

Opportunity-to-Learn Standards for Dance

Dance is the most accessible art form. The only essential material is a human body, so all children arrive at school with their most basic equipment! Opportunities-to-Learn (OTLs) are relevant as ways to facilitate student achievement. They specify dance industry standards and resources necessary for student learning, practice, and performance of dance. Every student must have access to the resources necessary to attain achievement of the NCAS in Dance.

Support for dance arts instruction in America varies from school to school, district to district and state to state because education in the United States is under the local control of approximately 14,000 separate school districts and not unified or standardized. Standards are not mandated but offer a guide as a scaffold upon which to build programming and curriculum. These OTLs in Dance provide information about effective and necessary curriculum and scheduling, staffing needs, materials and equipment requirements, safe practices, and facilities. They describe necessities for effective delivery of instruction and identify an environment in which learning dance can occur.

- **Curriculum and Scheduling:** The OTLs support the focus and balance of a dance curriculum that embodies the dance-making NCAS Processes of Performing, Creating, Responding to dance, and Connecting dance to other learning and life experiences. Curriculum describes the progression of learning, and scheduling defines the time considerations necessary to achieve the curricular aims. OTLs do not prescribe a curriculum, but identify the environment necessary to achieve the NCAS in Dance, which can serve as a scaffold upon which to build a curriculum.
- **Safety and Values:** This category is included only for the “All Grades” section as its content specifies elements that are universally applicable. Replication for each age band would be redundant. All dance environments have physical safety as a primary concern. The values inherent in learning and performing dance and appropriate behavioral expectations provide personal emotional and behavioral safety so that classes will enhance artistic, conceptual, physical, social, and emotional growth of students.
- **Staffing:** Fulfilling the needs of staffing is key to delivering quality instruction. Highly qualified and accomplished dance educators are required, and they need support and continued professional development to remain current about best practices, research, and new developments. Staff that is involved in the community connects learning to wider scope, diverse constituencies, and varied venues. Teacher and student evaluation and assessment are critical to an effective learning process.
- **Materials and Equipment:** The main ingredient for dance is a person’s body, which requires no budget. However, dance is most often performed to music, either live accompaniment or recorded, and video plays a huge role in both learning and documenting dance. Technologies for both audio and visual formats evolve quickly, and so new systems must be provided as well as older forms. Learning an art form also requires materials and an environment that inspires and supports creative involvement in the art.
- **Facilities:** Bodily movement in sizeable groups requires adequate space for safety, creativity, and expression. Dance theatrical performance also requires adequate stage facilities, especially in secondary grades. An effective dance program provides opportunities for learning, practicing, and performing dance.

Each category is described in two levels of access:

- A **Basic** dance OTL describes the minimum dance environment necessary for a successful dance program. It accommodates a start-up program, or one with a budget for only the essentials.
- A **Quality** dance OTL includes all the requirements of a Basic program, but provides elements that would augment it for possibilities of greater student achievement.

Using the OTL Standards

These Opportunity-to-learn Standards (OTLs) outline the resources that need to be in place for a basic or quality dance program to enable students to meaningfully achieve what they should know and be able to do in dance as expected in the National Core Arts Standards (NCAS) in Dance. They therefore are meant to serve the needs of curricular aims for student learning. The goals upon which these OTLs for dance are based are defined in the National Core Arts Standards in Dance and embody the arts-making processes of Creating, Performing, Responding to dance, and Connecting dance with personal life experiences and contextual learning in all disciplines and contexts. Activities and courses offered in Dance should offer significant advancement in each of the artistic processes.

All Grades: The initial category applies to every student of every age. Review it first. These OTLs are not repeated for each grade and are therefore essential to every grade, category, and dance environment.

The remaining OTLs are particular to each age and stage of learning. They are categorized by the sequential and progressive grade bands of **Prek-2nd Grade, Grades 3-5, Middle School Grades 6-8, and High School Grades 9-12.**

Instead of listing high school by grade level, it is divided into performance level categories. Most students entering high school have had minimal experience in dance, and will be offered **Proficient** coursework serving entry level students. The **Accomplished** level is achieved by students who have pursued additional dance education, but have not chosen a professional preparatory track. **Advanced** programs provide professional preparatory work or pre-professional classes for students studying for a career in dance. The greatest amount of environmental support is therefore required for these students to achieve their vocational goals. Many of these school programs are magnet programs and, since dance is mainly pursued while dancers are young, many students hope to join professional companies immediately after high school education. They therefore need to be supported with opportunities akin to those afforded professionals.

The OTLs provide accomplished dance educators with understanding of the environmental support they need to accomplish their dance education goals. At the present date (2016), a relatively small number of schools in America have dance programs: 3% of elementary schools, 4% of middle schools, and 14% of high schools. Even though dance programs require less equipment and materials than other arts disciplines, it seems to have received less attention. It is hoped that the National Core Arts Standards in Dance combined with the Opportunity-to-Learn Standards will enlighten educators and administrators about the educational potential of dance as a dynamic and exciting art form to embody learning of arts and academics.

OTLs serve as fuel for the establishment of successful dance education programs. They provide a means to reach an end goal. Dance programs have faltered, not because of poor curriculum or instruction, but because insufficient support was implemented. The OTLs help dance take its place alongside the other arts for equal adoption.

These OTLs are based on the premise that the art of dance is integral to American life and culture, and is therefore an important learning discipline. It teaches the skills that have been determined necessary for success in the 21st Century. Dance, in particular, is an art form that addresses physical health and well-being in an enjoyable, aesthetic, cognitively challenging and non-competitive environment. All students can achieve self-confidence through self-expression in dance. The OTLs provide the means through which this is attainable.

Curricular aims can be achieved only when students are in an environment that supports learning. Both teachers and students require positive learning environments for success.

Related Contexts of the OTLs:

These OTLs were constructed to function in cooperation and coordination with the National Core Arts Standards (NCAS) in Dance, but can also stand-alone to serve the needs of dance specialists, dance educators and teachers, administrators, legislators, parents, and students in educational PreK-12 school programs, private dance studios, or community dance programs.

The NCAS are a scaffold of learning that describe what students should know and be able to do in the art of dance, media arts, music, theater, and visual arts. A graduated progression of learning is provided for each grade level from PreK-12th grade. The OTLs also address a graduated progression of learning, but are organized in grade or age bands. Both documents are based on the arts-making processes of creating, performing, responding to dance, and connecting dance to meaning:

- **Creating** dance includes solving problems, learning the elements of dance and choreography (the body and bodily relationships using space, time, and a variety of energies), and improvising and composing dance studies and dances.
- **Performing** dance includes learning how the body works (functional anatomy), developing movement skills (coordination, strength, flexibility and endurance), and learning basic dance skills in a variety of genres from diverse cultures. Performance of dance for an audience serves as a culmination of achievement for performing in class or rehearsal.
- **Responding** to dance includes understanding and articulating analysis of dance for personal reflective evaluation or feedback to others.
- **Connecting** dance to personal, cultural, or historical meaning relates to dance as an expressive and communicative language of movement. The dance repertoire includes dances that are personally expressive, and well as dances from diverse cultures and periods of history.

These four Processes are placed in a larger context that defines Long Range Goals and Anchor Standards that are over-arching for all the arts, and Enduring Understandings and Essential Questions that are discreet to each of the arts.

- **Long Range Goals** describe what we hope students will remember and enjoy in the arts for a lifetime of arts involvement. These include the areas of: the arts as communication; the arts as personal realization; the arts as culture, history, and connectors; the arts as means to well-being, and the arts as community engagement.
- **Anchor Standards** were developed to unify the discreet components through which each of the arts Processes are accomplished. There are eleven Anchor statements in the NCAS that define an overarching component to combine the 5 art forms.
- **Enduring Understandings:** These are the important concepts that give the work in dance meaning. It is hoped these concepts will shape the learning so, when details are forgotten, the important ideas will remain clear.
- **Essential Questions:** Finding solutions to questions inspires problem-solving through exploration and experimentation. The greatest learning is achieved through active engagement. The standards therefore present deep and broad questions to generate creativity and understanding.

These Processes, components, understandings and questions are not the focus of OTLs, but are an underlying context in that the OTLs are developed as a mean to fulfill them. To dance is fun, and dancing is a healthy and exhilarating activity, but dance as an art form defined by the NCAS brings bodily movement to a conceptual and aesthetic height that is a pinnacle of human thought and physical beauty. The importance of the OTLs is that they enable students to achieve the full breadth and scope of the dance experience.

Rima Faber, Ph.D.
Chair of the NCAS Dance Writing Task Force

All Grades

Curriculum and Scheduling		
	Basic	Quality
Curriculum	<ol style="list-style-type: none"> 1. The dance program for each age level is delivered during school hours and provides all students the opportunity to achieve their individual abilities in dance by creating, performing, responding to dance, and connecting dance to meaning in education and life. 2. Equal opportunities for dance experiences and participation exist at all grades and ages regardless of gender, background, ability, body type, or special needs. 3. A general class in dance is required of all students through twelfth grade. Courses are geared to different ability levels. The program provides the foundation for sequential dance learning continued at the next progressive level. 4. The curriculum is designed to meet a set of standards specified to dance education from the NCAS, state, or local standards. 4. The dance curriculum is described and outlined in a series of sequential and articulated curriculum guides that are developmentally appropriate for each grade level. The dance curricular guidelines are available to administrators, faculty, students, and the public. 5. Dance experiences represent and impart understanding of diverse cultures. 6. Age appropriate dance terminology and vocabulary is used throughout all instructional dance activities. 7. Student learning experiences include the use of technology for creating, performing, responding to and relating dance to meanings. 8. Students are provided dance learning experiences integrated with other arts and academic disciplines. 9. Dance educators set standards for the attire required to be worn during classroom, rehearsal, and performance dance activities. Standards must be enforced for the efficiency and safety of students, faculty, and administrators. 10. All dance classes apply safe movement practices and effective periods of warm-up and cool down activities. 11. Formative assessment is practiced as a self, peer, and faculty evaluation process using a variety of age appropriate assessment methods: rubrics, verbal and written peer or teacher feedback, video and performance analysis, reflective journaling. A personal portfolio will document each student's achievement. 	<ol style="list-style-type: none"> 1. All students in the school are actively involved during school hours in dance learning activities that are designed for high levels of personal achievement in dance by creating, performing, responding to dance, and connecting dance to personal experiences and other contexts: e.g., cultural, historical, other educational and artistic disciplines. 2. The program provides support allowing all students the opportunity for high levels of achievement specified for dance education in the NCAS, state, or local standards. 4. Instruction for performances is delivered by a certified dance specialist or a professional dance artist or choreographer. 3. Teachers of other arts and academic disciplines recognize the power of dance for learning and teaching. 4. Assessment practices follow the format outlined in the Model Cornerstones Assessments of the NCAS-MCAs. 5. The four arts-making processes of the NCAS, Creating, Performing, Responding, and Connecting, will provide challenging and deep dance learning that students will take away with them to enjoy the art of dance for a lifetime.
Scheduling	<ol style="list-style-type: none"> 1. Dance shall be included as an arts discipline during in-school hours. 2. In order to achieve knowledge and skills outlined in the NCAS, students need dance education 3-5 days 	<ol style="list-style-type: none"> 1. Dance class schedules are designed to offer maximum participation in dance as an arts discipline. 2. Daily instruction is best to achieve

	<p>per week.</p> <p>3. The length of dance sessions shall be at least equal to those of other disciplines.</p> <p>4. Dance classes are scheduled with the same pupil-teacher ratio as general education classes depending upon the space available.</p> <p>5. The teaching schedule allows sufficient time between successive dance classes for the dance educator to speak with student and/or teachers and to reorganize the classroom and materials for the next session.</p> <p>6. Sufficient time for travel and transition between classrooms or buildings is calculated in the teaching load of a dance educator required to move from one space to another.</p> <p>7. Every dance educator has a block of preparation time each day comparable to that allotted other classroom teachers, excluding time for lunch and transition from room-to-room or between buildings.</p> <p>8. Throughout the school day, dance is integrated with other academic disciplines: e.g., language arts, social studies, math, science, music, visual arts, and drama studies.</p> <p>9. Because it is crucial to interdisciplinary work and program development, planning time is provided for dance educators to meet with other discipline and team staff.</p>	<p>knowledge and skills outlined in the NCAS in Dance.</p> <p>3. After school rehearsals and activities supplement the learning that takes place during the school day.</p>
Accommodations	<p>1. Students with special needs are offered opportunities in dance instruction that support their abilities and needs and are included in regular programming whenever possible. Adaptation is provided when needed so that participation is possible.</p> <p>2. Placement of students with special needs will be a joint decision of the teacher, parents, student, and administration.</p> <p>3. Classes for students with special needs are given equal time and are no larger in size than are special education classes in other disciplines. However, students are integrated into regular creative dance classes whenever possible.</p> <p>4. When students with special needs are included in regular dance classes, their placement is determined by criteria similar to other students; by movement achievement and chronological age. Dance educators are fully informed about the needs of each student and are involved in placement decisions in consideration of the best welfare of the student. Trained assistants are available to help with specific needs.</p> <p>5. Teacher aides are available for classes according to numbers required by state law or when needed.</p> <p>6. Adaptations for special needs are accommodated.</p>	<p>1. Students with special needs are provided equal access to a supportive and challenging dance education programs.</p> <p>2. Students with special needs are encouraged to expand their abilities in a supportive and challenging dance education program.</p> <p>3. Sessions are scheduled to work with individual students to meet specific needs and ensure success: e.g., students with special needs, remedial instruction, gifted students, and curriculum integration.</p>
Safety and Values		
Safety	<p>1. Dance educators understand and employ safe teaching practices founded in established research and principles of dance science, medicine, and</p>	<p>1. Dance educators understand, employ, and guide students in safe teaching and learning practices founded in established</p>

	<p>education.</p> <ol style="list-style-type: none"> Students respect the boundaries of their personal space and the personal space of others in all activities. Appropriate clothing and accessories for active movement is worn in class that is not hazardous (does not possibly choke, restrict circulation, or upset balance) and does not restrict movement. Require that students know, understand, and adhere to the safety issues that surround dance activity. Use instructional posters and visual aids in the dance space to emphasize critical safety procedures. Activities are planned with consideration of full safety of all students. 	<p>research and principles of dance, science, medicine, and education.</p> <ol style="list-style-type: none"> Student knowledge and practice of safe dance practices are explained and reinforced often. Activities are planned that assure full safety of all students.
Values	<ol style="list-style-type: none"> Establish environments where individuals and dance content, values, and learning are respected and honored and students offer support to increase success. Intellectual values such as creative thought, expression, critical analysis, discussion, reflective decision-making, questions, experimentation, self-reflection and evaluation, and revision are encouraged and supported. Encourage and expect accomplishment in dance that leads to artistic, conceptual, physical, social, and emotional growth. Explain and enforce well-established guidelines in acceptable social, intellectual, physical, and emotional behaviors. Anticipate and insightfully implement disciplinary actions promptly and equitably with minimal disruption to the flow of the class. Respect the thoughts and artistic judgments of students while encouraging responsible expression of individual viewpoints internal and external to the dance learning environment. Recognize and support positive behavior and ensure critique is fair, constructive, and discretely shared. Students will feel safe to share thoughts, ideas, and take creative and movement risks. 	<ol style="list-style-type: none"> Activities are planned with consideration of positive values for all students. Student knowledge and practice of a dance environment that is thoughtful, creative, respectful, positive, and fair in order to enhance artistic, conceptual, physical, social, and emotional growth is explained and reinforced often.
Staffing		
	Basic	Quality
Teacher Qualification & Load	<ol style="list-style-type: none"> Dance is taught by a highly qualified dance specialist who is certified or holds a degree to teach in K-12 schools or a professional dancer or dance educator with vocational qualifications to teach the grades of employment. The dance specialist provides the expertise to teach daily classes that imparts knowledge about safe and appropriate use of the body, dance structure and performance, creative dance composition and theory appropriate for the grade and level of students. The dance specialist develops standards-based sequential curriculum and syllabus, and inspires 	<ol style="list-style-type: none"> All dance instruction is taught by a highly qualified and certified dance specialist who has experience as a professional dance artist, or by a professional dancer or choreographer with vocational credentials. Performance instruction is delivered by a certified dance specialist or a dance artist educator. Dance teachers are fully informed and knowledgeable about the needs of each student. Every dance teacher has paid preparation time equal to that of other school

	<p>students with prepared lesson plans appropriate at each grade level taught.</p> <p>4. Dance teachers are fully informed about the needs of each student.</p> <p>5. Every dance teacher has preparation time equal to that of other school professionals.</p> <p>6. At least one teacher is available for every 400 students enrolled in all classes and grades of the school.</p> <p>7. Teacher aides are provided for large classes according to state law.</p>	<p>professionals.</p> <p>5. Additional offerings from community arts providers (cultural organizations, community arts organizations, and teaching artists) are used so that dancers, choreographers, and faculty from dance institutions within the community can enhance and strengthen the school dance curriculum.</p>
Professional Development & Evaluation	<p>1. Teachers will have access to professional development activities that focus on dance and/or learning that is equal to that of other disciplines and school districts: e.g., conferences, symposia, courses, workshops, community programs, webinars, in-service programs, guest-artist participation.</p> <p>2. Technology training for teachers is conducted by experts who know the needs of dance learners at this level, know the available software and hardware applicable for this level, and are able to deliver meaningful professional development that supports teachers integrating technologies into the curriculum.</p> <p>3. Teacher evaluation is conducted on the basis of: *Standards-based measures of student growth in dance, calibrated by shortcomings in scheduling or other OTLs. * Classroom observation of teaching based on rubrics reflective of dance teaching as a specialty.</p> <p>4. Teacher evaluation is conducted by individuals fully qualified in both evaluation and dance instruction.</p>	<p>1. Teachers will have opportunities and financial support for professional development opportunities equal to that of other disciplines and school districts: e.g., conferences, symposia, courses, workshops, webinars, in-service programs, guest-artist participation.</p> <p>2. Dance staff members are encouraged and supported to participate in state and national professional development events.</p> <p>3. Teacher evaluation is conducted by individuals fully qualified in both evaluation and age appropriate dance instruction as outlined in NCAS.</p>
Materials and Equipment		
	Basic	Quality
Equipment	<p>1. Musical accompaniment for dance represents a wide variety of dance forms, styles and cultures. Music CDs, DVDs, and videos are provided from a wide range of genres and styles of dance and a variety of cultures. Percussive and musical instruments for accompaniment reflect this diversity.</p> <p>2. A hand drum or small percussive instruments provide the teacher with rhythmic accompaniment.</p> <p>3. An assortment of props and articles will inspire movement possibilities.</p> <p>4. Teachers have easy access to email, online storage, a school-sanctioned web portal and other online services for professional and curricular development, research, and other communication needs.</p> <p>5. Books or articles of stories, poems, non-fiction, and literature about dance serve as inspiration, narration, or content for dance.</p> <p>6. The school library and media center contains a wide variety of dance related books, CDs, DVDs, MP3 selections, and documentaries of a variety of dance forms, genres, and styles from different cultures and time periods.</p>	<p>1. Music CDs, DVDs, and videos are provided that demonstrate high quality professional performance in a wide range of genres and styles of dance from a variety of cultures.</p> <p>2. Live musical accompaniment is available representing a wide variety of styles and cultures.</p> <p>3. A variety of rhythmic instruments and accompaniment is available for students to learn rhythm and music for dance.</p> <p>4. Dance rooms are equipped with a blackboard, whiteboard, or interactive "smart" board, and a bulletin board.</p> <p>5. Teachers have state of the art digital and internet facilities.</p> <p>6. The dance teacher will have access to books and articles the students read in their classrooms and the school library. The school library will include books, articles, and media materials about dance and dance history to serve student needs for choreography and research in dance.</p>

Technology	<ol style="list-style-type: none"> 1. Every room in which dance is taught is equipped with a sound system utilizing current technology as well as CD and MP3. The audio equipment is capable of variable speed and ample amplification for the room size. 2. Current technology for video camera recording, including technology for DVD, a tripod, and playback equipment, is conveniently accessible for educational purposes and documenting achievement. 3. Teachers have convenient access to LCD projectors and viewing screens. 4. Teachers have convenient access to a computer that has audio and video in-out capability, internet wifi connection, and email service. 5. A computer printer is available. 6. Photocopying equipment is available. 	<ol style="list-style-type: none"> 1. State of the art technology is integrated with learning and performing dance. 2. Every room in which dance is taught is equipped with a state of art sound system capable of variable formats, variable speed, and ample amplification for the room size. 3. Current technologies for video camera, playback, and color monitor equipment are available in each classroom as well as computer equipment and software for developing multi-media performances. 4. Large projection equipment is available for easy whole class viewing. 5. The technology necessary to equip a theatre performance area is available for theatrical lighting, sound amplification of music and voices, use of wings, and a curtain.
Budget	<ol style="list-style-type: none"> 1. All class and performance equipment is maintained in good repair. An adequate budget is available for repair and maintenance. 2. An annual budget is provided for purchase of music, DVDs, videos, props, and other special supplies, materials and performance equipment. 3. The school program has a depreciation, repair, and replacement plan for equipment. 4. A budget is provided to support accommodations necessary for special needs. 	<ol style="list-style-type: none"> 1. All class and performance equipment is maintained in good repair and regularly upgraded. An adequate budget is available for repair, maintenance, or replacement. 2. A budget is available for personnel requirements, music, DVDs, videos, technology, props, and other supplies and materials as well as equipment for performance enhancing possibilities. 3. The school program has a written depreciation and replacement plan for equipment.
Facilities		
	Basic	Quality
	<ol style="list-style-type: none"> 1. The space provides large, open area (e.g. dance studio, gymnasium, all-purpose room, or empty classroom) and is clear of all furniture, beams, pillars, exposed radiators or heaters, protruding or free-standing objects or equipment, and miscellaneous equipment or debris. 2. Every room in which dance is taught is clean and well ventilated. 3. The dance space is free from distractions from other classes or people passing through, has appropriate acoustic properties, a quiet environment, adequate lighting, and heating that provides comfortable temperatures throughout the year. 4. The dance space has access to running water for rehydration and lavatories are conveniently located. 4. The space must be large enough to accommodate all students of a class moving at the same time; at least 60-65 square feet per child is required for activity space in lower grades, 70'-80' square per person for students of adult height. 5. Spring wood or resilient wooden floors are standard requirements for all dance activities. <p>Concrete, tile, wood-over-concrete, and wood-over-</p>	<ol style="list-style-type: none"> 1. Administrators and teachers work cooperatively to ensure a safe environment in which all students and teachers can move freely and safely. 2. The dance studio has ballet barres for technical dance exercises and mirrors to observe self-performance. 3. The room is dedicated to dance classes or rehearsals and no street shoes are permitted in the area to dirty or mar the floor. 4. If the floor is wood that is rough or highly varnished (causing floor burns on bare feet), a marley or contemporary floor covering is provided for optimum performance. 5. The room in which dance is taught provides a chalk board, white board, or an interactive "smart" board, and a bulletin board for dance concepts, photos, and displays. 6. There is a performance venue adequate to accommodate the largest group taught that has appropriate properties of

	<p>tile floors are extremely unsafe and students can become injured from a fall or repetitive jumping. Floors must be level, clean, and free from splinters, nails, and all debris. Children dance in bare feet or appropriate dance shoes when required by the style. Street shoes, smooth socks, tights, and stockings are slippery or hazardous on dance floors.</p> <p>6. Ceiling height of at least 10-12" for non-partner dance training and 15-18" for partner dance training with recessed lighting.</p> <p>7. Sufficient secured storage space is available to store all audio and video equipment and other supplies used in teaching.</p>	<p>acoustics, lighting, sound, curtain, wings, audience space, and secure storage.</p> <p>7. Dressing room space and bathrooms are convenient to the class, studio, or performance space.</p> <p>8. A rehearsal space is accessible to a performance venue.</p>
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

PreK – Grade 2

Curriculum and Scheduling		
	Basic Review the Basic column in All Grades	Quality Review the Quality column in All Grades
Curriculum	<ol style="list-style-type: none"> 1. The cognitive focus of the curriculum at this stage is on sensory-motor development and the experience of dance as an activity to express oneself and communicate in bodily movement. 2. Movement in the form of creative dance is an experience in the everyday classroom as a means to communicate ideas, feelings and concepts. 3. Creative dance uses locomotor and non-locomotor movement skills children in accordance with the NCAS in Dance rather than teaching formal steps. 4. Focus in early years is on the personal experiences and exploration of body parts and bodily relationships to space, time, and energies. 5. Integration of sensory experiences enhances and deepens learning. 6. Formative Assessment practices include peer and reflective assessments as well as teacher evaluation. 	<ol style="list-style-type: none"> 1. All students actively participate in dance to achieve at levels consistent with their individual abilities to create, perform, respond to and relate dance to meanings as consistent with the National Core Arts Standards in Dance listed for grades PreK-2. 2. Dance skills include movement skills that develop alignment, strength, coordination, and imagination rather than teaching formal steps. 4. Emphasis of curriculum is on personal experiences and exploration of body parts and bodily relationships to space, time, and energies as a means of expression and communication. 6. Technology is integrated into dance learning. 7. Student evaluation is conducted on the basis of an age-appropriate assessment using the format provided in the Model Cornerstone Assessments (MCA) in Dance.
Scheduling	<ol style="list-style-type: none"> 1. Students receive at least 60 minutes of dedicated dance instruction activities per week. 2. Dance is integrated into the curriculum throughout the day. 3. Dedicated dance instruction is 30-45 minutes per class. 	<ol style="list-style-type: none"> 1. Students receive at least 90 minutes of dedicated dance instruction activities per week. 2. Dance activities are integrated regularly throughout the day to communicate and reinforce learning in other disciplines. 3. Dedicated dance instruction is 45-60 minutes per class.
Staffing		
	Basic Review the Basic column in All Grades	Quality Review the Quality column in All Grades
Teacher Qualifications & Load	<ol style="list-style-type: none"> 1. Dance is provided by teachers who have formal training in dance and childhood development with additional coursework in dance education and creative movement for children. 2. In order for every student to have adequate instruction the dance class ration is no greater than 1:12 for PreK and 1:20 for K-2nd grades. 3. Every dance teachers has a block of time of at least 30 minutes for preparation and evaluation each day, exclusive time for lunch and time for travel from room-to-room and between buildings. 	<ol style="list-style-type: none"> 1. Dance is taught by certified/degreed dance educators with experience in teaching young children. 2. Performance instruction is delivered by a certified dance specialist or a dance artist educator with experience in teaching young children. 3. In order for every student to have optimal instruction the dance class ration is no greater than 1:10 for PreK and 1:15 for K-2nd grades. 4. Planning time, exclusive time for lunch, and transition time is commensurate to that of other core academic courses.
Professional Development & Evaluation	Same as All Grades	Same as All Grades

Materials and Equipment		
	Basic Review the Basic column in All Grades	Quality Review the Quality column in All Grades
Equipment	<p>1. Equipment, materials, or props are used to provide sensory feedback and inspiration for movement. Props for young children are safe to use. There is sufficient quantity of props for children to have his/her own, or an appropriate number for children to dance with partners or small groups. Appropriate props for young children include:</p> <ol style="list-style-type: none"> Percussive instruments (e.g., drums, tambourines, rhythm sticks, shakers, triangles, bells) as well as small hand-held instruments teach rhythm. scarves or strips of fabric, streamers, elastic strips, balloons, hoops, or a parachute inspire movement and imagination. colored non-skid circles indicate areas on the floor. <p>2. Books of stories, poems, non-fiction, and literature about dance serve as narration or content for dance. The books contain colorful pictures, photographs, songs, or dances.</p>	<p>1. Additional equipment, materials, or props are effective to inspire movement and provide sensory feedback:</p> <ol style="list-style-type: none"> a variety of props for stimulus of creative ideas . dress up clothes or costumes. a parachute that students can shake and dance on or under. <p>2. The dance teacher will have access to books the children read in their classrooms and the school library. The school library will include books about dance and dance history.</p>
Technology	<ol style="list-style-type: none"> Technology is used when it appropriately enhances dance learning. Every room in which dance is taught has sound equipment with playback and amplification. Teachers have convenient access to video recording and playback equipment that is available for educational purposes and documenting achievement. Teachers have convenient access to viewing projectors and screens. 	<ol style="list-style-type: none"> Every room in which dance is taught has sound equipment with playback, amplification, and recording technology. Video camera, recording and playback equipment is available in each dance room for educational purposes and documenting achievement. Viewing cameras, projectors, screens, sound amplification are available in each classroom. Rooms have a multimedia-ready, internet-capable computer that has audio and video in-out capability, a USB/firewire with a CD/DVD player/recorder which is attached to a projection device.
Budget	Same as All Grades	Same as All Grades
Facilities		
	Basic Review the Basic column in All Grades	Quality Review the Quality column in All Grades
	<ol style="list-style-type: none"> In addition to the room providing a large, clean, open space that is clear of all furniture and protruding objects, the room must be safe for young children with electric outlets covered, no sharp objects, no open windows on high levels, and no potentially harmful objects or substances. Sixty square feet per child is the minimum space required for enough room to accommodate all students of a dance class moving at the same time. Students have access to high-quality performance venues at least once a year to enable them to present academic accomplishments to the public. 	<ol style="list-style-type: none"> Over 60 square feet per child will permit creative freedom and provide ample room to accommodate all students of a dance class moving at the same time. Students have periodic access to high-quality performance venues to enable them to present academic accomplishments to the public.

Grades 3-5

Curriculum and Scheduling		
	Basic Review the Basic column in All Grades	Quality Review the Quality column in All Grades
Curriculum	<p>1. The cognitive focus of the curriculum at this age is to explore how the body in motion functions and discover new dance movement skills and possibilities individually and in groups. Students will:</p> <ol style="list-style-type: none"> learn about anatomy and how their body functions in movement. develop new dance skills. explore new ways of moving. experience dance from different genres, cultures, and time periods. create and experience movements that express feelings and ideas. students will create and perform dance, observe dance, and communicate their thoughts about their dance experiences. 	<p>1. A balanced and challenging program will provide instruction for students to create, perform, respond to dance, and connect dance to personal life experiences and learning in other disciplines and contexts.</p>
Scheduling	<ol style="list-style-type: none"> At least 90 minutes of dedicated dance instruction is given to each student during each week. Instruction by a certified dance movement specialist is provided in periods of not less than 45 minutes. 	<ol style="list-style-type: none"> Students have the option of electing additional performance opportunity in addition to their general dance classes of at least 90 minutes of dedicated dance instruction. Performance instruction, delivered by a certified dance specialist or a dance artist educator, is provided in periods of not less than 45 minutes. Performing groups present two-four open rehearsals or performances each year for peers, parents, or the community.
Staffing		
	Basic Review the Basic column in All Grades	Quality Review the Quality column in All Grades
Teacher Qualifications & Load	<ol style="list-style-type: none"> At least 90 minutes of dedicated dance instruction is given to each student per week. Instruction by a certified dance specialist is provided in periods of not less than 45 minutes. In order for every student to have adequate instruction, the instructor-to-class ratio is no greater than 1:20. 	<ol style="list-style-type: none"> The dance specialist provides community contacts with artist educators and performers, and opportunities for students to experience professional dance in the community. Dancers and faculty from dance-related institutions within the community are utilized whenever possible to enhance and strengthen the school dance curriculum. In order for every student to have close personal attention, the instructor-to-class ratio is no greater than 1:15.
Professional Development & Evaluation	Same as All Grades	Same as All Grades

Materials and Equipment		
	Basic Review the Basic column in All Grades	Quality Review the Quality column in All Grades
Equipment	<ol style="list-style-type: none"> 1. A variety of materials, theatrical equipment, or props for students to use in their dances: e.g., percussive or melodic instruments, large pieces of material, boxes, chairs, a parachute. 2. Costumes will inspire movement ideas and dramatize student performance of choreography. 	<ol style="list-style-type: none"> 1. Stage equipment such as lighting, a curtain, wings, and audience seating accommodate formal performances.
Technology	<ol style="list-style-type: none"> 1. The room is equipped with a sound system utilizing current technology as well as CD and MP3. The audio equipment has ample amplification for the room size. 2. Teachers have convenient access to video recording and playback equipment for educational purposes and documenting achievement. 	<ol style="list-style-type: none"> 1. A microphone is available to the teacher when teaching in a large space. 2. Several small boom boxes are available for students to use when developing dances in small groups. 3. Teachers have convenient access to one multimedia-ready, internet-capable computer that has audio and video in-out capability, a USB/firewire with a CD/DVD player/recorder which is attached to a projection device.
Budget	Same as All Grades	Same as All Grades
Facilities		
	Basic Review the Basic column in All Grades	Quality Review the Quality column in All Grades
	<ol style="list-style-type: none"> 1. The space must be large enough to accommodate all students of a class moving at the same time; a minimum of 60-65 square feet per child is required for activity space. 	Same as All Grades

Grades 6-8 – Middle School

Curriculum and Scheduling		
	Basic Review the Basic column in All Grades	Quality Review the Quality column in All Grades
Curriculum	<p>1. The cognitive focus of the curriculum at this age is on relationships between a variety of dance possibilities while working individually or collaboratively; comparing and contrasting aspects of dance learning, performance of dance, and diversity of dance genres, styles, expression, and communication in movement from different cultures.</p> <p>2. The general dance curriculum provides all students with opportunities to create, perform, respond to dance, and connect dance to personal meaning and other contexts. The curriculum:</p> <ol style="list-style-type: none"> contains a balanced and sequential program of movement elements and skills representative of a variety of dance forms, genres, and styles. explores the social, cultural, and historical dimensions of dance. presents choreographic principles, processes, and structures. provides opportunities for performing, viewing, and analyzing dance. integrates dance with other disciplines within the curriculum. teaches safe body mechanics and other practices that support a healthy lifestyle. <p>3. Students use reflective practice to assess their own progress throughout their learning of dance.</p>	<p>1. A balanced program will provide instruction for students to create, perform, respond to dance, and connect dance to personal life experiences and other educational and world contexts to achieve high levels of performance of the NCAS in Dance to the best of abilities..</p> <p>2. Students will become involved in dance as audience or participants in their greater community.</p> <p>3. Dance professionals, choreographers, and faculty from dance-related institutions within the community are utilized whenever possible to enhance and strengthen the school dance curriculum.</p> <p>4. Students have the option of electing additional performance opportunities in addition to their general dance classes.</p> <p>5. The four arts-making process of the NCAS, Creating, Performing, Responding, and Connecting will inspire challenging and deep learning that students will take away with them to enjoy the art of dance for a lifetime.</p>
Scheduling	<p>1. At least 90 minutes of dedicated dance instruction is provided by a certified dance specialist to each student during each week.</p> <p>2. The length of the instruction period is comparable to the length of periods of other subjects.</p>	<p>1. The length of the instruction period is comparable to the length of periods of other subjects. However, a typical dance class is 1-hour long for beginners, 1 ½ hours long for advanced dancers.</p> <p>2. Performing groups present two-four open rehearsals or performances each year for peers, parents, or the community.</p>
Staffing		
	Basic Review the Basic column in All Grades	Quality Review the Quality column in All Grades
Teacher Qualifications & Load	<p>1. In order for every student to have adequate instruction, the instructor-to-class ratio is no greater than 1:20.</p>	<p>1. In order for every student to have adequate instruction, the instructor-to-class ratio is no greater than 1:15.</p> <p>2. The dance specialist provides community contacts with artist educators and performers, and opportunities for students to experience professional dance in the community.</p> <p>3. Team teaching opportunities with local dance artists and/or dance studio personnel provide supplemental instruction.</p>

Professional Development & Evaluation	Same as All Grades	Same as All Grades
Materials and Equipment		
	Basic Review the Basic column in All Grades	Quality Review the Quality column in All Grades
Equipment	<ol style="list-style-type: none"> 1. Music CDs, DVDs, and videos are provided that includes instrumental music representative of a wide range of dance forms, genres and styles from a variety of cultures. 2. A variety of theatrical equipment, materials, or props for students to use in their dances: e.g., percussive or melodic instruments, large pieces of material, boxes, chairs, a parachute. 	<ol style="list-style-type: none"> 1. A variety of theatrical equipment, materials, props, or multi-media effects are used to provide inspiration for and dramatization of choreography. 2. Stage equipment such as lighting, a curtain, wings, a scrim, and audience seating accommodate formal performances. 3. Costumes dramatize student dance performances. 4. Books and articles of stories, poems, non-fiction, and literature about dance serve as narration or content for dance. The dance teacher will have access to books and articles the students read in their classrooms and the school library. The school library will include books about dance and dance history for student choreography and research purposes.
Technology	<ol style="list-style-type: none"> 1. Each room in which dance is taught is equipped with a sound system with amplification and recording technology. The audio equipment has speakers capable of projecting throughout a large room. 2. Teachers have convenient access to video equipment, including a tripod, using DVD and current technology for video recording and playback that is available for educational purposes and for documenting achievement. 3. Teachers have convenient access to an LCD projector with sound amplification and a viewing screen. 4. Teachers have convenient access to a computer that has audio and video in-out capability, internet capability and wifi, email service, and a color printer. 	<ol style="list-style-type: none"> 1. A microphone is available to the teacher. 2. Several small boom boxes are available for students to use when developing dances in small groups. 3. At least one multimedia-ready, internet-capable computer that has audio and video in-out capability, a USB/firewire with a CD/DVD player/recorder which is attached to a projection device. 4. The technology necessary to equip a theatre performance area is available for theatrical lighting, sound amplification of music and voices, and use of wings, a scrim, and a curtain.
Budget	Same as All Grades	Same as All Grades
Facilities		
	Basic Review the Basic column in All Grades	Quality Review the Quality column in All Grades
	<ol style="list-style-type: none"> 1. Every school with a dance program provides a dance classroom with enough space for all students in a class to move at the same time. The space provides large, open area with dimensions of at least 30'x40' or 65-70 square feet per student. 	<ol style="list-style-type: none"> 1. A formal performance venue can accommodate the largest group taught and has appropriate properties of acoustics, lighting, sound, curtain, wings, audience space, convenient dressing and bathroom facilities, and secure storage.

Grades 9-12 - High School

Curriculum and Scheduling		
	Proficient/Accomplished Review the Basic column in All Grades	Advanced Review the Quality column in All Grades
Curriculum	<p>1. At this stage of cognitive development students intellectually appreciate abstract concepts such as formal structures, principles, aesthetics, criteria, and dance theory. The adolescent brain is now “wired” to intellectually understand and appreciate abstract dance forms, aesthetic criteria, and conceptual analysis of dance in relation to cultural contexts and social principles.</p> <p>2. The dance curriculum is described and outlined in a series of sequential and articulated curriculum guide for each course. The dance curriculum guides are available to administrators, faculty, students, and the public.</p> <p>a. The general dance curriculum provides all students with opportunities to create, perform, respond to dance, and connect dance to personal meaning and other contexts.</p> <p>b. The curriculum contains a balanced and sequential program of movement elements and skills representative of a variety of dance forms, genres, styles, and techniques appropriate for skill and age levels.</p> <p>c. Dance courses develop knowledge and skills in physical movement; aesthetic appreciation; analytical and critical thinking; creative choreographic and artistic processes, cultural and historical contexts of dance, integration of dance with knowledge in other disciplines, and healthful uses of the body.</p> <p>d. All dance classes apply safe movement practices and effective periods of warm-up and cool down activities.</p> <p>e. All dance courses provide students with opportunity to develop appropriate terminology and vocabulary specific to dance and movement.</p> <p>3. Academic credit is awarded at all level of dance instruction on the same basis as for comparable courses. Grades earned in dance courses are calculated into grade point averages and class rankings on the same bases as grades in comparable courses.</p> <p>4. Students are given the opportunity to perform in informal and formal concerts for peers, parents, and community. Extracurricular activities in arts include dance.</p> <p>5. Dancers and faculty of dance institutions within the community are utilized to enhance and strengthen the school dance curriculum. Guest artists and master classes are provided to complement curriculum and facilitate learning.</p> <p>6. Artistically gifted students will be offered special experiences to inspire their abilities and interests.</p>	<p>1. The Advanced dance program in high school is a pre-professional level of training that builds sequentially on previous dance learning. The curriculum is designed to inspire high achievement of the NCAS, state, or local standards specific to dance education.</p> <p>2. Students will be given opportunities to become involved in their greater community as dance audience, performer, and active participant in community programs and projects.</p> <p>3. Academic credit is awarded at the most advanced level of dance instruction on the same basis as comparable advanced placement courses. Grades earned in dance courses are calculated into grade point averages and class rankings on the same bases as grades in comparable advanced coursework.</p> <p>4. Graduation national honors may be awarded to students for outstanding work and contribution in dance through the National Honors Society for Dance Arts of the National Dance Education Organization.</p> <p>5. Student evaluation is conducted on the basis of an assessment using the format provided in the Model Cornerstone Assessments (MCA) in Dance. This assessment includes self- and faculty evaluations involving check lists, journals, classwork, critiques, videotaped classrooms, and performance portfolio.</p> <p>6. The four arts-making process of the NCAS in Dance (Creating, Performing, Responding, and Connecting) will inspire and challenge Advanced students with deep learning that they will take away with them to enjoy the art of dance for a lifetime.</p>

<p>Scheduling</p>	<p>1. Dance courses for various skill levels and interests are offered for 60-90 minutes at least three times per week. All programs offer entry level classes for beginners as well as a gradual progression of levels developing toward the Accomplished dancer. Ample performing and production opportunities are available to all students.</p> <p>2. The length of the instruction period is comparable to the length of periods of other subjects.</p>	<p>1. Students at the Advanced level will have additional performance opportunities in addition to their general dance classes.</p> <p>2. A typical dance class is 90 minutes long for Advanced dancers.</p> <p>3. Time is allocated each semester for student advisory meetings during which students establish, evaluate, and revise their personal growth and performance in dance education.</p> <p>4. Performing groups present three-five open rehearsals or performances each year for peers, parents, and the community.</p> <p>5. Performances and projects in the professional dance community are encouraged as preparation for professional engagement.</p>
<p>Staffing</p>		
	<p>Proficient/Accomplished Review the Basic column in All Grades</p>	<p>Advanced Review the Quality column in All Grades</p>
<p>Teacher Qualifications & Load</p>	<p>1. In order for every student to have adequate instruction, the instructor-to-class ratio is no greater than 1:20.</p> <p>2. Teacher aides are provided for large classes and special education classes according to numbers required in state law.</p> <p>3. Guest artists, artists-in-residence, and workshops enhance instructional areas of dance education available to all students at different levels of instruction.</p> <p>4. In order that the instructional program of every student may be adequately coordinated at each level and from school-to-school, one dance educator in every district of school is designated as coordinator or administrator to provide leadership for the dance program. This coordinator is employed on a full-time basis for administration when the staff includes 25 or more dance educators. The amount of administrative time is adjusted proportionately when the staff is smaller. Additional administrative staff is employed at a rate of one-fifth time for each additional 5 teachers above 25.</p>	<p>1. In order for every student to have personal instruction, the instructor-to-class ratio is no greater than 1:15.</p> <p>2. All dance teachers are professional dance specialist who are certified to teach in high schools or degreed in dance education and have experience as a professional dance artist and choreographer.</p> <p>3. The dance specialist provides the expertise to teach daily classes in safe and appropriate use of the body, dance structure and performance, creative dance composition and theory, plus develop pre-professional sequential curriculum.</p> <p>4. The dance specialist provides community contacts with artist educators and performers, and opportunities for students to experience professional dance in the community.</p> <p>5. Performance instruction is delivered by a certified dance specialist or a well-respected dance artist or choreographer.</p> <p>6. Dance professionals, choreographers, and faculty from dance-related institutions within the community are utilized whenever possible to enhance and strengthen the school dance curriculum.</p> <p>7. Team teaching opportunities with local dance artists and/or dance studio personnel provide supplemental pre-professional instruction.</p> <p>8. Professional dancers, choreographers, and faculty from dance institutions within the community are utilized to enhance and strengthen the school dance curriculum.</p>

Professional Development & Evaluation	Same as All Grades	Same as All Grades
Materials and Equipment		
	Proficient/Accomplished Review the Basic column in All Grades	Advanced Review the Quality column in All Grades
Equipment	<ol style="list-style-type: none"> 1. Instructional materials and equipment of quality in sufficient quantity and variety is available for every dance course offered: e.g., yoga mats, assorted weights, elastic rubber strips for isometric exercise and stretches. 2. Music CDs, DVDs, and videos are provided that represent vocal and instrumental music from a wide range of dance forms, genres and styles and from a variety of cultures and historical periods. 3. A variety of equipment, materials, costumes, or props that will support the needs of class training, choreography, or performance. 	<ol style="list-style-type: none"> 1. Instructional materials and equipment of quality in sufficient quantity and variety is available for every dance course offered: e.g., yoga mats, assorted weights, elastic rubber strips for isometric exercise and stretches, some gymnastic mats. 2. Music CDs, DVDs, and videos are provided that demonstrate high quality professional vocal in instrumental performance in a wide range of genres and styles of dance from a variety of cultures and historical periods. 3. A variety of theatrical equipment, materials, props, or multi-media effects are used to provide inspiration for and dramatization of choreography. 4. Costumes heighten and dramatize student dance performances. 5. Stage equipment such as lighting, a curtain, wings, a scrim, special effects, sets, and audience seating accommodate formal performances.
Technology	<ol style="list-style-type: none"> 1. Every room in which dance is taught is equipped with up-to-date sound playback, amplification and recording technology. The audio equipment includes CD and MP3 capability, variable speed operation and has speakers capable of projecting in a large room. 2. Teachers have convenient access to a video camera, including a tripod, and recording and playback systems using DVD and current technology that is available for educational purposes and documenting achievement. 3. Teachers have convenient access to an LCD or a digital projection system with a projectors, sound amplification, and large viewing screen. 4. Teachers have convenient access to a multimedia-ready, internet-capable computer that has audio and video in-out capability, a USB/firewire with a CD/DVD player/recorder which is attached to a projection device. 5. Several small boom boxes are available for students to use when developing dances in small groups. 	<ol style="list-style-type: none"> 1. Every room in which dance is taught is equipped with state-of-art sound playback, amplification, recording, and dubbing technology. The audio equipment includes CD capability, variable speed operation and has speakers capable of projecting in a large room. 2. A microphone is available to the teacher. 3. Several small boom boxes are available for students to use when developing dances in small groups. 4. Every room is equipped with video camera, including a tripod, and recording and playback systems using DVD and current technology that is available for educational purposes and documenting achievement. 5. LCD projectors, computer sound amplification, and viewing screens are available in each classroom. 6. At least one multimedia-ready, internet-capable computer that has audio and video in-out capability, a USB/firewire with a CD/DVD player/recorder which is attached to a projection device. 7. At least one color printer. 8. The technology to equip a theatre performance area is available: lighting,

		sound amplification of music and voices, and use of wings, a scrim, and a curtain.
Budget	Same as Basic column in All Grades	Same as Quality column in All Grades
Facilities		
	Proficient/Accomplished Review the Basic column in All Grades	Advanced Review the Quality column in All Grades
	<ol style="list-style-type: none"> 1. Every school with a dance program provides a dance classroom with enough space for all students in a class to move at the same time. The space provides large, open area with dimensions of at least 30'x40' depending on the number of students in the class, or 70-80 square feet per student. 2. Ballet barres are provided for technical dance exercises and mirrors permit students to observe their performance. 3. Lockers, changing room, and shower facilities are available. 4. Sufficient secured storage space is available for students to store personal items, and for faculty to store all audio and video equipment and other supplies used in teaching. 5. Dance classrooms and performance space can be secured and used after school and evening hours for rehearsals and performances. 6. In order that every student may have convenient private access to his or her teacher for consultation and help, office or studio space is provided for every dance educator. The space is adjacent to the instructional area in which the teacher holds classes and is designed so that he or she can supervise the area. The space provides convenient access to communications, wifi, the school intercom, a computer, and copy equipment. 	<ol style="list-style-type: none"> 1. The dance studio has ballet barres and mirrors mounted on the walls. 2. The room is dedicated exclusively to dance classes or rehearsals and no street shoes are permitted in the area to dirty or mar the floor. 3. There is a performance venue adequate to accommodate the largest group taught that has appropriate properties of acoustics, lighting, sound, curtain, wings, facilities for sets or special effects, audience space, and secure storage. 4. Dressing room space, showers, and bathrooms are convenient to the class, studio, rehearsal, and performance space. 5. A rehearsal space is accessible to a performance venue. 6. Sufficient secured storage space is available for students to store personal items, and for faculty to store all audio and video equipment and other supplies used in teaching. 7. Dance classrooms and performance space can be secured and used after school and evening hours for rehearsals and performances. 8. In order that every student may have convenient private access to his or her teacher for consultation and help, office or studio space is provided for every dance educator. The space is adjacent to the instructional area in which the teacher holds classes and is designed so that he or she can supervise the area. There is convenient access to communications, wifi, the school intercom, a computer, and copy equipment.

These Opportunity-to-Learn Standards were constructed under the auspices of the National Dance Education Organization and edited by Rima Faber as a composite of:

- National Dance Education Organization, Professional Teaching Standards for Dance Arts, 2017
- National Association for Music Education, Opportunity-to-Learn Standards, 2015
- National Dance Association, Jane M. Bonbright, Opportunity-to-Learn Standards, 1995

The National Dance Education Organization gratefully acknowledges partial funding from the National Endowment for the Arts. The National Dance Education Organization appreciates the National Association for Music Education for generously extending permission to use the format it developed for its own OTLs.

Last update 2-22-18

