

## Sample Graduation Proficiencies & Performance Indicators

### VT CONTENT AREA GRADUATION PROFICIENCIES & PERFORMANCE INDICATORS:

- ARE REQUIRED BY SECTION 2120.8 OF THE EDUCATION QUALITY STANDARDS
- REFLECT EXISTING LEARNING STANDARDS REQUIRED BY THE VT STATE BOARD OF EDUCATION, UNDER THE VT FRAMEWORK OF STANDARDS (CCSS, NGSS, AND GEs)
- ARE DESIGNED TO BE USED IN CONJUNCTION WITH THE VT TRANSFERABLE SKILLS GRADUATION PROFICIENCIES, WHICH OUTLINE STUDENTS' DESIRED SKILLS AND HABITS ACROSS CONTENT AREAS
- INCLUDE THREE SETS OF PERFORMANCE INDICATORS DIFFERENTIATED BY GRADE CLUSTER—ELEMENTARY, MIDDLE, AND HIGH SCHOOL
- SERVE AS BENCHMARKS OF LEARNING PROGRESSION FOR ELEMENTARY AND MIDDLE SCHOOL

### THIS DOCUMENT IS DESIGNED TO:

- ASSIST VERMONT SCHOOLS AND DISTRICTS/SUs IN DEVELOPING LEARNING REQUIREMENTS AND EXPECTATIONS FOR THEIR STUDENTS
- PROMOTE CONSISTENCY ACROSS SCHOOLS AND DISTRICTS/SUs FOR TRANSFER STUDENTS
- INCREASE PERSONALIZATION AND FLEXIBILITY FOR INSTRUCTION AND LEARNING
- HELP BUILD CURRICULUM AND STEER ASSESSMENT DEVELOPMENT
- SUPPORT FORMATIVE ASSESSMENT PRACTICES, INCLUDING PERFORMANCE ASSESSMENT
- SIMULTANEOUSLY PROVIDE DATA AND INSIGHT INTO ACHIEVEMENT WHEN ALIGNED WITH THE TRANSFERABLE SKILLS
- SUPPORT STUDENT ACHIEVEMENT OF THE EXPECTED CONTENT STANDARDS

GRADUATION PROFICIENCIES	PERFORMANCE INDICATORS—ELEMENTARY SCHOOL	PERFORMANCE INDICATORS—MIDDLE SCHOOL	PERFORMANCE INDICATORS—HIGH SCHOOL
<p><b>1. Create</b></p> <ul style="list-style-type: none"> <li>- Generate and conceptualize</li> <li>- Organize and develop</li> <li>- Refine and complete artistic work</li> </ul>	<p>DA:Cr1.1.5</p> <ul style="list-style-type: none"> <li>a. Create dance phrases using several stimuli (i.e., music/sound, text, objects, images, notation, observed dance, experiences, literary forms, natural phenomena, current news, social events).</li> <li>b. Solve multiple movement problems to develop dance phrases.</li> </ul> <p>DA:Cr2.1.5</p> <ul style="list-style-type: none"> <li>a. Manipulate a variety of dance elements to expand choreographic possibilities with a main idea and explain movement choices.</li> <li>b. Develop a dance with a main idea by selecting movement vocabulary.</li> </ul> <p>DA:Cr3.1.5</p> <ul style="list-style-type: none"> <li>a. Explore feedback from others to develop a short dance that communicates artistic intent. Explain movement choices and changes.</li> <li>b. Record changes in a dance sequence (writing, symbols, or form of technology).</li> </ul>	<p>DA:Cr1.1.8</p> <ul style="list-style-type: none"> <li>a. Implement movement from a variety of stimuli (i.e., music, observed dance, literary forms, notation, personal experience, current events) to develop dance.</li> <li>b. Select movements, using correct dance terminology, to create a dance that communicates an idea.</li> </ul> <p>DA:Cr2.1.8</p> <ul style="list-style-type: none"> <li>a. Collaborate to choreograph a dance using a variety of dance elements and structures that has artistic meaning.</li> <li>b. Discuss the meaning of the dance and how the elements or structures enhance the artistic idea (i.e., terminology, devices, structures).</li> </ul> <p>DA:Cr3.1.8</p> <ul style="list-style-type: none"> <li>a. Revise choreography collaboratively or independently using evidence of growth (i.e., artistic criteria, self-reflection, and the feedback of others).</li> <li>b. Document a section of the dance (writing, symbols, or technologies).</li> </ul>	<p>DA:Cr1.1.HSI</p> <ul style="list-style-type: none"> <li>a. Experiment with elements of dance and a variety of stimuli to create work (choreographed or improvised) by exploring personal movement preferences and strengths to challenge skills.</li> <li>b. Analyze the process and the relationship between the stimuli and the movement.</li> </ul> <p>DA:Cr2.1.HSI</p> <ul style="list-style-type: none"> <li>a. Collaborate to design a dance using elements and dance structures to support an idea.</li> <li>b. Develop an artistic statement for an original dance.</li> </ul> <p>DA:Cr3.1.HSI</p> <ul style="list-style-type: none"> <li>a. Analyze and evaluate the impact of choices made in the choreography revision process and include feedback from others.</li> <li>b. Document a section of the dance (writing, symbols, or technologies).</li> </ul>

<p><b>2. Present</b></p> <ul style="list-style-type: none"> <li>- Analyze, interpret, and select</li> <li>- Develop and refine</li> <li>- Convey meaning through the presentation of artistic work</li> </ul>	<p>DA:Pr4.1.5</p> <ol style="list-style-type: none"> <li>a. Space: Integrate shapes and relationships, focus, and floor and air pathways into dance sequences.</li> <li>b. Time: Dance to variety of rhythms and respond to tempo changes.</li> <li>c. Energy: Contrast bound and free movements. Initiate movement from central (torso) and peripheral (distal).</li> </ol> <p>DA:Pr5.1.5</p> <ol style="list-style-type: none"> <li>a. Recall and execute dance phrases using fundamental dance skills (i.e., alignment, coordination, balance, core support, kinesthetic awareness, etc.).</li> <li>b. Demonstrate safe body-use practices during technical exercises to promote strength, flexibility, endurance and injury prevention.</li> <li>c. Performance Preparation: Collaborate with peers to repeat sequences, enhance unison, and refine spatial relationships to improve performance quality.</li> </ol> <p>DA:Pr6.1.5</p> <ol style="list-style-type: none"> <li>a. Rehearsal Process, Performance, and Post-Performance Evaluation: Demonstrate the ability to adapt dance to alternative performance venues by modifying spacing and movements.</li> </ol>	<p>DA:Pr4.1.8</p> <ol style="list-style-type: none"> <li>a. Space: Sculpt the body in space. Set focus of eyes during floor and air patterns. Use direct and indirect pathways.</li> <li>b. Time: Perform dance phrases with various timings, appropriate breath and phrasing, and different body parts at the same time.</li> <li>c. Energy: Incorporate energy and dynamics to technique and dance performance.</li> </ol> <p>DA:Pr5.1.8</p> <ol style="list-style-type: none"> <li>a. Embody technical dance skills (i.e., alignment, coordination, balance, core support, clarity of movement, weight shifts, flexibility/range of motion) to execute spatial designs and rhythmic dance phrases.</li> <li>b. Evaluate personal health practices in dance activities and everyday life including nutrition and injury prevention.</li> <li>c. Performance Preparation: Articulate performance goals by collaborating with peers and document growth (i.e., journaling, portfolio, timeline).</li> </ol> <p>DA:Pr6.1.8</p> <ol style="list-style-type: none"> <li>a. Rehearsal Process, Performance, and Post-Performance Evaluation: Demonstrate and document performance etiquette practices (i.e., commitment, dependability, responsibility, cooperation) and apply corrections to future performances.</li> </ol>	<p>DA:Pr4.1.HSI</p> <ol style="list-style-type: none"> <li>a. Space: Develop partner and ensemble skills that show understanding of spatial designs and relationships (i.e., lifts, balances, formations, transitions, etc.).</li> <li>b. Time: Use syncopation and accents in movements, rhythmic cues, varied tempos, and apply breathwork in dance phrases.</li> <li>c. Energy: Develops body awareness by connecting energy and dynamics to movements and applying them through all parts of the body.</li> </ol> <p>DA:Pr5.1.HSI</p> <ol style="list-style-type: none"> <li>a. Embody technical dance skills (i.e., functional alignment, coordination, balance, core support, clarity of movement, weight shifts, flexibility/range of motion) to retain and execute dance choreography.</li> <li>b. Develop a plan for healthful practices in dance activities and everyday life including nutrition and injury prevention.</li> <li>c. Performance Preparation: Analyze/evaluate performances (i.e., video recordings, discussion blogs, rubrics/learning scales, etc.) and articulate performance goals.</li> </ol> <p>DA:Pr6.1.HSI</p> <ol style="list-style-type: none"> <li>a. Rehearsal Process, Performance, and Post-Performance Evaluation: Demonstrate and document performance etiquette practices (i.e., commitment, dependability, responsibility, cooperation) and apply corrections to future performances using proper dance and production terminology.</li> </ol>
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<p><b>3. Respond</b></p> <ul style="list-style-type: none"> <li>- Perceive and analyze</li> <li>- Interpret intent and meaning</li> <li>- Apply criteria to evaluate</li> </ul>	<p>DA:Re7.1.5</p> <ul style="list-style-type: none"> <li>a. Find artistic ideas from patterns of movement in a dance.</li> <li>b. Describe, using basic dance terminology, the qualities/characteristics in a dance and make comparisons to another dance.</li> </ul> <p>DA:Re8.1.5</p> <ul style="list-style-type: none"> <li>a. Interpret meaning in a dance based on the movements and explain how the movements communicate meaning.</li> </ul> <p>DA:Re9.1.5</p> <ul style="list-style-type: none"> <li>a. Define characteristics of a dance that make it artistic and meaningful (use elements of dance, relations to genres/styles, dance terminology, etc.).</li> </ul>	<p>DA:Re7.1.8</p> <ul style="list-style-type: none"> <li>a. Describe, demonstrate and discuss patterns of movement.</li> <li>b. Explain how the elements of dance are used in a variety of genres, styles, or cultural movement practices to communicate ideas using dance terminology.</li> </ul> <p>DA:Re8.1.8</p> <ul style="list-style-type: none"> <li>a. Select a dance and explain the artistic idea with evidence (i.e., use relationships, elements of dance, technique, and dance terminology).</li> </ul> <p>DA:Re9.1.8</p> <ul style="list-style-type: none"> <li>a. Determine what makes an effective performance using evidence (i.e., terminology, technique, context, elements, etc.).</li> </ul>	<p>DA:Re7.1.HSI</p> <ul style="list-style-type: none"> <li>a. Use dance terminology to analyze recurring patterns of movement.</li> <li>b. Use dance terminology to analyze the elements of dance to communicate ideas.</li> </ul> <p>DA:Re8.1.HSI</p> <ul style="list-style-type: none"> <li>a. Compare different dances using dance terminology, discuss artistic ideas, and explain how relationships occur within the elements of dance and dance technique.</li> </ul> <p>DA:Re9.1.HSI</p> <ul style="list-style-type: none"> <li>a. Analyze the artistic idea of a dance using evidence (i.e., dance terminology, technical skills, and the elements).</li> </ul>
<p><b>4. Connect</b></p> <ul style="list-style-type: none"> <li>- Synthesize and relate knowledge and personal experiences to make art</li> <li>- Relate artistic ideas and works with societal, cultural and historical context to deepen understanding</li> </ul>	<p>DA:Cn10.1.5</p> <ul style="list-style-type: none"> <li>a. Compare two dances with contrasting themes (i.e., connections to feelings, ideas, experiences, and themes).</li> <li>b. Describe and compare the process of creating a dance study, that expresses a chosen topic, concept, or content from another discipline, to other learning situations.</li> </ul> <p>DA:Cn11.1.5</p> <ul style="list-style-type: none"> <li>a. Describe how movement characteristics/qualities of a dance in a specific genre or style communicate ideas and perspectives of the culture, historical period, or community.</li> </ul>	<p>DA:Cn10.1.8</p> <ul style="list-style-type: none"> <li>a. Relate connections found between different dances and make connections to one’s personal perspectives.</li> <li>b. Discuss and explore how the choreographic process deepens understanding of contrasting ideas.</li> </ul> <p>DA:Cn11.1.8</p> <ul style="list-style-type: none"> <li>a. Analyze and discuss how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people.</li> </ul>	<p>DA:Cn10.1.HSI</p> <ul style="list-style-type: none"> <li>a. Analyze a dance to determine ideas expressed by the choreographer (i.e., explain perspectives presented, how ideas could impact own interpretation, etc.) and provide evidence to support one’s analysis.</li> <li>b. Compare the process used in the choreography to that of other creative, academic, or scientific processes when creating a solo/group dance that answers a question or problem (i.e., dance in relation to other disciplines, integrated themes, historical/current events, socio-political issues, etc.).</li> </ul> <p>DA:Cn11.1.HSI</p> <ul style="list-style-type: none"> <li>a. Analyze and make connections between dances from selected genres, styles, or historical time periods.</li> </ul>