DANCE WRITING GUIDELINES

1. General
* Consider using MLR (Maine Learning Results) text and organize into NCCAS (National Common Core Arts Standards) Structure.

I prefer the simplicity and realistic nature of MLR. Go through

NCCAS and MDCG (Maine Dance Curriculum Guide) and interface with MLR and see where the holes are or where more clarification is needed.

* See NDEO (National Dance Education Organization) “Opportunity to Learn Standards For Dance”.
* More specificity needed for Dance and Technology. Refer to NDEO and MDCG.
* Career Prep for dance needs to be more explicit and throughout the grade span. Refer to MDCG.
* Managing practice time, and focus need to be explicit Performance Skills. Refer to MDCG.
* Students With Special Needs/Inclusion needs to be explicitly addressed. Refer to MDG, NDEO, and NCCAS’ “Inclusion in Dance Education”.
* Add Appendix, Resources, References, Exemplars. Refer to NDEO, MDCG.
1. Dance Introduction
* Dance is the language spoken through the medium of one’s own body.
* A nod to Maine’s dance heritage: Societal- Native/Indigenous to New Mainers; In Education- Dance Specialists, Physical Education, Music, Theater, Visiting Artists, General Classrooms, Integrated with other subjects, Private Studios. To start, refer to MDCG.
* Why dance? Personal- pure movement, explore, create, social-emotional expression; Culture; Socialization; Recreation
* Dance is an excellent vehicle for Interdisciplinary Learning with any subject and SEL (Social and Emotional Learning.) Refer to NDEO, MDCG.
1. Notes specific to NCCAS
* Under “Performing” the subcategory of “Embody” is not necessary. All dance is embodiment. It could be “Informal Presentation/Performance” or just absorbed to the existing subcategories.
* Make sure the language is accessible for PK-2 without sacrificing rigor.