Standards Glossary</a>	<a href="#">Create your own standards handbook</a> <a href="#">Link to National Core Arts Standards pdf</a> <a href="#">Link to OPI IEFA Resources</a> <a href="#">Model Assessments</a> <a href="#">The Arts and the Common Core (2014) – The College Board</a>

**Essential Questions to consider as you align your curriculum to these standards:** How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?

Dance - Performing									
<b>Anchor Standard #4: Select, analyze, and interpret artistic work for presentation.</b>									
<b>Enduring Understandings:</b> Space, time, and energy are basic elements of dance.									
Kindergarten	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup> -8 <sup>th</sup>	9th-12th	Discipline-Specific Vocabulary	Resources
explore different movement qualities	identify movement qualities using simple dance vocabulary	correlate movement to music	choose specific movements to express intent in a dance sequence	demonstrate shapes and expand the range of movements in a dance sequence	perform dance sequences using a variety of rhythms	present dance sequences from a variety of genres and styles	present an expanded repertoire of movement and dance compositions	<a href="#">Dance Glossary</a>  <a href="#">National Core Arts Standards Glossary</a>	<a href="#">Create your own standards handbook</a>  <a href="#">Link to National Core Arts Standards pdf</a>  <a href="#">Link to OPI IEFA Resources</a>  <a href="#">Model Assessments</a>  <a href="#">The Arts and the Common Core (2014) – The College Board</a>
<b>Essential Questions to consider as you align your curriculum to these standards:</b> How do dancers work with space, time and energy to communicate artistic expression?									

Dance - Performing									
<b>Anchor Standard #5: Develop and refine artistic techniques and work for presentation.</b>									
<b>Enduring Understandings:</b> Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression									
Kindergarten	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup> -8 <sup>th</sup>	9th-12th	Discipline-Specific Vocabulary	Resources
coordinate dance movements with other dancers	demonstrate a range of movements while coordinating with other dancers	coordinate body movements and alignment with other dancers	identify technical dance skills that coordinate with other dancers	demonstrate technical dance skills that coordinate with other dancers	execute a series of dance sequences using technical dance skills	execute and coordinate technical dance skills in performance	use technical dance skills to perform in a variety of dance genres	<a href="#">Dance Glossary</a> <a href="#">National Core Arts Standards Glossary</a>	<a href="#">Create your own standards handbook</a> <a href="#">Link to National Core Arts Standards pdf</a> <a href="#">Link to OPI IEFA Resources</a> <a href="#">Model Assessments</a> <a href="#">The Arts and the Common Core (2014) – The College Board</a>
<b>Essential Questions to consider as you align your curriculum to these standards:</b> What must a dancer do to prepare the mind and body for artistic expression?									

Dance - Performing									
<b>Anchor Standard #6: Convey meaning through the presentation of artistic work.</b>									
<b>Enduring Understandings:</b> Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.									
Kindergarten	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup> -8 <sup>th</sup>	9th-12th	Discipline-Specific Vocabulary	Resources
identify production elements of a dance for and with others	use production elements in a dance for and with others	integrate basic production elements to perform a dance sequence for and with others	create production elements for a dance performance	use a variety of production elements to create a formal dance performance space	collaborate to adapt dance to performance venues	collaborate with others to design and execute a dance production	collaborate with others to produce a dance production that reflects the artistic intent of a dance performance	<a href="#">Dance Glossary</a>  <a href="#">National Core Arts Standards Glossary</a>	<a href="#">Create your own standards handbook</a>  <a href="#">Link to National Core Arts Standards pdf</a>  <a href="#">Link to OPI IEFA Resources</a>  <a href="#">Model Assessments</a>  <a href="#">The Arts and the Common Core (2014) – The College Board</a>
<b>Essential Questions to consider as you align your curriculum to these standards:</b> How does a dancer heighten artistry in a public performance?									

Dance - Responding

**Anchor Standard #7: Perceive and analyze artistic work.**

**Enduring Understandings:** Dance is perceived and analyzed to comprehend its meaning.

Kindergarten	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup> -8 <sup>th</sup>	9th-12th	Discipline-Specific Vocabulary	Resources
identify a movement that repeats in a dance	identify a movement that repeats in a dance to make a pattern	identify movements in a dance that develop a pattern	discuss a movement pattern that creates a dance sequence	compare movement patterns within a genre or style	analyze characteristics of diverse dance genres and styles	explain how the elements of dance are used to communicate intent in a variety of genres or styles	compare and contrast movement patterns and the elements of dance in a variety of genres and styles	<a href="#">Dance Glossary</a>  <a href="#">National Core Arts Standards Glossary</a>	<a href="#">Create your own standards handbook</a>  <a href="#">Link to National Core Arts Standards pdf</a>  <a href="#">Link to OPI IEFA Resources</a>  <a href="#">Model Assessments</a>  <a href="#">The Arts and the Common Core (2014) – The College Board</a>

**Essential Questions to consider as you align your curriculum to these standards:** How is a dance understood?

Dance - Responding									
<p><b>Anchor Standard #8: Construct meaningful interpretations of artistic work.</b>  <b>Enduring Understanding:</b> Dance is interpreted by considering intent, meaning, and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context.</p>									
Kindergarten	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup> -8 <sup>th</sup>	9th-12th	Discipline-Specific Vocabulary	Resources
observe movement and describe it	discuss selected movements from a dance using dance vocabulary	identify meaning and intent from the movement in a dance	explain how specific movements relate to the main idea of a dance	identify intent of a dance by relating the movements, ideas, and context using dance vocabulary	explain how movement can communicate meaning and intent in a dance using dance vocabulary	explain relationships among the elements of dance that support intent	analyze and interpret how elements of dance contribute to artistic expression across genres and styles	<a href="#">Dance Glossary</a>  <a href="#">National Core Arts Standards Glossary</a>	<a href="#">Create your own standards handbook</a>  <a href="#">Link to National Core Arts Standards pdf</a>  <a href="#">Link to OPI IEFA Resources</a>  <a href="#">Model Assessments</a>  <a href="#">The Arts and the Common Core (2014) – The College Board</a>
<p><b>Essential Questions to consider as you align your curriculum to these standards:</b> How is dance interpreted?</p>									

Dance - Responding									
<b>Anchor Standard #9: Apply criteria to evaluate artistic work.</b>									
<b>Enduring Understanding:</b> Criteria for evaluating dance vary across genres, styles, and cultures.									
Kindergarten	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup> -8 <sup>th</sup>	9th-12th	Discipline-Specific Vocabulary	Resources
identify criteria to describe movement in dance	use criteria to identify and demonstrate movements in dance	use criteria to describe dance movements from a specific genre	use criteria to identify characteristic movements in dances from a variety of genres	discuss and demonstrate the movement characteristics of a dance	use criteria to compare characteristic movements in dances from a variety of genres and styles	use criteria to determine what makes an effective performance	analyze the artistic expression of a dance and discuss insights using criteria and genre-specific dance vocabulary	<a href="#">Dance Glossary</a>  <a href="#">National Core Arts Standards Glossary</a>	<a href="#">Create your own standards handbook</a>  <a href="#">Link to National Core Arts Standards pdf</a>  <a href="#">Link to OPI IEFA Resources</a>  <a href="#">Model Assessments</a>  <a href="#">The Arts and the Common Core (2014) – The College Board</a>
<b>Essential Questions to consider as you align your curriculum to these standards:</b> What criteria are used to evaluate dance?									

Dance - Connecting

**Anchor Standard #10: Synthesize and relate knowledge and personal experiences to create art.**

**Enduring Understanding:** As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.

Kindergarten	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup> -8 <sup>th</sup>	9th-12th	Discipline-Specific Vocabulary	Resources
identify an emotion expressed in a dance	identify the movements in a dance that relate to a familiar experience	create and perform a dance that expresses personal meaning	create movement based on an event or issue	explain how the main idea of a dance is similar to or different from personal experience	analyze dances with contrasting themes	create a movement sequence of two contrasting ideas	perform a dance inspired by a topic of interest	<a href="#">Dance Glossary</a> <a href="#">National Core Arts Standards Glossary</a>	<a href="#">Create your own standards handbook</a> <a href="#">Link to National Core Arts Standards pdf</a> <a href="#">Link to OPI IEFA Resources</a> <a href="#">Model Assessments</a> <a href="#">The Arts and the Common Core (2014) – The College Board</a>

**Essential Questions to consider as you align your curriculum to these standards:** How does dance deepen our understanding of ourselves, other knowledge, and events around us?

Dance - Connecting									
<b>Anchor Standard #11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding, including artistic ideas and works by American Indians.</b>									
<b>Enduring Understanding:</b> Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.									
Kindergarten	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup> -8 <sup>th</sup>	9th-12th	Discipline-Specific Vocabulary	Resources
replicate movement in dances	demonstrate and describe movements in dances	discuss dances and the relationship between the types of movement and the dancers	explain what the movements of a dance may communicate about culture	describe how specific movements of a dance relate to culture and time period	describe how specific movements or qualities of a dance communicate the ideas and perspectives of culture	analyze how dances from a variety of cultures and time periods reveal ideas and perspectives	analyze how dances from a variety of cultures and time periods communicate specific purpose and meaning	<a href="#">Dance Glossary</a>  <a href="#">National Core Arts Standards Glossary</a>	<a href="#">Create your own standards handbook</a>  <a href="#">Link to National Core Arts Standards pdf</a>  <a href="#">Link to OPI IEFA Resources</a>  <a href="#">Model Assessments</a>  <a href="#">The Arts and the Common Core (2014) – The College Board</a>
<b>Essential Questions to consider as you align your curriculum to these standards:</b> How does knowing about societal, cultural, historical and community experiences expand dance literacy?									

Artistic Processes and Anchor Standards: Grade by Grade View

Dance – Kindergarten		
<b>CREATING</b>	<b>Discipline-Specific Vocabulary</b>  <a href="#">Dance Glossary</a>  <a href="#">National Core Arts Standards Glossary</a>	<b>Resources</b>  <a href="#">Create your own standards handbook</a>  <a href="#">Link to National Core Arts Standards pdf</a>  <a href="#">Link to OPI IEFA Resources</a>  <a href="#">Model Assessments</a>  <a href="#">The Arts and the Common Core (2014) – The College Board</a>
<b>Anchor Standard #1: Generate and conceptualize artistic ideas and work.</b> respond in movement to a variety of sounds <b>Anchor Standard #2: Organize and develop artistic ideas and work.</b> explore dances with beginning, middle, and end <b>Anchor Standard #3: Refine and complete artistic work.</b> use improvised movement to change dance sequences		
<b>PERFORMING</b>		
<b>Anchor Standard #4: Select, analyze, and interpret artistic work for presentation.</b> explore different movement qualities <b>Anchor Standard #5: Develop and refine artistic techniques and work for presentation.</b> coordinate dance movements with other dancers <b>Anchor Standard #6: Convey meaning through the presentation of artistic work.</b> identify production elements of a dance for and with others		
<b>RESPONDING</b>		
<b>Anchor Standard #7: Perceive and analyze artistic work.</b> identify a movement that repeats in a dance <b>Anchor Standard #8: Construct meaningful interpretations of artistic works.</b> observe movement and describe it <b>Anchor Standard #9: Apply criteria to evaluate artistic work.</b> identify criteria to describe movement in dance		
<b>CONNECTING</b>		
<b>Anchor Standard #10: Synthesize and relate knowledge and personal experiences to make art.</b> identify an emotion expressed in a dance <b>Anchor Standard #11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding, including traditional and contemporary artistic ideas and works by American Indians.</b> replicate movement in dances		

Dance – First Grade		
<b>CREATING</b>	<b>Discipline-Specific Vocabulary</b>  <a href="#">Dance Glossary</a>  <a href="#">National Core Arts Standards Glossary</a>	<b>Resources</b>  <a href="#">Create your own standards handbook</a>  <a href="#">Link to National Core Arts Standards pdf</a>  <a href="#">Link to OPI IEFA Resources</a>  <a href="#">Model Assessments</a>  <a href="#">The Arts and the Common Core (2014) – The College Board</a>
<b>Anchor Standard #1: Generate and conceptualize artistic ideas and work.</b> experiment with movement inspired by a variety of sounds <b>Anchor Standard #2: Organize and develop artistic ideas and work.</b> improvise a dance with beginning, middle, and end <b>Anchor Standard #3: Refine and complete artistic work.</b> apply changes to movement in dance sequences		
<b>PERFORMING</b>		
<b>Anchor Standard #4: Select, analyze, and interpret artistic work for presentation.</b> identify movement qualities using simple dance vocabulary <b>Anchor Standard #5: Develop and refine artistic techniques and work for presentation.</b> demonstrate a range of movements while coordinating with other dancers <b>Anchor Standard #6: Convey meaning through the presentation of artistic work.</b> use production elements in a dance for and with others		
<b>RESPONDING</b>		
<b>Anchor Standard #7: Perceive and analyze artistic work.</b> identify a movement that repeats in a dance to make a pattern <b>Anchor Standard #8: Construct meaningful interpretations of artistic works.</b> discuss selected movements from a dance using dance vocabulary <b>Anchor Standard #9: Apply criteria to evaluate artistic work.</b> use criteria to identify and demonstrate movements in dance		
<b>CONNECTING</b>		
<b>Anchor Standard #10: Synthesize and relate knowledge and personal experiences to make art.</b> identify the movements in a dance that relate to a familiar experience <b>Anchor Standard #11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding, including traditional and contemporary artistic ideas and works by American Indians.</b> demonstrate and describe movements in dances		

Dance – Second Grade

CREATING	Discipline-Specific Vocabulary	Resources
<p><b>Anchor Standard #1: Generate and conceptualize artistic ideas and work.</b> explore movement inspired by a variety of sources</p> <p><b>Anchor Standard #2: Organize and develop artistic ideas and work.</b> create a dance sequence with a beginning, middle, and end</p> <p><b>Anchor Standard #3: Refine and complete artistic work.</b> make choices to change movement in a dance sequence</p>	<p><a href="#">Dance Glossary</a></p> <p><a href="#">National Core Arts Standards Glossary</a></p>	<p><a href="#">Create your own standards handbook</a></p> <p><a href="#">Link to National Core Arts Standards pdf</a></p>
PERFORMING		
<p><b>Anchor Standard #4: Select, analyze, and interpret artistic work for presentation.</b> correlate movement to music</p> <p><b>Anchor Standard #5: Develop and refine artistic techniques and work for presentation.</b> coordinate body movements and alignment with other dancers</p> <p><b>Anchor Standard #6: Convey meaning through the presentation of artistic work.</b> integrate basic production elements to perform a dance sequence for and with others</p>		<p><a href="#">Link to OPI IEFA Resources</a></p> <p><a href="#">Model Assessments</a></p>
RESPONDING		
<p><b>Anchor Standard #7: Perceive and analyze artistic work.</b> identify movements in a dance that develop a pattern</p> <p><b>Anchor Standard #8: Construct meaningful interpretations of artistic works.</b> identify meaning and intent from the movement in a dance</p> <p><b>Anchor Standard #9: Apply criteria to evaluate artistic work.</b> use criteria to describe dance movements from a specific genre</p>		<p><a href="#">The Arts and the Common Core (2014) – The College Board</a></p>
CONNECTING		
<p><b>Anchor Standard #10: Synthesize and relate knowledge and personal experiences to make art.</b> create and perform a dance that expresses personal meaning</p> <p><b>Anchor Standard #11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding, including traditional and contemporary artistic ideas and works by American Indians.</b> discuss dances and the relationship between the types of movement and the dancers</p>		

Dance – Third Grade		
<b>CREATING</b>	<b>Discipline-Specific Vocabulary</b>  <a href="#">Dance Glossary</a>  <a href="#">National Core Arts Standards Glossary</a>	<b>Resources</b>
<b>Anchor Standard #1: Generate and conceptualize artistic ideas and work.</b> experiment with movement using a variety of sources <b>Anchor Standard #2: Organize and develop artistic ideas and work.</b> identify movement patterns and sequences <b>Anchor Standard #3: Refine and complete artistic work.</b> describe differences in movement changes in dance sequences		<a href="#">Create your own standards handbook</a>  <a href="#">Link to National Core Arts Standards pdf</a>
<b>PERFORMING</b>		<a href="#">Link to OPI IEFA Resources</a>  <a href="#">Model Assessments</a>
<b>Anchor Standard #4: Select, analyze, and interpret artistic work for presentation.</b> choose specific movements to express intent in a dance sequence <b>Anchor Standard #5: Develop and refine artistic techniques and work for presentation.</b> identify technical dance skills that coordinate with other dancers <b>Anchor Standard #6: Convey meaning through the presentation of artistic work.</b> create production elements for a dance performance		<a href="#">The Arts and the Common Core (2014) – The College Board</a>
<b>RESPONDING</b>		
<b>Anchor Standard #7: Perceive and analyze artistic work.</b> discuss a movement pattern that creates a dance sequence <b>Anchor Standard #8: Construct meaningful interpretations of artistic works.</b> explain how specific movements relate to the main idea of a dance <b>Anchor Standard #9: Apply criteria to evaluate artistic work.</b> use criteria to identify characteristic movements in dances from a variety of genres		
<b>CONNECTING</b>		
<b>Anchor Standard #10: Synthesize and relate knowledge and personal experiences to make art.</b> create movement based on an event or issue <b>Anchor Standard #11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding, including traditional and contemporary artistic ideas and works by American Indians.</b> explain what the movements of a dance may communicate about culture		

Dance – Fourth Grade		
<b>CREATING</b>	<b>Discipline-Specific Vocabulary</b>  <a href="#">Dance Glossary</a>  <a href="#">National Core Arts Standards Glossary</a>	<b>Resources</b>
<b>Anchor Standard #1: Generate and conceptualize artistic ideas and work.</b> use elements of dance to create a series of movements <b>Anchor Standard #2: Organize and develop artistic ideas and work.</b> plan a dance sequence with a variety of movement patterns and structures <b>Anchor Standard #3: Refine and complete artistic work.</b> revise and explain choices made in movement changes within dance sequences		<a href="#">Create your own standards handbook</a>  <a href="#">Link to National Core Arts Standards pdf</a>
<b>PERFORMING</b>		<a href="#">Link to OPI IEFA Resources</a>  <a href="#">Model Assessments</a>
<b>Anchor Standard #4: Select, analyze, and interpret artistic work for presentation.</b> demonstrate shapes and expand the range of movements in a dance sequence <b>Anchor Standard #5: Develop and refine artistic techniques and work for presentation.</b> demonstrate technical dance skills that coordinate with other dancers <b>Anchor Standard #6: Convey meaning through the presentation of artistic work.</b> use a variety of production elements to create a formal dance performance space		<a href="#">The Arts and the Common Core (2014) – The College Board</a>
<b>RESPONDING</b>		
<b>Anchor Standard #7: Perceive and analyze artistic work.</b> compare movement patterns within a genre or style <b>Anchor Standard #8: Construct meaningful interpretations of artistic works.</b> identify intent of a dance by relating the movements, ideas, and context using dance vocabulary <b>Anchor Standard #9: Apply criteria to evaluate artistic work.</b> discuss and demonstrate the movement characteristics of a dance		
<b>CONNECTING</b>		
<b>Anchor Standard #10: Synthesize and relate knowledge and personal experiences to make art.</b> explain how the main idea of a dance is similar to or different from personal experience <b>Anchor Standard #11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding, including traditional and contemporary artistic ideas and works by American Indians.</b> describe how specific movements of a dance relate to culture and time period		

Dance – Fifth Grade		
<b>CREATING</b>	<b>Discipline-Specific Vocabulary</b>  <a href="#">Dance Glossary</a>  <a href="#">National Core Arts Standards Glossary</a>	<b>Resources</b>
<b>Anchor Standard #1: Generate and conceptualize artistic ideas and work.</b> use elements of dance to create a movement series <b>Anchor Standard #2: Organize and develop artistic ideas and work.</b> create a dance sequence that communicates an idea <b>Anchor Standard #3: Refine and complete artistic work.</b> revise and explain choices made to refine movement changes in dance sequences		<a href="#">Create your own standards handbook</a>  <a href="#">Link to National Core Arts Standards pdf</a>
<b>PERFORMING</b>		<a href="#">Link to OPI IEFA Resources</a>  <a href="#">Model Assessments</a>
<b>Anchor Standard #4: Select, analyze, and interpret artistic work for presentation.</b> perform dance sequences using a variety of rhythms <b>Anchor Standard #5: Develop and refine artistic techniques and work for presentation.</b> execute a series of dance sequences using technical dance skills <b>Anchor Standard #6: Convey meaning through the presentation of artistic work.</b> collaborate to adapt dance to performance venues		<a href="#">The Arts and the Common Core (2014) – The College Board</a>
<b>RESPONDING</b>		
<b>Anchor Standard #7: Perceive and analyze artistic work.</b> analyze characteristics of diverse dance genres and styles <b>Anchor Standard #8: Construct meaningful interpretations of artistic works.</b> explain how movement can communicate meaning and intent in a dance using dance vocabulary <b>Anchor Standard #9: Apply criteria to evaluate artistic work.</b> use criteria to compare characteristic movements in dances from a variety of genres and styles		
<b>CONNECTING</b>		
<b>Anchor Standard #10: Synthesize and relate knowledge and personal experiences to make art.</b> analyze dances with contrasting themes <b>Anchor Standard #11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding, including traditional and contemporary artistic ideas and works by American Indians.</b> describe how specific movements or qualities of a dance communicate the ideas and perspectives of culture		

Dance – Sixth - Eighth Grades		
<b>CREATING</b>	<b>Discipline-Specific Vocabulary</b>  <a href="#">Dance Glossary</a>  <a href="#">National Core Arts Standards Glossary</a>	<b>Resources</b>
<b>Anchor Standard #1: Generate and conceptualize artistic ideas and work.</b> create an original dance <b>Anchor Standard #2: Organize and develop artistic ideas and work.</b> create an original dance that communicates an idea <b>Anchor Standard #3: Refine and complete artistic work.</b> revise movements in dance sequences based on artistic criteria		<a href="#">Create your own standards handbook</a>  <a href="#">Link to National Core Arts Standards pdf</a>
<b>PERFORMING</b>		<a href="#">Link to OPI IEFA Resources</a>  <a href="#">Model Assessments</a>
<b>Anchor Standard #4: Select, analyze, and interpret artistic work for presentation.</b> present dance sequences from a variety of genres and styles <b>Anchor Standard #5: Develop and refine artistic techniques and work for presentation.</b> execute and coordinate technical dance skills in performance <b>Anchor Standard #6: Convey meaning through the presentation of artistic work.</b> collaborate with others to design and execute a dance production		<a href="#">The Arts and the Common Core (2014) – The College Board</a>
<b>RESPONDING</b>		
<b>Anchor Standard #7: Perceive and analyze artistic work.</b> explain how the elements of dance are used to communicate intent in a variety of genres or styles <b>Anchor Standard #8: Construct meaningful interpretations of artistic works.</b> explain relationships among the elements of dance that support intent <b>Anchor Standard #9: Apply criteria to evaluate artistic work.</b> use criteria to determine what makes an effective performance		
<b>CONNECTING</b>		
<b>Anchor Standard #10: Synthesize and relate knowledge and personal experiences to make art.</b> create a movement sequence of two contrasting ideas <b>Anchor Standard #11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding, including traditional and contemporary artistic ideas and works by American Indians.</b> analyze how dances from a variety of cultures and time periods reveal ideas and perspectives		

Dance – Ninth - Twelfth Grades		
<b>CREATING</b>	<b>Discipline-Specific Vocabulary</b>  <a href="#">Dance Glossary</a>  <a href="#">National Core Arts Standards Glossary</a>	<b>Resources</b>
<b>Anchor Standard #1: Generate and conceptualize artistic ideas and work.</b> analyze established dance forms to inform their own original dances <b>Anchor Standard #2: Organize and develop artistic ideas and work.</b> analyze dance patterns and sequences <b>Anchor Standard #3: Refine and complete artistic work.</b> analyze and evaluate the impact of choices made in revising dance sequences		<a href="#">Create your own standards handbook</a>  <a href="#">Link to National Core Arts Standards pdf</a>
<b>PERFORMING</b>		<a href="#">Link to OPI IEFA Resources</a>  <a href="#">Model Assessments</a>
<b>Anchor Standard #4: Select, analyze, and interpret artistic work for presentation.</b> present an expanded repertoire of movement and dance compositions <b>Anchor Standard #5: Develop and refine artistic techniques and work for presentation.</b> use technical dance skills to perform in a variety of dance genres <b>Anchor Standard #6: Convey meaning through the presentation of artistic work.</b> collaborate with others to produce a dance production that reflects the artistic intent of a dance performance		<a href="#">The Arts and the Common Core (2014) – The College Board</a>
<b>RESPONDING</b>		
<b>Anchor Standard #7: Perceive and analyze artistic work.</b> compare and contrast movement patterns and the elements of dance in a variety of genres and styles <b>Anchor Standard #8: Construct meaningful interpretations of artistic works.</b> analyze and interpret how elements of dance contribute to artistic expression across genres and styles <b>Anchor Standard #9: Apply criteria to evaluate artistic work.</b> analyze the artistic expression of a dance and discuss insights using criteria and genre-specific dance vocabulary		
<b>CONNECTING</b>		
<b>Anchor Standard #10: Synthesize and relate knowledge and personal experiences to make art.</b> perform a dance inspired by a topic of interest <b>Anchor Standard #11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding, including traditional and contemporary artistic ideas and works by American Indians.</b> analyze how dances from a variety of cultures and time periods communicate specific purpose and meaning		

## Glossary

*adapted from the National Core Arts DANCE STANDARDS* <http://www.nationalartsstandards.org/content/glossary>

**aesthetic** - a set of principles concerned with the nature and appreciation of beauty

**alignment** - the process of adjusting the skeletal and muscular system to gravity to support effective functionality

**alternative performance venue** - a performance site other than a standard Western style theater (for example, classroom, site specific venue, or natural environment)

**anatomical principles** - the way the human body's skeletal, muscular and vascular systems work separately and in coordination

**artistic criteria** - aspects of craft and skill used to fulfill artistic intent

**artistic expression** - The manifestations of artistic intent through dance, drama music, poetry, fiction, painting, sculpture or other artistic media. In dance, this involves the dance and the dancers within a context.

**artistic intent** - the purpose, main idea, and expressive or communicative goal(s) of a dance composition study, work, or performance.

**artistic statement** - an artist's verbal or written introduction of their work from their own perspective to convey the deeper meaning or purpose

**body patterning** - neuromuscular patterns (for example, core-distal, head-tail, homologous [upper-lower], homo-lateral [same-side], cross-lateral [crossing the body midline])

**body-mind principles** - concepts explored and/or employed to support body-mind connections (for example, breath, awareness of the environment, grounding, movement initiation, use of imagery, intention, inner-outer, stability-mobility)

**body-use** - the ways in which movement patterns and body parts are used in movement and dance practice; descriptive method of identifying patterns

**bound movement** - an "effort element" from Laban Movement Analysis in which energy flow is constricted

**Capstone Project** - a culminating performance-based assessment that determines what 12<sup>th</sup> graders should know and be able to do in various educational disciplines; usually based on research and the development of a major product or project that is an extension of the research

**choreographic devices** - manipulation of dance movement, sequences or phrases (repetition, inversion, accumulation, canon, retrograde, call and response)

**codified movement** - common motion or motions set in a particular style that often have specific names and expectations associated with it

**context cues** - information obtained from the dance that helps one understand or comprehend meaning and intent from a movement, group of movements, or a dance as a whole; requires seeing relationships between movements and making inferences about the meaning or intent often gleaned from visual, auditory, or sensory stimuli

**contrapuntal** - an adjective that describes the noun counterpoint; music that has at least two melodic lines (voices) played simultaneously against each other; in dance, at least two movement patterns, sequences or phrases danced simultaneously using different body parts or performed by different dancers.

**cultural movement practice** - physical movements of a dance that are associated with a particular country, community, or people

**dance literacy** - the total experience of dance learning that includes the doing and knowing about dance: dance skills and techniques, dance making, knowledge and understanding of dance vocabulary, dance history, dance from different cultures, dance genres, repertory, performers and choreographers, dance companies, and dance notation and preservation.

**dance movement principles** - fundamentals related to the craft and skill with which dance movement is performed (for example, the use of dynamic alignment, breath support, core support, rotation, initiation and sequencing, and weight shift)

**dance phrase** - a brief sequence of related movements that have a sense of continuity and artistic or rhythmic completion

**dance structures** - the organization of choreography and movement to fulfill the artistic intent of a dance or dance study (for example, AB, ABA or theme and variation); often referred to as choreographic form

**dance study** - a short dance that is comprised of several dance phrases based on an artistic idea

**dance techniques** - the tools and skills needed to produce a particular style of movement

**dance terminology** - vocabulary used to describe dance and dance experiences

**simple dance terminology** (Tier 1/PreK-2): basic pedestrian language (for example, locomotor words walk, run, tip-toe, slither, roll, crawl, jump, march, and gallop; and non-locomotor words bend, twist, turn, open and close)

**basic dance terminology** (Tier 2/grades 3-5): vocabulary used to describe dance movement techniques, structures, works, and experiences that are widely shared in the field of dance (for example, stage terminology, compositional vocabulary, language defining dance structures and devices, anatomical references, dance techniques such as alignment or “line”)

**genre-specific dance terminology** (Tier 3/grades 6 up): words used to describe movement within specific dance forms ballet, contemporary, culturally-specific dance, funk, hip-hop, jazz, modern, tap, and others (for example, in Polynesian dance (Hula), auwana, kahiko, halau, kaholo, uwehe, ami); in ballet: glissade, pas de bouree, pas de chat, arabesque; in jazz: kick ball change, pencil turn, jazz walk, jazz run; in modern: contraction, triplets, spiral, pivot turn; and in tap: shuffle-step, cramp roll, riff, wing, time step

**dance work** - a complete dance that has a beginning, middle (development), and end

**dynamics** - the qualities or characteristics of movement which lend expression and style; also called “efforts,” or “energy (for example, lyrical, sustained, quick, light, or strong)

**elements of dance** - the key components of movement; movement of the body using space, time, and energy; often referred to as the elements of movement; see [Elements of Dance Organizer](#) by Perpich Center for Arts Education (used with permission).

**embody** - to physicalize a movement, concept or idea through the body

**energy** - the dynamic quality, force, attach, weight, and flow of movement.

**evaluative criteria** - the definition of values and characteristics with which dance can be assessed; factors to be considered to attain an aesthetically satisfying dance composition or performance

**explore** - investigate multiple movement possibilities to learn more about an idea

**free flowing movement** - an “effort element” from Laban Movement Analysis in which energy is continuous

**functional alignment** - the organization of the skeleton and musculature in a relationship to gravity that supports safe and efficient movement while dancing

**general space** - spatial orientation that is not focused towards one area of a studio or stage

**genre** - a category of dance characterized by similarities in form, style, purpose, or subject matter (for example, ballet, hip hop, modern, ballroom, cultural practices)

**kinesthetic awareness** - pertaining to sensations and understanding of bodily movement

**locomotor** - movement that travels from one location to another or in a pathway through space (for example, in PreK, walk, run, tip-toe, slither, roll, crawl, jump, march, gallop; in Kindergarten, the addition of prance, hop, skip, slide, leap)

**movement characteristics** the qualities, elements, or dynamics that describe or define a movement

**movement phrase** - a brief sequence of related movements that have a sense of continuity and artistic or rhythmic completion

**movement problem** - a specific focus that requires one find a solution and complete a task; gives direction and exploration in composition

**movement vocabulary** - codified or personal movement characteristics that define a movement style

**negative space** - the area (space) around and between the dancer(s) or dance images(s) in a dance

**non-locomotor** - movement that remains in place; movement that does not travel from one location to another or in a pathway through space for example, in PreK, bend, twist, turn, open, close; in Kindergarten, swing, sway, spin, reach, pull)

**performance etiquette** - performance values and expected behaviors when rehearsing or performing (for instance, no talking while the dance is in progress, no chewing gum, neat and appropriate appearance, dancers do not call out to audience members who are friends)

**performance practices** - commonly accepted behaviors and practices when rehearsing and performing on stage (for example, production order is technical rehearsal, dress rehearsal, then performance; dancers warm up on stage and must leave when the stage manager tells them; when "places" are called, dancers must be ready to enter the performing space)

**personal space** - the area of space directly surrounding one's body extending as far as a person can reach; also called the kinesphere

**polyrhythmic** - in music, several rhythms layered on top of one another and played simultaneously; in dance, embodying several rhythms simultaneously in different body parts

**production elements** - aspects of performance that produce theatrical effects (for example, costumes, make up, sound, lighting, props)

**production terminology** - words commonly used to refer to the stage, performance setting, or theatrical aspects of dance presentation

**rhythm** - the patterning or structuring of time through movement or sound

**See.Think.Wonder** - an inquiry-based Visual Thinking Strategy (VTS) used for critical analysis from Harvard Project Zero, in which children respond to simple questions (What do you see? What do you think? What do you wonder?) which enable a child to begin make meaning from an observed (dance) work of art

**sound environment** - sound accompaniment for dancing other than music (for example, street noise, ocean surf, bird calls, spoken word)

**space** - components of dance involving direction, pathways, facings, levels, shapes, and design; the location where a dance takes place; the element of dance referring to the cubic area of a room, on a stage, or in other environments

**spatial design** - pre-determined use of directions, levels, pathways, formations, and body shapes

**stimuli** - a thing or event that inspires action, feeling, or thought

**style**- dance that has specific movement characteristics, qualities, or principles that give it distinctive identity (for example, *Graham technique* is a style of Modern Dance; *rhythm tap* is a style of Percussive Dance; *Macedonian folk dance* is a style of International Folk dance; *Congolese dance* is a style of African Dance)

**technical dance skills** - the degree of physical proficiency a dancer achieves within a dance style or technique (for example, coordination, form, strength, speed and range)

**tempi** - different paces or speeds of music, or underlying beats or pulses, used in a dance work or composition (singular: *tempo*)

**tempo**- the pace or speed of a pulse or beat underlying music or movement (plural: *tempi or tempos*)

**theme** - a dance idea that is stated choreographically

## Montana Program Standards

### 10.55.901 BASIC EDUCATION PROGRAM: ELEMENTARY

(1) An elementary school shall have an education program aligned to the program area standards that enables students to meet the content standards and content-specific grade-level learning progressions.

History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1989 MAR p. 342, Eff. 7/1/89; AMD, 1998 MAR p. 2707, Eff. 10/9/98; AMD, 2000 MAR p. 3340, Eff. 12/8/00; AMD, 2012 MAR p. 2042, Eff. 7/1/13.

### 10.55.902 BASIC EDUCATION PROGRAM: MIDDLE GRADES

(1) A school with middle grades must have an education program aligned to the program area standards that enables all students to meet the content standards and content-specific grade-level learning progressions.

(2) The Board of Public Education, upon recommendation of the Superintendent of Public Instruction, may approve a 7 and 8 grade program that must follow either the middle school philosophy and components described in (3) or the departmentalized philosophy and components described in (4).

(3) The Board of Public Education, upon recommendation of the Superintendent of Public Instruction, may approve a middle school program that:

(a) addresses the unique nature of middle-grade children by focusing on their intellectual, social, emotional, and physical development. To put such philosophy into practice, a middle school must have flexibility to:

(i) approach instruction, scheduling, and teaching in a variety of ways;

(ii) undertake interdisciplinary work; and

(iii) plan blocks of coursework deriving from the intellectual, social, emotional, and physical needs of middle school students.

(b) incorporates critical and creative thinking, career awareness, lifelong learning, and safety;

(c) incorporates instruction in reading literacy and writing literacy into all required and elective program areas as required in the Montana Common Core Standards, ARM Title 10, chapter 53;

(d) includes, at a minimum, the following program areas, required of all students yearly:

(i) English language arts;

(ii) mathematics;

(iii) physical and life sciences;

(iv) social studies; and

(v) health enhancement.

(e) at a minimum maintains the following required program areas:

(i) visual arts including, but not limited to art history, art criticism, aesthetic perception, and production;

(ii) music including, but not limited to general, instrumental, and vocal (emphasizing comprehensive music elements, music history, criticism, aesthetic perception, and musical production);

(iii) career and technical education courses or pathways such as agriculture, business education, family and consumer sciences, health occupations and industrial technology education; and

(iv) world languages.

(f) offers as electives to all students exploratory courses such as creative writing, dance, drama, financial education, photography, and leadership.

(4) A junior high (grades 7-9) or 7-8 school must offer an educational program, aligned to the program area standards, that enables all students to meet the content standards and content-specific grade-level progressions.

(a) Instruction in reading literacy and writing literacy shall be incorporated into all required and elective program areas as required in the Montana Common Core Standards, ARM Title 10, chapter 53.

(b) All students shall complete the following program areas each year:

(i) English language arts--1 unit;

(ii) social studies--1 unit;

(iii) mathematics--1 unit;

(iv) science--1 unit; and

(v) health enhancement--1/2 unit.

(c) All students must be allowed to elect from the following program area offerings:

(i) visual arts--1/2 unit;

(ii) music--1/2 unit;

(iii) career and technical education--1/2 unit; and

(iv) world languages and cultures--1/2 unit.

(d) A unit is defined as the equivalent of at least 8100 minutes for one school year.

(e) Time to pass between classes may be counted toward the standard school day but shall not be counted toward class time.

History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1989 MAR p. 342, Eff. 7/1/89; AMD, 1998 MAR p. 2707, Eff. 10/9/98; AMD, 2000 MAR p. 3340, Eff. 12/8/00; AMD, 2012 MAR p. 2042, Eff. 7/1/13.

#### 10.55.904 BASIC EDUCATION PROGRAM OFFERINGS: HIGH SCHOOL

(1) The basic education program, aligned to the program area standards, for grades 9 through 12 shall be at least 20 units of coursework that enable all students to meet the content standards and content-specific grade-level learning progressions.

(2) Instruction in reading literacy and writing literacy shall be incorporated into all required and elective program areas as required in the Montana Common Core Standards, ARM Title 10, chapter 53.

(3) Minimum offerings shall include at least the following:

(a) 4 units of English language arts;

(b) 3 units of mathematics;

(c) 3 units of science;

(d) 3 units of social studies;

(e) 2 units of career and technical education;

(f) 2 units of arts;

(g) 1 unit of health enhancement;

(h) 2 units of world languages; and

(i) 2 units of electives.

History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1989 MAR p. 342, Eff. 7/1/89; AMD, 1998 MAR p. 2707, Eff. 10/9/98; AMD, 2000 MAR p. 3340, Eff. 12/8/00; AMD, 2012 MAR p. 2042, Eff. 7/1/13.

#### 10.55.1201 ARTS PROGRAM DELIVERY STANDARDS

(1) In general, a basic program in arts shall:

(a) meet the following conditions:

(i) incorporate visual arts (e.g., drawing, painting, printmaking, photography, film, electronic media, sculpture, applied design, installation);

(ii) incorporate performing arts, including music (e.g., choral music, instrumental music, music appreciation), theater (e.g., drama, play production), and dance;

(iii) provide instruction that includes history of the arts, criticism, production, performance, and aesthetics; and

(iv) encourage a variety of co-curricular offerings (e.g., drama, literary and art publications, performance groups, arts clubs) and other avenues for students to practice their artistic skills in the community and the world.

(b) include the following practices:

(i) structure activities to allow students to develop techniques in the arts;

(ii) allow students to explore the elements of artistic composition and a variety of media, functions, styles, and presentation forms;

(iii) provide access to exemplary works of art from diverse cultures and historical periods and access to current materials, techniques, technology, and processes in the arts; and

(iv) provide real audiences for student performance and products, display areas, and performance areas (e.g., stages, galleries, fairs).

History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1989 MAR p. 342, Eff. 7/1/89; AMD, 2000 MAR p. 3340, Eff. 12/8/00; AMD, 2001 MAR p. 953, Eff. 6/8/01.

See the [Administrative Rules of Montana, Chapter 55](#) for additional information about accreditation and program delivery standards.

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