

# Colorado Academic STANDARDS

## Dance



# Overview of Changes Dance Standards

## Principles of the Standards Review Process

The Colorado Model Content Standards revision process was informed by these guiding principles:

- Begin with the end in mind; define what prepared graduates need in order to be successful using 21<sup>st</sup> century skills in our global economy.
- Align K-12 standards with early childhood expectations and higher education.
- In order to be globally competitive, international and national benchmarking strongly informs the new standards.
- Change is necessary.
- Standards will be deliberately designed for clarity, rigor, and coherence.
- There will be fewer, higher, and clearer standards.
- Standards will be actionable.

## Notable Changes to the Colorado Dance Model Content Standards

The most evident changes to the Colorado standards are replacing grade-band expectations (K-4, 5-8, and 9-12) with grade-level expectations. These are explained here in addition to other changes that are apparent upon comparison between the current dance standards and the proposed changes.

1. **Impact of standards articulation by grade level.** The original Colorado Dance Model Content Standards for dance were designed to provide districts with benchmarks of learning at grades 4, 8, and 12. The standards revision subcommittee was charged with providing a more specific learning trajectory of concepts and skills across grade levels, from early school readiness to postsecondary preparedness. Articulating standards by grade level in each area affords greater specificity (clearer standards) in describing the learning path across levels (higher standards), while focusing on a few key ideas at each grade level (fewer standards).
2. **Articulation of high school standards.** The grade-by-grade articulation of expectations was expanded. Each grade features written expectations for each standard up to the high school years. High school standards are not articulated by grade level, but by standard. This is intended to support district decisions about how best to design curriculum and courses – whether through an integrated approach, a traditional course sequence, or alternative approaches such as career and technical education. The high school standards delineate what all high school students should know and be able to do in order to be well prepared for any postsecondary option. The individual standards are not meant to represent a course or a particular timeframe. All high school students should be able to reach these rigorous standards within four years. Students with advanced capability may accomplish these expectations in a shorter timeframe, leaving open options for additional dance studies.
3. **Dual Pathways for Fundamental and Extended Learning:** Beginning in high school, the expectations are divided into two pathways – fundamental and extended – so that the student is allowed either to receive dance instruction for his or her general enrichment or to specialize in the art in its more advanced, performance- or choreography-oriented form as preparation for college or a career.
4. **Integration of P-2 Council's recommendations.** The subcommittee integrated the *Building Blocks to the Colorado K-12 Content Standards* document into the P-12 standards, aligning expectations to a great degree. Important concepts and skills are defined clearly across these foundational years, detailing expectations to a much greater extent for teachers and parents.

5. **Standards are written for mastery.** The proposed revisions to standards define mastery of concepts and skills. Mastery means that a student has facility with a skill or concept in multiple contexts. This is not an indication that instruction at a grade-level expectation begins and only occurs at that grade level. Maintenance of previously mastered concepts and skills and scaffolding future learning are the domain of curriculum and instruction, not standards. Interrelationships of the standards may require some grade-level skills to appear in more than one expectation or standard.
6. **Intentional integration of 21<sup>st</sup> century skills.** Appropriate technology allows students access to concepts and skills in ways that mirror the 21<sup>st</sup> century workplace. The progression of expectations and inter-referencing of standards were clearly articulated. The emphasis on both training in the use of technology and its application to 21<sup>st</sup> century skills is articulated with each grade and standard. The cultural, interdisciplinary, and technological applications are unique to each grade level and standard and are accompanied by inquiry questions that teachers and administrators may reference. These are organized to aid teachers and administrators in the implementation of a dance program in schools.

Below is a quick guide to other changes in the dance standards:

Area		Summary of changes	
	Current Standards	Proposed Revision	
<b>Number of standards</b>	Six standards	Four standards	
<b>Names of standards</b>	<p><b>Standard 1</b> Students understand and demonstrate dance skills.</p> <p><b>Standard 2</b> Students understand and apply the principles of choreography.</p> <p><b>Standard 3</b> Students create, communicate, and problem-solve through dance.</p> <p><b>Standard 4</b> Students understand and relate the role of dance in culture and history.</p> <p><b>Standard 5</b> Students understand the benefits of dance for lifelong fitness.</p> <p><b>Standard 6</b> Students understand the relationships and connections between dance and other disciplines.</p>	<p><b>Standard 1</b> <b>Movement, Technique, and Performance</b> Competence and confidence during a performance is the goal. Skillful movement and technique provide the practical substance for performance. Performance is the demonstration of human feeling and reasoning through movement. It is technical expertise and artistic expression through reflective practice, study, and evaluation of one's own work and the work of others.</p> <p><b>Standard 2</b> <b>Create, Compose and Choreograph</b> Creative dance involves using the dance elements of space, time, and energy to explore, improvise, and make movement phrases. The degree of sophistication in the choreographic process is evident in composition, which is a shorter work of art in progress. Choreography is the art of making dance using meaning, intent, and principles of structure and design. In dance, there are three levels of creativity that define and solve artistic problems in presenting a work of art – notation, movement vocabulary, and style.</p> <p><b>Standard 3</b> <b>Historical and Cultural Context</b> The Historical and Cultural Context in dance focuses on understanding the relevance of dance. The aim is to know dance from a variety of cultures: understand how dance shapes and reflects cultures and history through time; and acknowledge dance in society as creative, expressive, communicable, and social.</p> <p><b>Standard 4</b> <b>Reflect, Connect, and Respond</b> Reflect upon dance to stimulate the imagination and challenge the intellect; connect it with other disciplines to enrich and enhance the spectrum of knowledge; and respond to it to deepen and refine one's emotional nature. Represent dance as art in oral and written communications. Critique and analyze new dance works, reconstructions, and masterpieces. Distinguish the aesthetic values of dance, and discover the artistic intent.</p>	

Area	Summary of changes	
	Current Standards	Proposed Revision
<b>Integration of 21<sup>st</sup> century skills</b>	<ul style="list-style-type: none"> <li>Not deliberately addressed in original document.</li> </ul>	<ul style="list-style-type: none"> <li>A design feature of the revision process.</li> <li>Intentionally integrated into evidence outcomes.</li> </ul>
<b>P-2</b>	<ul style="list-style-type: none"> <li>Standards articulated for grade band beginning with kindergarten.</li> <li>Benchmarks articulated by grade band of K-4 with most geared to upper grades.</li> </ul>	<ul style="list-style-type: none"> <li>Pre-K included.</li> <li>Grade level expectations articulated for each elementary grade.</li> <li>Clear expectations articulated for grades P-2.</li> </ul>
<b>Number of grade level expectations (GLE)</b>	<ul style="list-style-type: none"> <li>Average of 12 benchmarks per standard.</li> </ul>	<ul style="list-style-type: none"> <li>Average of two to four grade level expectations per standard.</li> </ul>

## Dance Subcommittee Members

### **Subcommittee Chair:**

Linda Marsh  
Elementary, Middle, and High School  
Teacher of Physical Education and Dance  
St. Mary's Academy  
Castle Rock

### **Subcommittee Members:**

Athena A. Baschal, M.Ed.  
Parent and High School  
Dance and Drama Educator  
Colorado Springs

Judi Hofmeister  
High School  
Director, International Baccalaureate Dance  
Program  
Performing Arts Department Chair  
Douglas County High School  
Highlands Ranch

Alicia Karczewski  
Middle and High School  
Director of Dance  
Denver School of the Arts  
Denver

Lori O. Lara  
Elementary and Middle School  
Fine Arts and Language Arts Instructor  
Beulah School of Natural Sciences  
Beulah

Julia Wilkinson Manley  
Business  
School Director  
Ballet Nouveau Colorado  
Broomfield

Sandra Minton, Ph.D.  
Elementary and Middle School, and Higher  
Education  
Dance Specialist  
Centennial Academy of Fine Arts Education  
University of Northern Colorado  
Thornton

Marion Gaudioso Nagle  
Movement, Health and Physical Education  
Teacher  
Academy School District 20  
The DaVinci Academy  
Adjunct Faculty, Colorado College,  
Education Department  
Colorado Springs

Anne O'Connor  
Business  
Director of Education and Outreach  
Colorado Ballet  
Denver

Dulcie Willis  
High School  
Theatre Practicum and Dance Teacher  
Poudre High School  
Fort Collins

## National Expert Reviewer

### Anne Green Gilbert

Anne Green Gilbert is artistic director of the Creative Dance Center and Kaleidoscope Dance Company, which she founded in Seattle, Wash. in 1981. The Creative Dance Center is a unique, nonprofit organization and dance studio offering creative dance, modern, jazz, and ballet classes for infants through adults. Kaleidoscope is a modern dance company of children ages 8 to 14 that performs throughout Washington State and tours internationally. Gilbert is recognized as one of the leading dance educators in the U.S. and abroad. When not teaching classes or choreographing, Gilbert trains teachers through her summer dance institute for teachers and for Seattle Pacific University and Seattle University, where she is an adjunct professor. Gilbert has conducted hundreds of workshops for children and adults across the U.S., and in Japan, Australia, New Zealand, Canada, Finland, Russia, Denmark, France, Germany, Holland, Brazil, and Portugal.

Gilbert is the author of *Teaching the Three Rs through Movement*, *Creative Dance for All Ages*, *Brain-Compatible Dance Education*, *Teaching Creative Dance* (DVD) and *BrainDance* (DVD) as well as numerous articles. Gilbert also is an active member of the National Dance Association, National Dance Education Organization, and Dance and the Child International. Gilbert is the founder and past president of the Dance Educators Association of Washington, an organization promoting quality dance education in all Washington state schools K-12. As a member of the Arts Education Standards project, she helped write the Washington State Dance Standards and Learning Goals. Gilbert has received numerous awards, including the Wisconsin Association for Health, Physical Education, Recreation, and Dance (WAHPERD) Honor Award; National Dance Alliance (NDA) Outstanding Dance Educator Award (northwest district); 1999 Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD) Honor Award; and 2005 NDA Scholar/Artist Award. In addition, the May 2006 edition of *Dance Teacher Magazine* featured Gilbert.

## References

The subcommittee used a variety of resources representing a broad range of perspectives to inform their work. Those references include:

- Massachusetts Arts Curriculum Framework (November 1999)
- New Jersey Core Curriculum Content Standards for Visual and Performing Arts (2004)
- New South Wales, Primary Curriculum Foundation Statements, Creative Arts K–6, Units of Work (2005)
- Dance; A Guide to the New Years 7–10 Syllabus (New South Wales, 2005)
- An Introduction to Dance Stage 6 in the New HSC (New South Wales, 1999)
- Dance Stage 6, Support Document (New South Wales, 1999)
- Curriculum for Excellence: Expressive Arts; Experiences and Outcomes (Scotland, 2004)
- Curriculum for Excellence: Expressive Arts; Principles and Practices (Scotland, 2004)
- Curriculum for Excellence: Building the Curriculum 2 (Scotland, 2004)
- WestEd Colorado Model Content Standards Review
- Current Colorado Model Content Standards in Dance
- Building Blocks to the Colorado K-12 Content Standards

# Colorado Academic Standards Dance

*"The truest expression of a people is in its dances...Bodies never lie." ~Agnes De Mille*

*"Dance is the only art in which we ourselves are the stuff of which it is made." ~Ted Shawn*

Dance as art represents creative self-expression through the medium of human movement. The essence of dance is to feel, create, compose, interpret, perform, and respond. Dance is the physical expression of an idea developed through a process of research, inquiry, and movement discovery. As students inquire into dance, they gain skills in creating, performing, viewing, and responding. Improvisation and selection lead to the product of dance works using traditional materials or the latest technologies. Participation in dance endows students with the knowledge and skills necessary to succeed in the 21st century workforce. For example, dance-making or doing choreography involves beginning with an intent or inspiration followed by framing the intent as a movement problem to be solved – a set of skills that can be extended to problem-solving in other aspects of life. Dance students also display skills in world and historical dance, educational dance, aesthetic education, and expressive dance together with the characteristics of determination, self-direction, perseverance, dedication, risk taking, and team work that are the hallmarks of the dance artist.

The purpose of dance education in preschool through high school is to broadly educate all students in dance as an art form and to promote physical activity for fitness. Students demonstrate competence and confidence in a variety of genres and styles. They perform across cultural and professional boundaries. They communicate and inspire. They take responsibility and show initiative at the expected moment. Investigating the meanings and significance of the works of artists, choreographers, and technicians across time and space provides for the examination of ideas across disciplines. Students connect the concepts of dance to history, science, politics, religion, literature, drama, music, visual arts, and physical fitness. Dance can provide connections with any subject matter and help students to understand concepts important in other disciplines. Analyzing and critiquing dances – past and present – supports understanding of the relevance of the work in its time and culture.

Aesthetic inquiry leads students to make discriminating choices about what they do and see in dance. Appreciating aesthetic values increases a student's capacity to perform with expression, create dance with clarity and authenticity, and communicate verbally and in writing the intent and context of dance works. Students participating in school-based dance programs gain confidence in communicating and defending their ideas and decisions. They demonstrate a strong sense of self-worth and satisfaction.

## Standards Organization and Construction

As the subcommittee began the revision process to improve the existing standards, it became evident that the way the standards information was organized, defined, and constructed needed to change from the existing documents. The new design is intended to provide more clarity and direction for teachers, and to show how 21<sup>st</sup> century skills and the elements of school readiness and postsecondary and workforce readiness indicators give depth and context to essential learning.

The “Continuum of State Standards Definitions” section that follows shows the hierarchical order of the standards components. The “Standards Template” section demonstrates how this continuum is put into practice.

The elements of the revised standards are:

**Prepared Graduate Competencies:** The preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

**Standard:** The topical organization of an academic content area.

**High School Expectations:** The articulation of the concepts and skills of a standard that indicates a student is making progress toward being a prepared graduate. *What do students need to know in high school?*

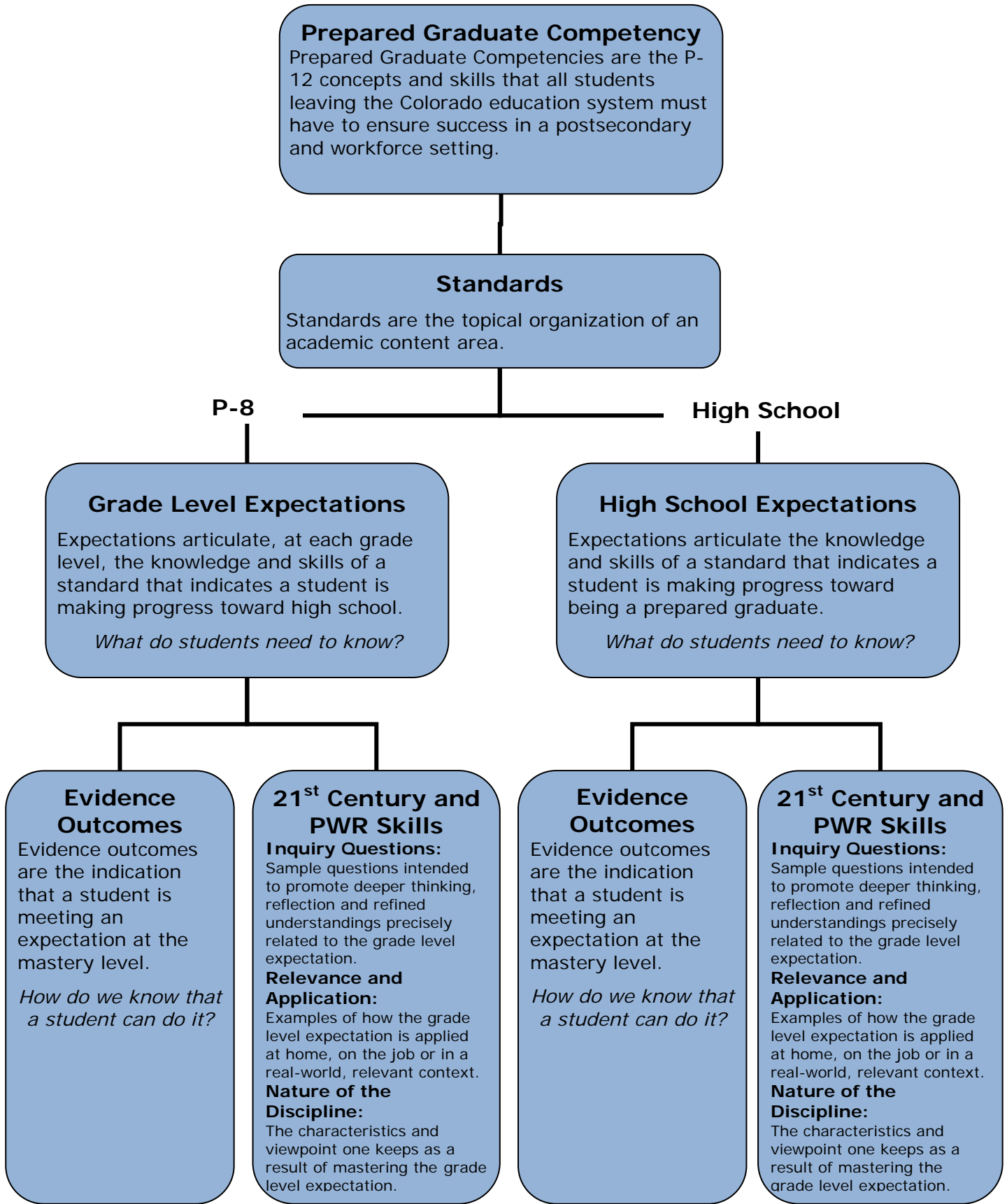
**Grade Level Expectations:** The articulation (at each grade level), concepts, and skills of a standard that indicate a student is making progress toward being ready for high school. *What do students need to know from preschool through eighth grade?*

**Evidence Outcomes:** The indication that a student is meeting an expectation at the mastery level. *How do we know that a student can do it?*

**21<sup>st</sup> Century Skills and Readiness Competencies:** Includes the following:

- ***Inquiry Questions:***  
Sample questions are intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectation.
- ***Relevance and Application:***  
Examples of how the grade level expectation is applied at home, on the job or in a real-world, relevant context.
- ***Nature of the Discipline:***  
The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.

## Continuum of State Standards Definitions



## STANDARDS TEMPLATE

**Content Area: NAME OF CONTENT AREA**

**Standard:** The topical organization of an academic content area.

**Prepared Graduates:**

- The P-12 concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting

### High School and Grade Level Expectations

**Concepts and skills students master:**

Grade Level Expectation: High Schools: The articulation of the concepts and skills of a standard that indicates a student is making progress toward being a prepared graduate.

Grade Level Expectations: The articulation, at each grade level, the concepts and skills of a standard that indicates a student is making progress toward being ready for high school.

*What do students need to know?*

**Evidence Outcomes**

**Students can:**

Evidence outcomes are the indication that a student is meeting an expectation at the mastery level.

*How do we know that a student can do it?*

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

Sample questions intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectation.

**Relevance and Application:**

Examples of how the grade level expectation is applied at home, on the job or in a real-world, relevant context.

**Nature of the Discipline:**

The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.

## Prepared Graduate Competencies in Dance

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared graduates in dance:

- Understand that dance performance requires technical competency
- Demonstrate competence and confidence in performing a variety of dance styles and genres
- Demonstrate awareness of fitness, wellness, and the body's potential for movement
- Demonstrate and use the principles and practices of choreography in the creative process
- Improvise and create movement based on an intent or meaning
- Demonstrate an understanding of form and structure to create dances
- Participate in a dance production
- Understand and appreciate a dance in terms of the culture in which it is performed
- Explore and perform dance styles from various cultures and eras
- Use criticism and analysis to reflect upon and understand new works, reconstructions, and masterpieces
- Discover connections to academic content areas, social activities, mass media, and careers
- Demonstrate thinking skills such as describing, analyzing, interpreting, evaluating, and problem-solving through dance movement and verbal discussion

## Colorado Academic Standards in Dance

Standards are the topical organization of an academic content area.

The four standards of dance are:

### 1. **Movement, Technique, and Performance**

Competence and confidence during a performance is the goal. Skillful movement and technique provide the practical substance for performance. Performance is the demonstration of human feeling and reasoning through movement. It is technical expertise and artistic expression through reflective practice, study, and evaluation of one's own work and the work of others.

### 2. **Create, Compose and Choreograph**

Creative dance involves using the dance elements of space, time, and energy to explore, improvise, and make movement phrases. The degree of sophistication in the choreographic process is evident in Composition, which is a shorter work of art in progress. Choreography is the art of making dance using meaning, intent, and principles of structure and design. In dance, there are three levels of creativity that define and solve artistic problems in presenting a work of art – notation, movement vocabulary, and style.

### 3. **Historical and Cultural Context**

The Historical and Cultural Context in dance focuses on understanding the relevance of dance. The aim is to know dance from a variety of cultures; understand how dance shapes and reflects cultures and history over time; and acknowledge dance in society as creative, expressive, communicable, and social.

### 4. **Reflect, Connect, and Respond**

Reflect upon dance to stimulate the imagination and challenge the intellect; connect it with other disciplines to enrich and enhance the spectrum of knowledge; and respond to it to deepen and refine one's emotional nature. Represent dance as art in oral and written communications. Critique and analyze new dance works, reconstructions, and masterpieces. Distinguish the aesthetic values of dance, and discover the artistic intent.

## Pathways in Dance

**Fundamental Pathway** – When approaching the revision of the Colorado Academic Standards for Dance, all subcommittee members were adamant that instruction in dance is fundamental to the education of all students preschool through high school. The fundamental pathway is meant to enrich each student in movement literacy and expression and to be accessible to anyone entering the pathway at any stage of their education. Graduate competencies for the fundamental pathway ensure that all graduates have dance in their personal repertoire to apply toward life-building decisions and experiences.

**Extended Pathway** – The extended pathway is intended to provide students who are seeking a possible career in dance opportunities to be better prepared to meet the requirements relative to postsecondary options such as university, professional, and apprenticeships. Graduate competencies for the extended pathway ensure that public school graduates in the state of Colorado are competitive in their field for further advancement.

# Dance

## Grade Level Expectations at a Glance

**Standard                      Grade Level Expectation**

### High School – Extended Pathway

1. Movement, Technique, and Performance	<ol style="list-style-type: none"> <li>1. Display dance movement skills, synthesizing technical proficiency, kinesthetic body awareness, and artistic interpretation</li> <li>2. Perform advanced movement with expression and artistry</li> <li>3. Produce a multi-faceted dance performance</li> </ol>
2. Create, Compose and Choreograph	<ol style="list-style-type: none"> <li>1. Refine the creative process in dance-making</li> <li>2. Compose dance works that convey meaning and intent</li> <li>3. Utilize choreography components when creating dance works</li> </ol>
3. Historical and Cultural Context	<ol style="list-style-type: none"> <li>1. Investigate two or more cultural and historical dance forms or traditions</li> <li>2. Utilize technical skills and knowledge of historical and cultural dance in performance situations</li> </ol>
4. Reflect, Connect, and Respond	<ol style="list-style-type: none"> <li>1. Apply critical analysis to new dance works, reconstructions, and masterpieces</li> <li>2. Articulate connections of dance</li> </ol>

### High School – Fundamental Pathway

1. Movement, Technique, and Performance	<ol style="list-style-type: none"> <li>1. Demonstrate dance movement skills with technical proficiency and kinesthetic body awareness</li> <li>2. Anatomical awareness heightens movement potential</li> <li>3. Perform with expression and artistry</li> <li>4. Understand the components of the performance process</li> </ol>
2. Create, Compose and Choreograph	<ol style="list-style-type: none"> <li>1. Utilize choreography principles and practices when creating dance works</li> <li>2. Apply the creative process to dance-making</li> <li>3. Use meaning, intent, and stimuli to create and develop dance works</li> <li>4. Understand form in choreography</li> </ol>
3. Historical and Cultural Context	<ol style="list-style-type: none"> <li>1. Cultural and historical dance forms and traditions are influenced by the values of the society they represent</li> <li>2. Use knowledge of cultural and historical dance forms to translate into performance</li> </ol>
4. Reflect, Connect, and Respond	<ol style="list-style-type: none"> <li>1. Respond to, reflect upon, and analyze new dance works, reconstructions, and masterpieces</li> <li>2. Articulate connections in dance</li> </ol>

### Eighth Grade

1. Movement, Technique, and Performance	<ol style="list-style-type: none"> <li>1. Various foundational dance styles (ballet, modern, jazz, tap)</li> <li>2. Articulate correlations among anatomy, kinesiology, and dance movement</li> <li>3. Develop a proper nutrition regimen for dance</li> </ol>
2. Create, Compose and Choreograph	<ol style="list-style-type: none"> <li>1. Correlation between choreographic intent and choreographic product</li> <li>2. Create abstract movement using imagery</li> </ol>
3. Historical and Cultural Context	<ol style="list-style-type: none"> <li>1. Historical dance figures represent the era and society in which they lived and worked</li> <li>2. Observe and participate in a variety of dance forms from around the world</li> </ol>
4. Reflect, Connect, and Respond	<ol style="list-style-type: none"> <li>1. Communicate choreography through written, oral, and practical applications</li> <li>2. Formal dance critiques demonstrate an understanding of dance-making</li> </ol>

# Dance

## Grade Level Expectations at a Glance

Standard	Grade Level Expectation
<b>Seventh Grade</b>	
1. Movement, Technique, and Performance	<ol style="list-style-type: none"> <li>1. Demonstrate alignment control during warm-up and locomotor sequences</li> <li>2. Demonstrate performance skills</li> <li>3. Demonstrate foundational dance styles (ballet, modern, jazz, tap)</li> <li>4. Demonstrate value of sequence in a warm-up</li> <li>5. Identify and demonstrate appropriate posture</li> </ol>
2. Create, Compose and Choreograph	<ol style="list-style-type: none"> <li>1. Choreographic intent involves making intentional movement choices</li> <li>2. Effective and appropriate use of dance elements (space, time, and energy)</li> <li>3. Group dynamics have distinctive choreographic characteristics</li> </ol>
3. Historical and Cultural Context	<ol style="list-style-type: none"> <li>1. The values of a culture are reflected in their dances</li> <li>2. Dance represents the culture of a society</li> </ol>
4. Reflect, Connect, and Respond	<ol style="list-style-type: none"> <li>1. Formal analysis and critique protocols</li> </ol>
<b>Sixth Grade</b>	
1. Movement, Technique, and Performance	<ol style="list-style-type: none"> <li>1. Demonstrate movement originating from a strong center</li> <li>2. Perform basic movement phrases containing choreographic intent</li> <li>3. Demonstrate skills in foundational dance forms (ballet, modern, tap, jazz)</li> <li>4. Perform a basic dance warm-up</li> <li>5. Make appropriate nutritional choices for dance performance</li> </ol>
2. Create, Compose and Choreograph	<ol style="list-style-type: none"> <li>1. Articulate creative choices required to develop choreographic intent</li> <li>2. Demonstrate basic composition skills</li> <li>3. Movement phrases are developed based on both existing knowledge and new discoveries</li> </ol>
3. Historical and Cultural Context	<ol style="list-style-type: none"> <li>1. Culture and geography are reflected in the traditional dance heritage of a people</li> </ol>
4. Reflect, Connect, and Respond	<ol style="list-style-type: none"> <li>1. Critical analysis of dance works requires specific criteria and documentation</li> </ol>
<b>Fifth Grade</b>	
1. Movement, Technique, and Performance	<ol style="list-style-type: none"> <li>1. Perform basic dance movements</li> <li>2. Perform a movement phrase, or dance with a variety of intent</li> </ol>
2. Create, Compose and Choreograph	<ol style="list-style-type: none"> <li>1. Create group studies</li> <li>2. Create a dance incorporating compositional elements</li> </ol>
3. Historical and Cultural Context	<ol style="list-style-type: none"> <li>1. Dances from different cultures have similarities and differences</li> <li>2. Observe dances from different historical periods</li> </ol>
4. Reflect, Connect, and Respond	<ol style="list-style-type: none"> <li>1. Analyze and evaluate dance works</li> <li>2. Use basic dance vocabulary to analyze dance work</li> </ol>

# Dance

## Grade Level Expectations at a Glance

Standard	Grade Level Expectation
<b>Fourth Grade</b>	
1. Movement, Technique, and Performance	<ol style="list-style-type: none"> <li>1. Perform dance phrases using dance elements and movement skills</li> <li>2. Perform dances from at least two different styles or genres</li> </ol>
2. Create, Compose and Choreograph	<ol style="list-style-type: none"> <li>1. Create simple group dances</li> <li>2. Create a short dance using compositional elements</li> </ol>
3. Historical and Cultural Context	<ol style="list-style-type: none"> <li>1. Dance communicate cultural norms</li> <li>2. Recognize ideas and styles in major dance works</li> </ol>
4. Reflect, Connect, and Respond	<ol style="list-style-type: none"> <li>1. Compare and contrast the work of well-known choreographers</li> <li>2. Evaluate the functions of dance training and rehearsal as they contribute to a performance</li> </ol>
<b>Third Grade</b>	
1. Movement, Technique, and Performance	<ol style="list-style-type: none"> <li>1. Perform dance studies with accuracy</li> <li>2. Move with intent while developing technique</li> </ol>
2. Create, Compose and Choreograph	<ol style="list-style-type: none"> <li>1. Design a group dance study using the elements of dance (space, time, and energy)</li> <li>2. Create a short dance using compositional principles (form/structure and design)</li> </ol>
3. Historical and Cultural Context	<ol style="list-style-type: none"> <li>1. Understand dance as a means of communication</li> <li>2. Recognize styles in major dance works</li> </ol>
4. Reflect, Connect, and Respond	<ol style="list-style-type: none"> <li>1. Research the life and work of a well-known choreographer</li> <li>2. Describe the use of dance elements in choreography</li> </ol>
<b>Second Grade</b>	
1. Movement, Technique, and Performance	<ol style="list-style-type: none"> <li>1. Perform simple dance studies</li> <li>2. Explore moods and feelings in performance</li> </ol>
2. Create, Compose and Choreograph	<ol style="list-style-type: none"> <li>1. Create a dance work alone and with others, and incorporate a movement motif</li> <li>2. Create expressive movement to music and other stimuli</li> </ol>
3. Historical and Cultural Context	<ol style="list-style-type: none"> <li>1. Social dances rely on unique costumes and music to express intent</li> <li>2. Dance is part of every society and community</li> </ol>
4. Reflect, Connect, and Respond	<ol style="list-style-type: none"> <li>1. Compare and contrast different dance styles and world dance forms</li> <li>2. Describe the feeling that is communicated through various dances</li> </ol>
<b>First Grade</b>	
1. Movement, Technique, and Performance	<ol style="list-style-type: none"> <li>1. Perform movement phrases alone and with others</li> <li>2. Demonstrate the elements of dance (space, time, and energy) in movement phrases</li> </ol>
2. Create, Compose and Choreograph	<ol style="list-style-type: none"> <li>1. Use the dance elements to create a simple movement phrase based on personal ideas and concepts from other sources</li> <li>2. Create a solo dance with changes in space or timing to reflect different feelings</li> </ol>
3. Historical and Cultural Context	<ol style="list-style-type: none"> <li>1. Perform simple dances from various cultures</li> <li>2. All cultures around the world have unique dances</li> </ol>
4. Reflect, Connect, and Respond	<ol style="list-style-type: none"> <li>1. Respond to different dance styles using basic stylistic vocabulary</li> <li>2. Display, discuss, and demonstrate appropriate etiquette at a dance performance</li> </ol>

# Dance

## Grade Level Expectations at a Glance

Standard	Grade Level Expectation
<b>Kindergarten</b>	
1. Movement, Technique, and Performance	<ol style="list-style-type: none"> <li>1. Demonstrate simple phrases of movement in time and space</li> <li>2. Move with intent to music and other stimuli</li> </ol>
2. Create, Compose and Choreograph	<ol style="list-style-type: none"> <li>1. Improvise movement to music and other stimuli</li> <li>2. Translate simple ideas and stories into movement phrases alone and with a partner</li> </ol>
3. Historical and Cultural Context	<ol style="list-style-type: none"> <li>1. Perform simple social dances that communicate an idea</li> </ol>
4. Reflect, Connect, and Respond	<ol style="list-style-type: none"> <li>1. Observe different dance styles, and describe one movement you remember</li> <li>2. Demonstrate appropriate etiquette at a dance performance</li> </ol>
<b>Preschool</b>	
1. Movement, Technique, and Performance	<ol style="list-style-type: none"> <li>1. Demonstrate simple phrases of movement in time and space</li> </ol>
2. Create, Compose and Choreograph	<ol style="list-style-type: none"> <li>1. Translate simple ideas and stories into movement</li> </ol>
3. Historical and Cultural Context	<ol style="list-style-type: none"> <li>1. Recognize dances from around the world</li> </ol>
4. Reflect, Connect, and Respond	<ol style="list-style-type: none"> <li>1. Observe and identify different dance genres</li> <li>2. Attentively observe a dance performance</li> </ol>

## 21<sup>st</sup> Century Skills and Readiness Competencies in Dance:

The dance subcommittee embedded 21st century skills, school readiness, and postsecondary and workforce readiness skills into the draft revised standards utilizing descriptions developed by Coloradans and vetted by educators, policymakers, and citizens.

### **Colorado's Description of 21<sup>st</sup> Century Skills**

The 21<sup>st</sup> century skills are the synthesis of the essential abilities students must apply in our rapidly changing world. Today's students need a repertoire of knowledge and skills that are more diverse, complex, and integrated than any previous generation. Dance is inherently demonstrated in each of Colorado 21<sup>st</sup> century skills, as follows:

Critical Thinking and Reasoning – Dance is a discipline requiring that one create while thinking intensively and critically. The art form encourages students to define and solve artistic problems with insight, reason, and technical proficiency. The individual's curiosity teams with critical thinking to break boundaries, research, and enrich the imagination. The idea is to contribute something new to society, and find personal fulfillment.

Information Literacy – The discipline of dance equips students with tools and the self-discipline to organize and interpret a multitude of resources. A dance student with information literacy skills can effectively analyze primary and secondary sources, detect bias, use learning tools that include technology, and clearly communicate thoughts using sound reasoning.

Collaboration – Dance is about collaboration, cooperation, creative problem-solving, teamwork, excellence, and reflection. It encourages ensemble work and applauds success. Students of dance are involved with constructive interaction with others; display patience, fair play, and honesty; respect differences; and take turns and collaborate to strengthen the learning process.

Self-Direction – Dance requires a productive disposition, self-discipline, initiative, curiosity, and dedication. This involves monitoring and assessing one's thinking and persisting in search of patterns, relationships, and cause and effect. Personal integrity helps students to learn to think beyond the immediate to see worthy objectives. Through dance, students connect with one another and come to appreciate rich and diverse cultures, beliefs, and societies.

Invention – Dance is continually changing and reinventing itself. It is the physical expression of an idea. "The arts are among the resources through which individuals re-create themselves. The work of art is a process that culminates in a new art form. That art form is the recreation of the individual. Recreation is a form of re-creation. The arts are among the most powerful means of promoting recreation." (Elliott Eisner 2002)

## **Colorado's Description for School Readiness**

*(Adopted by the State Board of Education, December 2008)*

School readiness describes both the preparedness of a child to engage in and benefit from learning experiences, and the ability of a school to meet the needs of all students enrolled in publicly funded preschools or kindergartens. School readiness is enhanced when schools, families, and community service providers work collaboratively to ensure that every child is ready for higher levels of learning in academic content.

## **Colorado's Description of Postsecondary and Workforce Readiness**

*(Adopted by the State Board of Education, June 2009)*

Postsecondary and workforce readiness describes the knowledge, skills, and behaviors essential for high school graduates to be prepared to enter college and the workforce and to compete in the global economy. The description assumes students have developed consistent intellectual growth throughout their high school career as a result of academic work that is increasingly challenging, engaging, and coherent. Postsecondary education and workforce readiness assumes that students are ready and able to demonstrate the following without the need for remediation: Critical thinking and problem-solving; finding and using information/information technology; creativity and innovation; global and cultural awareness; civic responsibility; work ethic; personal responsibility; communication; and collaboration.

## **How These Skills and Competencies are Embedded in the Revised Standards**

Three themes are used to describe these important skills and competencies and are interwoven throughout the standards: *inquiry questions; relevance and application; and the nature of each discipline*. These competencies should not be thought of stand-alone concepts, but should be integrated throughout the curriculum in all grade levels. Just as it is impossible to teach thinking skills to students without the content to think about, it is equally impossible for students to understand the content of a discipline without grappling with complex questions and the investigation of topics.

**Inquiry Questions** – Inquiry is a multifaceted process requiring students to think and pursue understanding. Inquiry demands that students (a) engage in an active observation and questioning process; (b) investigate to gather evidence; (c) formulate explanations based on evidence; (d) communicate and justify explanations, and; (e) reflect and refine ideas. Inquiry is more than hands-on activities; it requires students to cognitively wrestle with core concepts as they make sense of new ideas.

**Relevance and Application** – The hallmark of learning a discipline is the ability to apply the knowledge, skills, and concepts in real-world, relevant contexts. Components of this include solving problems, developing, adapting, and refining solutions for the betterment of society. The application of a discipline, including how technology assists or accelerates the work, enables students to more fully appreciate how the mastery of the grade level expectation matters after formal schooling is complete.

**Nature of Discipline** – The unique advantage of a discipline is the perspective it gives the mind to see the world and situations differently. The characteristics and viewpoint one keeps as a result of mastering the grade level expectation is the nature of the discipline retained in the mind's eye.

# 1. Movement, Technique, and Performance

Competence and confidence during a performance is the goal. Skillful movement and technique provide the practical substance for performance. Performance is the demonstration of human feeling and reasoning through movement. It is technical expertise and artistic expression through reflective practice, study, and evaluation of one's own work and the work of others.

## Prepared Graduates

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

### Prepared Graduate Competencies in the 1. Movement, Technique, and Performance Standard are:

- Understand that dance performance requires technical competency
- Demonstrate competence and confidence in performing a variety of dance styles and genres
- Demonstrate awareness of fitness, wellness, and the body's potential for movement
- Participate in a dance production
- Demonstrate thinking skills such as describing, analyzing, interpreting, evaluating, and problem-solving through dance movement and verbal discussion

**Content Area: Dance**

**Standard: 1. Movement, Technique, and Performance**

<b>Prepared Graduates:</b> <ul style="list-style-type: none"><li>➤ Understand that dance performance requires technical competency</li><li>➤ Demonstrate competence and confidence in performing a variety of dance styles and genres</li></ul>
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**Grade Level Expectation: High School – Extended Pathway**

<b>Concepts and skills students master:</b> <ol style="list-style-type: none"><li>1. Display dance movement skills, synthesizing technical proficiency, kinesthetic body awareness, and artistic interpretation</li></ol>
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<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students in the extended pathway can:</b> <ol style="list-style-type: none"><li>a. Demonstrate an understanding of dance elements</li><li>b. Articulate correct vocabulary terms to name dance movements in a variety of dance forms</li><li>c. Demonstrate with skill and accuracy an intermediate or advanced technical proficiency in the performance of multiple dance forms such as ballet, modern, jazz, tap, hip-hop, or world dance traditions</li><li>d. Perform dance works with artistic interpretation and projection</li><li>e. Demonstrate the ability to use basic notation methodology</li></ol>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"><li>1. How can basic technique in one dance form improve with the study of multiple dance forms?</li><li>2. When casting for a role, would you choose the strongest technically proficient dancer, or the one who has greater stage presence or artistic interpretation skills?</li></ol>
	<b>Relevance and Application:</b> <ol style="list-style-type: none"><li>1. Practicing dance technique cultivates self-discipline and leads to a high level of fluency in performance.</li><li>2. Individuals who develop kinesthetic body awareness skills have a heightened awareness of their surroundings. For example, they sense dangerous situations and easily maneuver through crowds.</li><li>3. Using appropriate software to further understand the anatomy and kinesiology of the body provides a scientific basis for proper use of musculature.</li></ol>
	<b>Nature of Dance:</b> <ol style="list-style-type: none"><li>1. Dancers must combine technical proficiency and kinesthetic body awareness with artistic interpretation in order to become world-class dancers.</li><li>2. Dancers have an in-depth understanding of how the human body moves in space.</li></ol>

**Content Area: Dance**

**Standard: 1. Movement, Technique, and Performance**

**Prepared Graduates:**

- Understand that dance performance requires technical competency

**Grade Level Expectation: High School – Extended Pathway**

**Concepts and skills students master:**

- 2. Perform advanced movement with expression and artistry

**Evidence Outcomes**

**Students in the extended pathway can:**

- a. Maintain vertical, off-center, and non-vertical body alignment appropriate to the dance styles performed
- b. Self-correct while performing complex movement sequences
- c. Use technique, rhythmic accuracy, and artistic expression as appropriate to selected dance styles
- d. Achieve proficiency of specific dance vocabulary
- e. Memorize and reproduce movement sequences accurately

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

- 1. How does one see music in movement?
- 2. How does a performer who dances with artistic interpretation and projection differ from one who exhibits only technical proficiency?

**Relevance and Application:**

- 1. Digital media can be used to create and integrate visual and auditory cues with dance.
- 2. The ability to self-correct during rehearsal and performance demonstrates a dancer’s developing ability to understand and appropriately present a choreographer’s intent.
- 3. Developing a systematic method for memorizing dance steps and movement can be translated into countless uses in daily and work life.

**Nature of Dance:**

- 1. Dancers traverse cultural and linguistic boundaries to communicate important ideas by performing with musicality and expression.

**Content Area: Dance**

**Standard: 1. Movement, Technique, and Performance**

<b>Prepared Graduates:</b> ➤ Participate in a dance production
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**Grade Level Expectation: High School – Extended Pathway**

**Concepts and skills students master:**  
3. Produce a multi-faceted dance performance

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
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<b>Students in the extended pathway can:</b> a. Direct and assist in producing a public dance performance b. Demonstrate the continuity of composition to the end dance performance c. Define the explicit process used when producing a dance work	<b>Inquiry Questions:</b> 1. How does one make a dance work accessible and interesting for an audience? 2. What must a dancer do to properly prepare for a performance?
	<b>Relevance and Application:</b> 1. Multi-step processes in performance preparation mirrors multi-step problem-solving in mathematics. 2. Dance producers and project managers alike must develop a detailed schedule for creating and implementing a project to ensure its timely and quality completion. 3. Theatrical lighting technologies can be used to create lighting plots for dances.
	<b>Nature of Dance:</b> 1. Collaboration is at the core of a dancer’s process of performance. Dancers must work closely with and trust one another, their directors and choreographers, and technicians to prepare for and perform dance.

**Content Area: Dance**

**Standard: 1. Movement, Technique, and Performance**

<b>Prepared Graduates:</b> <ul style="list-style-type: none"><li>➤ Understand that dance performance requires technical competency</li><li>➤ Demonstrate competence and confidence in performing a variety of dance styles and genres</li></ul>
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**Grade Level Expectation: High School – Fundamental Pathway**

<b>Concepts and skills students master:</b> <ul style="list-style-type: none"><li>1. Demonstrate dance movement skills with technical proficiency and kinesthetic body awareness</li></ul>
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<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students in the fundamental pathway can:</b> <ul style="list-style-type: none"><li>a. Demonstrate with skill and accuracy technical proficiency in the performance of selected dance genres such as ballet, modern, jazz, tap, hip-hop, or world dance traditions</li><li>b. Articulate correct vocabulary terms for movements of selected dance styles and genres</li><li>c. Develop an awareness of center and alignment while efficiently articulating a variety of dance styles</li></ul>	<b>Inquiry Questions:</b> <ul style="list-style-type: none"><li>1. How does maintaining a strong center support arm and leg extensions?</li><li>2. Why do dancers consider their bodies “body instruments?”</li><li>3. How do dance techniques become “genres” or globally accepted styles?</li></ul>
	<b>Relevance and Application:</b> <ul style="list-style-type: none"><li>1. Developing technical proficiency in any endeavor requires self-discipline, the ability to self-correct, and perseverance.</li><li>2. Musicians employ differing vocal skills when singing opera versus folk versus rap.</li></ul>
	<b>Nature of Dance:</b> <ul style="list-style-type: none"><li>1. Dancers perform a variety of dance styles with distinctive characteristics.</li></ul>

**Content Area: Dance**

**Standard: 1. Movement, Technique, and Performance**

<b>Prepared Graduates:</b> <ul style="list-style-type: none"><li>➤ Demonstrate awareness of fitness, wellness, and the body's potential for movement</li></ul>
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**Grade Level Expectation: High School – Fundamental Pathway**

<b>Concepts and skills students master:</b> <ul style="list-style-type: none"><li>2. Anatomical awareness heightens movement potential</li></ul>
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<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
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<b>Students in the fundamental pathway can:</b> <ul style="list-style-type: none"><li>a. Discuss how dance can contribute to fitness, wellness, and a positive self-image</li><li>b. Identify joints used for mobility, and relate anatomy to movement</li><li>c. Identify key anatomical elements that contribute to varying dance movements</li><li>d. Describe how developing strength, flexibility, and endurance through dance contributes to fitness and wellness</li></ul>
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<b>Inquiry Questions:</b> <ul style="list-style-type: none"><li>1. How does one feel differently about his or her body when participating in dance class?</li><li>2. In what ways does a dancer make informed choices about his or her health and wellness that may be different than a non-dancer?</li></ul>
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<b>Relevance and Application:</b> <ul style="list-style-type: none"><li>1. Kinesiologists and physical therapists study body movement to understand the intricacies of human musculature, and to treat and prevent injuries</li><li>2. Fitness and wellness software and online resources can provide tools for monitoring diet, exercise, and one's general health and wellness.</li></ul>
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<b>Nature of Dance:</b> <ul style="list-style-type: none"><li>1. Dancers who understand how and why their body moves demonstrate high levels of technical proficiency.</li></ul>
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**Content Area: Dance**

**Standard: 1. Movement, Technique, and Performance**

<b>Prepared Graduates:</b> <ul style="list-style-type: none"><li>➤ Understand that dance performance requires technical competency</li></ul>
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**Grade Level Expectation: High School – Fundamental Pathway**

<b>Concepts and skills students master:</b> 3. Perform with expression and artistry
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<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
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<b>Students in the fundamental pathway can:</b> <ul style="list-style-type: none"><li>a. Demonstrate an understanding of the movement elements of space, time, and energy when performing in dance</li><li>b. Perform dance movements with rhythmic accuracy and with a complementary relationship to accompaniment</li><li>c. Perform one dance work demonstrating use of technical skill and artistic awareness with artistic interpretation and projection</li><li>d. Perform with others to express the intent of the choreography</li><li>e. Increase movement vocabulary</li></ul>	<b>Inquiry Questions:</b> <ul style="list-style-type: none"><li>1. How does a dancer’s expression of space, time, and energy change as his or her technical abilities increase?</li><li>2. How does one interpret music as a dancer?</li></ul>
	<b>Relevance and Application:</b> <ul style="list-style-type: none"><li>1. Successful presenters use expressive, nonverbal cues to communicate important ideas.</li><li>2. Music can evoke emotions and encourage self-expression.</li><li>3. Exploring prominent artists in dance through online resources helps build background knowledge to better artistic expression.</li></ul>
	<b>Nature of Dance:</b> <ul style="list-style-type: none"><li>1. Dance serves as a universal form of expression.</li></ul>

**Content Area: Dance**

**Standard: 1. Movement, Technique, and Performance**

**Prepared Graduates:**  
➤ Participate in a dance production

**Grade Level Expectation: High School – Fundamental Pathway**

**Concepts and skills students master:**  
4. Understand the components of the performance process

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
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**Students in the fundamental pathway can:**

- a. Demonstrate the ability to work through the rehearsal and performance components of a dance production
- b. Demonstrate the ability to describe production elements used when creating a performance
- c. Analyze the role of the audience during a performance

**Inquiry Questions:**

- 1. Why is an understanding of intent important when performing?
- 2. How does the structure used to produce a performance affect the outcome?
- 3. What is it like to perform for an audience?

**Relevance and Application:**

- 1. A project manager must utilize and implement an organized and thoughtful process to ensure a successful outcome.
- 2. The production of a theatrical performance requires strategically using audio, digital, lighting, and mechanical technologies to provide a variety of presentation possibilities.

**Nature of Dance:**

- 1. Dancers understand that producing a performance can only be accomplished with the successful collaboration of artistic, administrative, and technical expertise.

**Content Area: Dance**

**Standard: 1. Movement, Technique, and Performance**

<b>Prepared Graduates:</b> <ul style="list-style-type: none"><li>➤ Understand that dance performance requires technical competency</li><li>➤ Demonstrate competence and confidence in performing a variety of dance styles and genres</li><li>➤ Participate in a dance production</li></ul>
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**Grade Level Expectation: Eighth Grade**

**Concepts and skills students master:**  
1. Various foundational dance styles (ballet, modern, jazz, tap)

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ul style="list-style-type: none"><li>a. Demonstrate adaption of movement to various dance styles</li><li>b. Perform prescribed choreographic work from at least two different styles of dance</li><li>c. Demonstrate increased technical rigor in more than one style of dance</li><li>d. Assemble appropriate costumes for a dance production</li><li>e. Demonstrate knowledge of staging procedures within a production</li></ul>	<b>Inquiry Questions:</b> <ul style="list-style-type: none"><li>1. How does adaptation of various dance styles demonstrate knowledge?</li><li>2. Why is it important to know more than one style or movement approach to dance?</li><li>3. How would you describe your own personal style of dance?</li></ul>
	<b>Relevance and Application:</b> <ul style="list-style-type: none"><li>1. Using technology such as video and moviemaker) provides the ability to demonstrate a broad range of dance styles for building a portfolio.</li><li>2. Applying multiple approaches in dance through the personalization of movement demonstrates a dancer's ability to think critically and problem-solve.</li><li>3. Following a prescribed choreographic work gives dancers a foundation for understanding basic dance sequence and structure.</li><li>4. Choreographic structures have many similarities to music, theatre, and literary structures.</li></ul>
	<b>Nature of Dance:</b> <ul style="list-style-type: none"><li>1. Innovative dancers are skilled in more than one dance style.</li></ul>

**Content Area: Dance**

**Standard: 1. Movement, Technique, and Performance**

<b>Prepared Graduates:</b> <ul style="list-style-type: none"><li>➤ Understand that dance performance requires technical competency</li><li>➤ Demonstrate awareness of fitness, wellness, and the body's potential for movement</li></ul>
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**Grade Level Expectation: Eighth Grade**

<b>Concepts and skills students master:</b> 2. Articulate correlations among anatomy, kinesiology, and dance movement
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<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ul style="list-style-type: none"><li>a. Name major muscle groups and their affect on joint movement</li><li>b. Name major muscle groups and their <u>engaged</u> affect on joint movement</li><li>c. Use proper anatomical vocabulary to describe muscle action</li></ul>	<b>Inquiry Questions:</b> <ul style="list-style-type: none"><li>1. How would you move if you had no muscles or bones?</li><li>2. How do bones and muscles work together?</li><li>3. Which muscles initiate a given dance movement such as grand jeté?</li></ul> <b>Relevance and Application:</b> <ul style="list-style-type: none"><li>1. Because the human body was designed for motion, anatomical awareness learned in dance can be applied to all effort actions as a means to grasp concepts in physics and body sciences.</li><li>2. Video images and split-screen presentation boards can be used to show real-world photos of movement with overlays of muscle groups and bones that are used for captured movement.</li><li>3. Dancers can use scientific principles and concepts to understand muscular development and proper conditioning to improve movement.</li></ul> <b>Nature of Dance:</b> <ul style="list-style-type: none"><li>1. Dancers understand that the infrastructures of the body (a dancer's instrument) have greatly improved the teaching of dance and the learning of choreography.</li></ul>

**Content Area: Dance**

**Standard: 1. Movement, Technique, and Performance**

<b>Prepared Graduates:</b> <ul style="list-style-type: none"><li>➤ Understand that dance performance requires technical competency</li><li>➤ Demonstrate awareness of fitness, wellness, and the body's potential for movement</li></ul>
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**Grade Level Expectation: Eighth Grade**

**Concepts and skills students master:**  
3. Develop a proper nutrition regimen for dance

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ul style="list-style-type: none"><li>a. Design an appropriate dietary regimen to complement anticipated dance activity needs</li><li>b. Design an appropriate schedule to ensure fuel intake, rest, and relaxation to support dance activities</li><li>c. Integrate appropriate nutrition, wellness, and fitness into daily lifestyle</li></ul>	<b>Inquiry Questions:</b> <ul style="list-style-type: none"><li>1. Are dancer's athletes, artists – or both? Why?</li><li>2. What is a healthy dancer?</li><li>3. Do dancers require more, less, or the same caloric intake as non-dancers? Why?</li></ul>
	<b>Relevance and Application:</b> <ul style="list-style-type: none"><li>1. Understanding the correlation between what we eat and how we perform is a highly useful life skill.</li><li>2. Using spreadsheet programs like Microsoft Excel and charting software programs can provide clear documentation for recording nutrition/performance ratios.</li><li>3. Studying science in relation to dance identifies nutrients needed to develop muscular health.</li></ul>
	<b>Nature of Dance:</b> <ul style="list-style-type: none"><li>1. Dancers who practice proper nutrition generally experience greater longevity in a performing art that places great demands on the body.</li></ul>

## Content Area: Dance

### Standard: 1. Movement, Technique, and Performance

#### Prepared Graduates:

- Understand that dance performance requires technical competency
- Demonstrate competence and confidence in performing a variety of dance styles and genres
- Demonstrate awareness of fitness, wellness, and the body's potential for movement
- Demonstrate thinking skills such as describing, analyzing, interpreting, evaluating, and problem-solving through dance movement and verbal discussion

### Grade Level Expectation: Seventh Grade

#### Concepts and skills students master:

1. Demonstrate alignment control during warm-up and movement sequences

#### Evidence Outcomes

##### Students can:

- a. Demonstrate proper modern dance movements in center- and across-the-floor combinations such as centered and off-centered movement; fall and recovery; and swing and suspend.
- b. Articulate the importance of gradually warming up the body by following a sequence of movements that progressively increases in difficulty and works specific muscle groups.
- c. Maintain balanced and aligned posture by being aware of how this is attained (using eyes for visual cues, middle ear for sense of equilibrium, and receptors in joints and muscles).
- d. Physically demonstrate how a well-planned kinesthetic warm maintains dance technique and rigor in performance
- e. Understands and can demonstrate that center/core strength increases body control and thorough range of movement.

#### 21<sup>st</sup> Century Skills and Readiness Competencies

##### Inquiry Questions:

1. How are some architectural structures suspended?
2. Which is more satisfying: resisting gravity or giving into it?
3. What is the connection between a strong center and: fall, recovery, swing and suspension?

##### Relevance and Application:

1. The ability to respond mindfully to being thrown off center reflects a flexibility of thought that can be applied in any life situation where the unexpected occurs such as maneuvering a crowded sidewalk.
2. Dancers use body alignment much like vocalists use proper vocal alignment to provide agility and stability.
3. Video playbacks can be used to assess proper alignment.

##### Nature of Dance:

1. Dancers are trained to be immediately responsive to both internal and external stimuli and to make the resultant response meaningful.

**Content Area: Dance**

**Standard: 1. Movement, Technique, and Performance**

<b>Prepared Graduates:</b> <ul style="list-style-type: none"><li>➤ Understand that dance performance requires technical competency</li><li>➤ Demonstrate competence and confidence in performing a variety of dance styles and genres</li><li>➤ Demonstrate thinking skills such as describing, analyzing, interpreting, evaluating, and problem-solving through dance movement and verbal discussion</li></ul>
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**Grade Level Expectation: Seventh Grade**

**Concepts and skills students master:**  
2. Demonstrate performance skills

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ul style="list-style-type: none"><li>a. Memorize prescribed choreographic work in an informal setting</li><li>b. Perform a prescribed choreographic work in a formal setting</li><li>c. Respond to directions by the choreographer, and implement corrective action</li></ul>	<b>Inquiry Questions:</b> <ul style="list-style-type: none"><li>1. What jobs or careers involve public performances?</li><li>2. What is the difference between dancing in class and dancing in a production?</li><li>3. How is memorized choreography different from improvisation?</li><li>4. Why is the work of some choreographers easier to perform than the work of others?</li></ul>
	<b>Relevance and Application:</b> <ul style="list-style-type: none"><li>1. Rehearsals require a different focus and application of skills from skills applied in dance production situations.</li><li>2. To videotape and critique one's performance in practice situations improves real-world applications.</li><li>3. The performance of the basic structures of choreographed works develops confidence to take risks.</li><li>4. Performance skills develop a dancer's self-direction and problem-solving abilities.</li></ul>
	<b>Nature of Dance:</b> <ul style="list-style-type: none"><li>1. It is the goal of dance performance to impart meaning and elevate awareness.</li></ul>

**Content Area: Dance**

**Standard: 1. Movement, Technique, and Performance**

<b>Prepared Graduates:</b> <ul style="list-style-type: none"><li>➤ Understand that dance performance requires technical competency</li><li>➤ Demonstrate competence and confidence in performing a variety of dance styles and genres</li><li>➤ Demonstrate awareness of fitness, wellness, and the body's potential for movement</li></ul>
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**Grade Level Expectation: Seventh Grade**

<b>Concepts and skills students master:</b> 3. Demonstrate foundational dance forms (ballet, modern, tap, jazz)
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<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ul style="list-style-type: none"><li>a. Match dance terminology correctly to movements executed in a variety of dance forms.</li><li>b. Demonstrate body positions correctly that relate to a variety of dance forms (parallel and turned-out positions, contract, neutral and release)</li><li>c. Demonstrate traveling movements correctly from a variety of dance forms</li><li>d. Differentiate what style is being demonstrated by the use of a particular technique.</li><li>e. Understand the benefits of training in more than one style/technique</li></ul>	<b>Inquiry Questions:</b> <ul style="list-style-type: none"><li>1. How is your experience of modern technique different from your experience of ballet?</li><li>2. What is the connection between muscle control and movement execution?</li><li>3. How would you describe the feeling of working on the floor as opposed to working in a vertical plane?</li></ul>
	<b>Relevance and Application:</b> <ul style="list-style-type: none"><li>1. Because most people move in a parallel orientation, technique leads to better body and kinesthetic awareness for pedestrian movement.</li><li>2. An understanding of how the abdominal wall supports the spine improves posture and helps with proper lifting and carrying.</li><li>3. Voice coaches occasionally have singers lie on the floor to experience proper breathing.</li><li>4. Animation software allows students to take still images and imitate them.</li></ul>
	<b>Nature of Dance:</b> <ul style="list-style-type: none"><li>1. Dancers who study the foundational dance forms are highly versatile performers.</li><li>2. Dancers employ artistic investigation to enhance kinesthetic growth, cross training, and muscular balance.</li></ul>

**Content Area: Dance**

**Standard: 1. Movement, Technique, and Performance**

<b>Prepared Graduates:</b> <ul style="list-style-type: none"><li>➤ Understand that dance performance requires technical competency</li><li>➤ Demonstrate awareness of fitness, wellness, and the body's potential for movement</li></ul>
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**Grade Level Expectation: Seventh Grade**

**Concepts and skills students master:**  
4. Demonstrate value of sequence in a warm-up

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ul style="list-style-type: none"><li>a. Explain the rationale for sequential warm-up for the demands of a class</li><li>b. Order correctly a series of warm-up movements using proper technique</li></ul>	<b>Inquiry Questions:</b> <ul style="list-style-type: none"><li>1. What qualifies as a sequence of events in your morning routine at home?</li><li>2. What happens when you perform a warm-up out of sequence?</li><li>3. How is your day impacted when your normal routine is interrupted?</li><li>4. Why is a sequential regimen an important aspect of performing?</li></ul>
	<b>Relevance and Application:</b> <ul style="list-style-type: none"><li>1. Most day-to-day activities have an order or progression in which they happen most efficiently.</li><li>2. The examination of how sequence impacts outcome is a skill that applies to any activity or job.</li><li>3. Software is available to readily order and reorder sequences to maximize the action potential.</li></ul>
	<b>Nature of Dance:</b> <ul style="list-style-type: none"><li>1. Because the body is a dancer's instrument, it is vital that it be treated well for maximum performance and endurance.</li><li>2. Prevention is better than cure in taking care of the body,</li></ul>

**Content Area: Dance**

**Standard: 1. Movement, Technique, and Performance**

<b>Prepared Graduates:</b> <ul style="list-style-type: none"><li>➤ Understand that dance performance requires technical competency</li><li>➤ Demonstrate awareness of fitness, wellness, and the body's potential for movement</li><li>➤ Demonstrate thinking skills such as describing, analyzing, interpreting, evaluating, and problem-solving through dance movement and verbal discussion</li></ul>
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**Grade Level Expectation: Seventh Grade**

**Concepts and skills students master:**  
5. Identify and demonstrate appropriate posture

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ul style="list-style-type: none"><li>a. Apply dance posture and carriage in and outside of dance class</li><li>b. Identify proper and improper posture and carriage in others</li><li>c. Suggest anatomical adjustments to correct poor posture and carriage</li><li>d. Maintain alignment appropriate to a dance form while performing</li></ul>	<b>Inquiry Questions:</b> <ul style="list-style-type: none"><li>1. What images can a dancer use to put her/himself into correct alignment?</li><li>2. Why is it necessary to use proper alignment outside of dance class?</li><li>3. How does alignment affect body systems and functions other than those required for dance?</li></ul>
	<b>Relevance and Application:</b> <ul style="list-style-type: none"><li>1. Proper alignment and carriage is beneficial for a strong and healthy spine and torso.</li><li>2. Many chronic neck, back, hip, and leg complaints are related to poor posture.</li><li>3. Computer keyboarding requires supported posture and correct placement on one's chair.</li><li>4. The self-correction and adjustment of posture develops a heightened sense of self-awareness and body control.</li></ul>
	<b>Nature of Dance:</b> <ul style="list-style-type: none"><li>1. What often is labeled the good carriage of a dancer is simply proper posture.</li><li>2. It is the nature of dance to take what is sound, accurate physics, and present it as art.</li></ul>

**Content Area: Dance**

**Standard: 1. Movement, Technique, and Performance**

<b>Prepared Graduates:</b> <ul style="list-style-type: none"><li>➤ Understand that dance performance requires technical competency</li><li>➤ Demonstrate competence and confidence in performing a variety of dance styles and genres</li><li>➤ Demonstrate awareness of fitness, wellness, and the body's potential for movement</li><li>➤ Demonstrate thinking skills such as describing, analyzing, interpreting, evaluating, and problem-solving through dance movement and verbal discussion</li></ul>
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**Grade Level Expectation: Sixth Grade**

<b>Concepts and skills students master:</b> 1. Demonstrate movement originating from a strong center
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<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ul style="list-style-type: none"><li>a. Identify in writing movement observed relative to "center"</li><li>b. Identify orally movement relative to "center," and begin techniques to strengthen the center</li><li>c. Demonstrate physically muscular engagement for appropriate posture relative to a strong central center</li><li>d. Demonstrate proper body alignment (parallel and turned out positions) in a variety of foundational dance forms</li></ul>	<b>Inquiry Questions:</b> <ul style="list-style-type: none"><li>1. What impact does center or core have on your ability to dance and execute steps?</li><li>2. Why is it important to be able to articulate our understanding of "center" through the written and spoken word?</li><li>3. What are some of the non-dance movements you perform that are more efficient because you move from your center?</li><li>4. When would a person not want to move from center? Why?</li></ul> <b>Relevance and Application:</b> <ul style="list-style-type: none"><li>1. The knowledge of how to move from the center is fundamental to functional wellness.</li><li>2. The use of words to explain kinesthetic concepts can make those concepts more accessible to verbal and language learners.</li><li>3. The concept of center can be compared to principles of physics, wherein weak cores result in structural collapses. For example, buildings with weak architecture collapse during earthquakes.</li><li>4. Technological networks function properly only if the hubs or routers function properly.</li></ul> <b>Nature of Dance:</b> <ul style="list-style-type: none"><li>1. Dancers in all genres understand that the core is what grounds even the freest of dance movement.</li></ul>

**Content Area: Dance**

**Standard: 1. Movement, Technique, and Performance**

<b>Prepared Graduates:</b> <ul style="list-style-type: none"><li>➤ Demonstrate competence and confidence in performing a variety of dance styles and genres</li><li>➤ Participate in a dance production</li></ul>
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**Grade Level Expectation: Sixth Grade**

<b>Concepts and skills students master:</b> 2. Perform basic movement phrases containing choreographic intent
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<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ul style="list-style-type: none"><li>a. Perform a dance phrase created by others</li><li>b. Perform a dance phrase manipulated by others</li><li>c. Perform a dance phrase developed by others</li><li>d. Demonstrate self-awareness through dance sequences and dance works</li></ul>	<b>Inquiry Questions:</b> <ul style="list-style-type: none"><li>1. How is performing someone else’s movement different from performing one’s own?</li><li>2. What is lost and gained in movement translation from choreographer to performer?</li><li>3. Does knowing the original phrase make it easier or more difficult to then apply someone else’s manipulation?</li></ul>
	<b>Relevance and Application:</b> <ul style="list-style-type: none"><li>1. People are asked in daily life to execute the wishes of others and are judged as successful or unsuccessful based on how accurately they understand the intent of those requesting action.</li><li>2. Theme and development in music is one of the most powerful compositional formats.</li><li>3. One is directed to interpret memorized lines in theatre to shift meaning and nuance.</li><li>4. Graphic design software allows for downloads of non-copyrighted images that can be manipulated and developed for individual copyright.</li></ul>
	<b>Nature of Dance:</b> <ul style="list-style-type: none"><li>1. Dancers preserve traditions with their ability to replicate the movement and intent of choreographers who precede them, and to teach the movement to the next generation.</li><li>2. Choreographers depend on dancers to take the choreographer’s vision and give it form by replicating movement and intent.</li></ul>

**Content Area: Dance**

**Standard: 1. Movement, Technique, and Performance**

<b>Prepared Graduates:</b> <ul style="list-style-type: none"><li>➤ Understand that dance performance requires technical competency</li><li>➤ Demonstrate competence and confidence in performing a variety of dance styles and genres</li></ul>
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**Grade Level Expectation: Sixth Grade**

**Concepts and skills students master:**  
3. Demonstrate skills in foundational dance forms (ballet, modern, tap, jazz)

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ul style="list-style-type: none"><li>a. Match terminology to movement execution (and vice versa)</li><li>b. Demonstrate turnout</li><li>c. Demonstrate positions</li><li>d. Demonstrate fundamental locomotor and non-locomotor movement</li></ul>	<b>Inquiry Questions:</b> <ul style="list-style-type: none"><li>1. Is it easier to hear the term and execute a movement, or to see the movement and think of the term?</li><li>2. Why is ballet considered by many the “foundation” of dance?</li></ul>
	<b>Relevance and Application:</b> <ul style="list-style-type: none"><li>1. Most people find they can remember almost anything more easily if they associate it with something else. Movement is one of the strongest mnemonic devices.</li><li>2. Common twists and sprains occur when the structural components of the leg are out of alignment. Knowledge of turnout and positions allows one to maintain and regain the postural placement of hip, knee, and ankle joints.</li><li>3. In the same way that ballet structures support specific movement, ergonomic devices are designed to maximize technological efficiency.</li></ul>
	<b>Nature of Dance:</b> <ul style="list-style-type: none"><li>1. Dancers with a solid classical foundation in technique or movement skills have excellent control of their bodies and movement execution.</li></ul>

**Content Area: Dance**

**Standard: 1. Movement, Technique, and Performance**

<b>Prepared Graduates:</b> <ul style="list-style-type: none"><li>➤ Understand that dance performance requires technical competency</li><li>➤ Demonstrate awareness of fitness, wellness, and the body’s potential for movement</li><li>➤ Demonstrate thinking skills such as describing, analyzing, interpreting, evaluating, and problem-solving through dance movement and verbal discussion</li></ul>
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**Grade Level Expectation: Sixth Grade**

**Concepts and skills students master:**  
4. Perform a basic dance warm-up

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ul style="list-style-type: none"><li>a. Memorize and participate in a prescribed warm-up</li><li>b. Correlate the correct warm up to specific movement</li><li>c. Independently select the appropriate warm-up for any situation</li><li>d. Demonstrate flexibility and placement in a warm-up</li><li>e. Refine body control, and develop technique skill through a warm-up</li></ul>	<b>Inquiry Questions:</b> <ul style="list-style-type: none"><li>1. What is the difference between warm-up and technique?</li><li>2. Is there a correlation between warm-up and other areas of life?</li><li>3. How can warming up properly affect technique?</li></ul>
	<b>Relevance and Application:</b> <ul style="list-style-type: none"><li>1. To warm up the voice before singing and the fingers before playing piano, and to practice before giving a presentation are all similar examples of the valuable concept of “warm up.”</li><li>2. All endeavors benefit from advanced preparation and the ability to strategize.</li><li>3. An understanding that warming up is an essential component of a performance demonstrates a dancer’s understanding of muscular and joint-action and response.</li></ul>
	<b>Nature of Dance:</b> <ul style="list-style-type: none"><li>1. Dancers recognize that their bodies are their artistic instrument.</li></ul>

**Content Area: Dance**

**Standard: 1. Movement, Technique, and Performance**

<b>Prepared Graduates:</b> <ul style="list-style-type: none"><li>➤ Demonstrate awareness of fitness, wellness, and the body's potential for movement</li><li>➤ Demonstrate thinking skills such as describing, analyzing, interpreting, evaluating, and problem-solving through dance movement and verbal discussion</li></ul>
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**Grade Level Expectation: Sixth Grade**

<b>Concepts and skills students master:</b> 5. Make appropriate nutritional choices for dance performance
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<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ul style="list-style-type: none"><li>a. Identify foods and liquids that support dance wellness and enhance performance</li><li>b. Correlate the benefits of sound, nutritional choices to dance performance</li></ul>	<b>Inquiry Questions:</b> <ul style="list-style-type: none"><li>1. Which foods are considered nutritional foods?</li><li>2. How can eating nutritious foods positively or negatively affect one's ability to dance?</li></ul>
	<b>Relevance and Application:</b> <ul style="list-style-type: none"><li>1. Like dancers, racecars require proper fuel.</li><li>2. An understanding of nutrition and performance enhances general knowledge of body chemistry.</li><li>3. Water functions as a delivery system and is very important for hydration, particularly during physical activity, and contributes to good health.</li><li>4. Internet resources provide excellent sources for wellness and physical performance studies.</li></ul>
	<b>Nature of Dance:</b> <ul style="list-style-type: none"><li>1. Dancers require adequate energy intake to fully reach their capacity as movers.</li><li>2. Dancers are athletes and must care for their bodies in a similar manner.</li></ul>

**Content Area: Dance**

**Standard: 1. Movement, Technique, and Performance**

**Prepared Graduates:**  
➤ Understand that dance performance requires technical competency

**Grade Level Expectation: Fifth Grade**

**Concepts and skills students master:**  
1. Perform basic dance movements/technique

**Evidence Outcomes**

**Students can:**

- a. Demonstrate a dance, and then identify its basic dance movements
- b. Perform a dance from memory
- c. Notate a dance or phrase using basic dance vocabulary

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

- 1. What elements of dance are visible in a particular performance?
- 2. What does it mean to dance with a sense of rhythm and style?
- 3. How do simple sequences aid in a dance performance?

**Relevance and Application:**

- 1. Using imagery to simulate the practice of movement enhances performance quality.
- 2. Connecting musicality with dance requires applying the nuances of rhythm and style.

**Nature of Dance:**

- 1. Dancers are considered both athletes and artists.

**Content Area: Dance**

**Standard: 1. Movement, Technique, and Performance**

**Prepared Graduates:**  
➤ Understand that dance performance requires technical competency

**Grade Level Expectation: Fifth Grade**

**Concepts and skills students master:**  
2. Perform a movement phrase, or dance with a variety of intent

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
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**Students can:**  
a. Use variety of stimuli to vary the same phrase or dance  
b. Identify how the intent of phrase or dance can be altered by stimuli

**Inquiry Questions:**  
1. What is interpretation?  
2. How is intent demonstrated in dance?  
3. How does movement notation aid in communication?  
4. How is it possible to communicate without words?

**Relevance and Application:**  
1. Dancers interpret meaning just as readers interpret literary works, or musicians interpret a composer's intended message.

**Nature of Dance:**  
1. Dancers interpret rhythm and style to produce original dance works.

**Content Area: Dance**

**Standard: 1. Movement, Technique, and Performance**

**Prepared Graduates:**  
➤ Understand that dance performance requires technical competency

**Grade Level Expectation: Fourth Grade**

**Concepts and skills students master:**  
1. Perform dance phrases using dance elements and movement skills

**Evidence Outcomes**

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Students can:**  
a. Perform simple dance phrases of varying lengths  
b. Perform alone, in pairs, and in group formations

**Inquiry Questions:**  
1. How do the elements of dance give meaning to the movement?  
2. How is it different dancing alone, in a pair and in groups?

**Relevance and Application:**  
1. Manipulating space, time, and energy in a movement phrase demonstrates a dancer's ability to adapt to change.

**Nature of Dance:**  
1. Dancers know that dedicated practice improves performance.

**Content Area: Dance**

**Standard: 1. Movement, Technique, and Performance**

**Prepared Graduates:**  
➤ Demonstrate competence and confidence in performing a variety of dance styles and genres

**Grade Level Expectation: Fourth Grade**

**Concepts and skills students master:**  
2. Perform dances from at least two different styles or genres

**Evidence Outcomes**

**Students can:**  
a. Display different basic techniques required by styles or genres  
b. Notate the basic structure of a style or genre using movement notation

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**  
1. Where do varying styles and genres come from?  
2. How do the commonalities of style or genre give a distinct form to a dance?  
3. How can forms in dance mirror musical forms?

**Relevance and Application:**  
1. Video footage of diverse genres and styles gives context to the global world of dance.  
2. Styles and genres of dance depict similarities in musical and literary styles and genres.

**Nature of Dance:**  
1. Dancers use structured patterns as a means to communicate intent.

**Content Area: Dance**

**Standard: 1. Movement, Technique, and Performance**

**Prepared Graduates:**  
➤ Understand that dance performance requires technical competency

**Grade Level Expectation: Third Grade**

**Concepts and skills students master:**  
1. Perform dance studies with accuracy

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
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**Students can:**

- a. Demonstrate the articulated use of the dance elements in dance studies
- b. Perform dance studies using form (AB, canon, ABA, theme, and variation)
- c. Refine the articulation of the body
- d. Dance in time with the music
- e. Notate a short dance phrase using movement notation

**Inquiry Questions:**

- 1. How can your movements tell a story?
- 2. How does your face show expression to match my movement?
- 3. How can you dance without hurting yourself or others?
- 4. How do the elements of dance give meaning to the movement?

**Relevance and Application:**

- 1. Dance forms such as AB, ABA, and canon are similar to repeating patterns represented in math.

**Nature of Dance:**

- 1. Dancers use the elements of dance to vary movement intent.

**Content Area: Dance**

**Standard: 1. Movement, Technique, and Performance**

<b>Prepared Graduates:</b> <ul style="list-style-type: none"><li>➤ Understand that dance performance requires technical competency</li><li>➤ Demonstrate awareness of fitness, wellness, and the body's potential for movement</li></ul>
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**Grade Level Expectation: Third Grade**

**Concepts and skills students master:**  
2. Move with intent while developing technique

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ul style="list-style-type: none"><li>a. Identify by name the major bones and muscles in movement, including the spine, pelvis, knees, feet, and abdominals</li><li>b. Participate in simple warm-ups and stretching before and after dancing</li><li>c. Demonstrate basic control and flexibility in practice and performance</li><li>d. Articulate the importance of posture and facial expression when communicating an idea in performance</li><li>e. Demonstrate coordinated movements incorporating head, shoulders, arms, and legs</li></ul>	<b>Inquiry Questions:</b> <ul style="list-style-type: none"><li>1. How can warming up and stretching affect dancing?</li><li>2. How do your muscles control your movements?</li><li>3. How does control over my body make me more confident?</li><li>4. How can improved technique enhance a performance?</li></ul>
	<b>Relevance and Application:</b> <ul style="list-style-type: none"><li>1. Dancers use their knowledge of body function and structure to develop proper technique.</li><li>2. The sequential and precise warm-up dancers use to prepare for performance helps them to organize and maintain structure in everyday life.</li></ul>
	<b>Nature of Dance:</b> <ul style="list-style-type: none"><li>1. Dancers pursue higher levels of technical proficiency to develop deeper artistic expression.</li></ul>

**Content Area: Dance**

**Standard: 1. Movement, Technique, and Performance**

**Prepared Graduates:**  
➤ Understand that dance performance requires technical competency

**Grade Level Expectation: Second Grade**

**Concepts and skills students master:**  
1. Perform simple dance studies

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<p><b>Students can:</b></p> <ul style="list-style-type: none"><li>a. Perform a one-part movement phrase</li><li>b. Utilize movement vocabulary using stimuli for creative dance</li><li>c. Perform a simple dance using the elements of dance (space, time, and energy)</li><li>d. Perform simple dances with a sense of rhythm in small groups</li><li>e. Use simple, iconic movement notation to describe a dance study</li></ul>	<p><b>Inquiry Questions:</b></p> <ul style="list-style-type: none"><li>1. What does it mean to be in control of your body?</li><li>2. How can you improve your dance?</li><li>3. What is good use of dance vocabulary?</li><li>4. How do you feel when you dance?</li><li>5. How do you read dance movements?</li></ul>
	<p><b>Relevance and Application:</b></p> <ul style="list-style-type: none"><li>1. Like other content areas, learning a dance vocabulary is important to advance knowledge and execution of movement.</li><li>2. Extensive font resources allow for multiple ways to create new and innovative personal notation systems.</li></ul>
	<p><b>Nature of Dance:</b></p> <ul style="list-style-type: none"><li>1. Through a variety of performance experiences, dancers learn to appreciate different ways of moving.</li></ul>

**Content Area: Dance**

**Standard: 1. Movement, Technique, and Performance**

**Prepared Graduates:**  
➤ Understand that dance performance requires technical competency

**Grade Level Expectation: Second Grade**

**Concepts and skills students master:**  
2. Explore moods and feelings in performance

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
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**Students can:**

- a. Perform movement phrases in response to a variety of rhythms and changes in moods
- b. Perform a simple movement phrase, and notate it using shapes, colors, and symbols
- c. Study everyday postures and gestures in the global community to identify how movement communicates meaning and emotions
- d. Learn to move in ways that encourage a healthy body
- e. Perform a simple dance sequence from memory for an audience

**Inquiry Questions:**

- 1. How do changes in mood and feelings help you to understand a dance?
- 2. How can you remember the movement of a dance?
- 3. How do you learn the movement of a dance?
- 4. Do you learn a dance more quickly by watching it, or doing it?

**Relevance and Application:**

- 1. Patterns in dance mirror patterns in life, such as cross-walk, the Sun rise and set, and odd and even numbers.

**Nature of Dance:**

- 1. Dances require variety and contrast in movement to show intent.

**Content Area: Dance**

**Standard: 1. Movement, Technique, and Performance**

<b>Prepared Graduates:</b> <ul style="list-style-type: none"><li>➤ Understand that dance performance requires technical competency</li><li>➤ Demonstrate awareness of fitness, wellness, and the body's potential for movement</li></ul>
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**Grade Level Expectation: First Grade**

<b>Concepts and skills students master:</b> <ul style="list-style-type: none"><li>1. Perform movement phrases alone and with others</li></ul>
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<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
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<b>Students can:</b> <ul style="list-style-type: none"><li>a. Demonstrate control, coordination, balance, and elevation in the basic actions of travel, gesture, bend, turn, jump, stillness, and transference of weight</li><li>b. Perform movement sequences alone and with others (leading-following, copying-mirroring, unison-canon, and meeting-parting); and use traveling patterns in space and time</li><li>c. Demonstrate good posture and basic joint actions</li><li>d. Demonstrate focus and concentration while moving</li><li>e. Develop a one-part movement phrase with a beginning, middle, and an end</li><li>f. Demonstrate a basic sense of rhythm in performance</li></ul>
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<b>Inquiry Questions:</b> <ul style="list-style-type: none"><li>1. What is body awareness?</li><li>2. How do you move with rhythm changes?</li><li>3. What kind of body shapes do you see in others' dance?</li><li>4. How does the change in rhythm affect the way you feel?</li><li>5. How can you identify the levels and directions that you see in others' dance?</li></ul>
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<b>Relevance and Application:</b> <ul style="list-style-type: none"><li>1. Developing proper body control and posture leads to lifelong wellness.</li></ul>
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<b>Nature of Dance:</b> <ul style="list-style-type: none"><li>1. Dancers perform and appreciate dance in multiple ways.</li></ul>
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**Content Area: Dance**

**Standard: 1. Movement, Technique, and Performance**

**Prepared Graduates:**

- Understand that dance performance requires technical competency

**Grade Level Expectation: First Grade**

**Concepts and skills students master:**

- 2. Demonstrate the elements of dance (space, time, and energy) in movement phrases

**Evidence Outcomes**

**Students can:**

- a. Differentiate among and demonstrate movement qualities such as soft and hard, strong and light, and smooth and percussive
- b. Explore pushing and pulling space
- c. Equate qualities of movements with feelings and moods
- d. Perform short movement phrases incorporating the elements of dance (space, time, and energy)
- e. Perform with variations in qualities of movements to music in many tones and tempos
- f. Respond to basic notation icons

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

- 1. How do your feelings help you to move?
- 2. How does energy affect the quality of the movement?

**Relevance and Application:**

- 1. Poetry is the written expression of a dancer's movement.

**Nature of Dance:**

- 1. Dancers manipulate varying levels of energy to change the meaning of a dance.

**Content Area: Dance**

**Standard: 1. Movement, Technique, and Performance**

**Prepared Graduates:**  
➤ Understand that dance performance requires technical competency

**Grade Level Expectation: Kindergarten**

**Concepts and skills students master:**  
1. Demonstrate simple phrases of movement in time and space

**Evidence Outcomes**

- Students can:**
- a. Move the body safely in time and space
  - b. Identify body parts used in basic locomotor movements such as walk, run, hop, jump, leap, gallop, slide, and skip
  - c. Explore movement in personal and general space using shape, size, level, direction, stillness, and transference of weight (stepping)
  - d. Practice shapes in space alone and in groups using high, middle, and low levels; and travel forwards, backwards, sideways, diagonally – and turn
  - e. Perform simple phrases of movement to experience movements in sequence, rhythm, and relationships
  - f. Perform simple folk dances
  - g. Identify simple movement notation symbols

**21<sup>st</sup> Century Skills and Readiness Competencies**

- Inquiry Questions:**
- 1. How many different ways can you get from one side of the room to another?
  - 2. How can you move with your whole body?
  - 3. How do you feel when you move?
  - 4. What is the difference between moving and dancing?

- Relevance and Application:**
- 1. Stories and rhythms from other cultures allow dancers to explore and experiment with movements and newly developed ideas for dance.
  - 2. Movement and dancing are exciting elements of communication in all cultures.

- Nature of Dance:**
- 1. Dancers use time and space in different ways to create new dance phrases and movements.

**Content Area: Dance**

**Standard: 1. Movement, Technique, and Performance**

**Prepared Graduates:**  
➤ Understand that dance performance requires technical competency

**Grade Level Expectation: Kindergarten**

**Concepts and skills students master:**  
2. Move with intent to music and other stimuli

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
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**Students can:**

- a. Improvise in silence to varying rhythms and to music in many tones and genres
- b. Improvise to express a feeling or mood
- c. Improvise in response to shapes, colors, and words
- d. Imitate movement from nature such as animals, trees, and clouds
- e. Improvise with objects such as scarves, feathers, and balls
- f. Improvise with a partner

**Inquiry Questions:**

- 1. How does music make you want to move?
- 2. How can you show with your body that you are happy? Sad? Angry?

**Relevance and Application:**

- 1. Improvising using existing knowledge is how new ideas are formed.
- 2. Working collaboratively with partners and in groups creates opportunities to expand ideas and develop solutions to problems.

**Nature of Dance:**

- 1. Dancers move with confidence.

**Content Area: Dance**

**Standard: 1. Movement, Technique, and Performance**

**Prepared Graduates:**  
➤ Understand that dance performance requires technical competency

**Grade Level Expectation: Preschool**

**Concepts and skills students master:**  
1. Demonstrate simple phrases of movement in time and space

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
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**Students can:**

- a. Practice how to move with action movements to action words (movement vocabulary) using simple non-locomotor body actions such as bend, stretch, twist, turn, shake, and stretch, and simple locomotor body actions such as travel, jump, run, hop, and roll
- b. Explore movement in personal and general space using shape, size, level, direction, stillness, and transference of weight (stepping)
- c. Explore how to move using qualities of movement
- d. Perform simple phrases of movement to experience movements in sequence, rhythm, and relationships

**Inquiry Questions:**

- 1. Where is your space?
- 2. Why is it important to have our own space when we're moving?
- 3. How many different ways can you move?
- 4. What kind of shapes can you make with your body?
- 5. How do you feel when you are moving your body?

**Relevance and Application:**

- 1. Demonstrating respect for another's personal space shows attention to the feelings of others.

**Nature of Dance:**

- 1. Dancers are active and physically fit.

## 2. Create, Compose and Choreograph

Creative dance involves using the dance elements of space, time, and energy to explore, improvise, and make movement phrases. The degree of sophistication in the choreographic process is evident in Composition, which is a shorter work of art in progress. Choreography is the art of making dance using meaning, intent, and principles of structure and design. In dance, there are three levels of creativity that define and solve artistic problems in presenting a work of art – notation, movement vocabulary, and style.

### **Prepared Graduates**

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

#### **Prepared Graduate Competencies in the 2. Create, Compose and Choreograph Standard are:**

- Demonstrate and use the principles and practices of choreography in the creative process
- Improvise and create movement based on an intent or meaning
- Demonstrate an understanding of form and structure to create dances
- Demonstrate thinking skills such as describing, analyzing, interpreting, evaluating, and problem-solving through dance movement and verbal discussion

**Content Area: Dance**

**Standard: 2. Create, Compose and Choreograph**

<b>Prepared Graduates:</b> <ul style="list-style-type: none"><li>➤ Demonstrate and use the principles and practices of choreography in the creative process</li><li>➤ Demonstrate an understanding of form and structure to create dances</li><li>➤ Demonstrate thinking skills such as describing, analyzing, interpreting, evaluating, and problem-solving through dance movement and verbal discussion</li></ul>
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**Grade Level Expectation: High School – Extended Pathway**

**Concepts and skills students master:**  
1. Refine the creative process in dance-making

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students in the extended pathway can:</b> <ul style="list-style-type: none"><li>a. Create dance studies using different choreographic forms such as AB, ABA, rondo, chance, or narrative</li><li>b. Develop a full dance work using both literal and abstract methods</li><li>c. Refine and edit the movements of two dances in contrasting styles</li><li>d. Refine in-process drafts into polished products</li></ul>	<b>Inquiry Questions:</b> <ul style="list-style-type: none"><li>1. How is it different to create a dance for a solo compared to a dance for an ensemble piece?</li><li>2. How would you explain the meaning of an abstract dance piece?</li></ul>
	<b>Relevance and Application:</b> <ul style="list-style-type: none"><li>1. Use of video and audio technology in dance creation gives insight to specific details needed to refine a performance.</li><li>2. Comparison of the creative process in all art forms helps one to investigate how auditory and visual repetitions, contrasts, and unity make the artwork coherent.</li><li>3. Use of dance-based software programs creates dance movement.</li><li>4. Performance with concentration and commitment communicates meaning and builds self-esteem and confidence.</li></ul>
	<b>Nature of Dance:</b> <ul style="list-style-type: none"><li>1. Choreographers analyze existing work and use existing knowledge to create new works.</li><li>2. Dancers use critical thinking, creativity, collaboration, and process systems to create dance and make dance works.</li></ul>

**Content Area: Dance**

**Standard: 2. Create, Compose and Choreograph**

<b>Prepared Graduates:</b> <ul style="list-style-type: none"><li>➤ Improvise and create movement based on an intent or meaning</li><li>➤ Demonstrate thinking skills such as describing, analyzing, interpreting, evaluating, and problem-solving through dance movement and verbal discussion</li></ul>
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**Grade Level Expectation: High School – Extended Pathway**

**Concepts and skills students master:**  
2. Compose dance works that convey meaning and intent

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students in the extended pathway can:</b> <ul style="list-style-type: none"><li>a. Select intent or stimuli to create a solo dance and an ensemble dance</li><li>b. Define the meaning, intent or stimuli of solo and ensemble dance works</li><li>c. Create dance works using different choreographic forms such as AB, ABA, rondo, chance, or narrative</li><li>d. Compose dances inspired by or based on a particular movement or musical style</li><li>e. Develop an artistic perspective in dance-making</li></ul>	<b>Inquiry Questions:</b> <ul style="list-style-type: none"><li>1. How does one use a stimulus to create and develop a dance work?</li><li>2. How does one make a dance movement abstract?</li><li>3. How would one compare his or her use of a stimulus or intent in two different dances?</li><li>4. How does one explain his or her use of a stimulus or intent in an abstract dance?</li></ul>
	<b>Relevance and Application:</b> <ul style="list-style-type: none"><li>1. Choreography and movement sequences are used to abstractly interpret complex and simple concepts.</li><li>2. Insight into the deeper meaning and intent within a dance work comes from providing justification for the use of stimuli.</li></ul>
	<b>Nature of Dance:</b> <ul style="list-style-type: none"><li>1. Dancers and choreographers reinterpret the world around them, and translate it into physical movement.</li><li>2. Dancers and choreographers can offer new insights or perspectives to their audiences by working with different intents and stimuli.</li></ul>

**Content Area: Dance**

**Standard: 2. Create, Compose and Choreograph**

<b>Prepared Graduates:</b> <ul style="list-style-type: none"><li>➤ Demonstrate and use the principles and practices of choreography in the creative process</li><li>➤ Demonstrate an understanding of form and structure to create dances</li></ul>
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**Grade Level Expectation: High School – Extended Pathway**

**Concepts and skills students master:**  
3. Utilize choreographic components when creating dance works

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students in the extended pathway can:</b> <ul style="list-style-type: none"><li>a. Skillfully use the elements of dance to create new work</li><li>b. Use and manipulate form to create multiple dances</li><li>c. Articulate the significance of transitions in dance creations that bring balance, harmony, and proportion to the work</li><li>d. Use formal structures in professional dances to inspire a composition</li><li>e. Develop an artistic perspective in dance-making</li><li>f. Perform with concentration and commitment to communicate meaning</li><li>g. Create a dance using components of choreography</li></ul>	<b>Inquiry Questions:</b> <ul style="list-style-type: none"><li>1. How does learning to perform phrases from the masterwork help one to comprehend the full, expressive power of that movement?</li><li>2. How do you know what a dance is really about?</li><li>3. How does one use and change specific choreographic forms to create two or more dances?</li><li>4. How does a dancer use changes in space, time, and energy to compose a dance?</li><li>5. How much can you change a dance before it becomes another dance?</li></ul>
	<b>Relevance and Application:</b> <ul style="list-style-type: none"><li>1. Digital media helps to show how choreography is aesthetically driven.</li><li>2. Connections for kinesthetic learners come from relating dance sequence to the sequencing in math, science, arts, and language arts.</li><li>3. Material culture can influence decision-making in the choreographic process.</li></ul>
	<b>Nature of Dance:</b> <ul style="list-style-type: none"><li>1. There are many dynamics within the components of choreography.</li></ul>

**Content Area: Dance**

**Standard: 2. Create, Compose and Choreograph**

**Prepared Graduates:**  
➤ Demonstrate and use the principles and practices of choreography in the creative process

**Grade Level Expectation: High School – Fundamental Pathway**

**Concepts and skills students master:**  
1. Utilize the principles and practices of choreography to create dance works

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
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**Students in the fundamental pathway can:**

- a. Create, repeat, and perform dance works that demonstrate an effective use of dance elements; have a beginning, middle, and an end; and use compositional forms such a theme, variation, canon, and call and response
- b. Use the elements of dance (space, time, and energy) to create a dance
- c. Apply improvisation, experimentation, use of various stimuli, and manipulation tools to integrate with the choreographic process

**Inquiry Questions:**

- 1. How do choreographers use space, time, and energy to compose dance?
- 2. How can the principles and practices of choreography be adapted based on needs and intent?
- 3. What effect do stimuli have on the selection of principles and practices when creating dance works?
- 4. How do other cultures create dance works?

**Relevance and Application:**

- 1. The use of principles of choreography to effectively communicate ideas gives a choreographer many options when creating dance works.
- 2. Digital technology can be used to manipulate changes in principles and practices to give many options when creating dance works.
- 3. Comparison of the benefits of the principles and practices of dance with the elements and principles of design in visual art gives insight into the creative process and the tools artists use.

**Nature of Dance:**

- 1. The principles and practices of choreography are the glue within the creative process.

**Content Area: Dance**

**Standard: 2. Create, Compose and Choreograph**

<b>Prepared Graduates:</b> <ul style="list-style-type: none"><li>➤ Participate in a dance production</li></ul>
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**Grade Level Expectation: High School – Fundamental Pathway**

**Concepts and skills students master:**  
2. Apply the creative process to dance-making

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<p><b>Students in the fundamental pathway can:</b></p> <ul style="list-style-type: none"><li>a. Use the creative process to make a dance</li><li>b. Refine and edit movements and dances</li><li>c. Develop a dance work using the concept of beginning, middle, and end</li><li>d. Compare composition in dance to writing descriptive narrative and poetry</li></ul>	<p><b>Inquiry Questions:</b></p> <ul style="list-style-type: none"><li>1. How does one start, continue, and end a dance work?</li><li>2. What does it take to plan and rehearse a dance work?</li><li>3. How does one decide what movements to keep and what to cut in a dance work?</li><li>4. Can one tell a story with dance?</li><li>5. How is it different to create a dance for a solo compared to creating an ensemble piece?</li><li>6. How does one know when a dance work is finished?</li></ul> <p><b>Relevance and Application:</b></p> <ul style="list-style-type: none"><li>1. Applying the use of technology to dance creation gives technology a human face.</li><li>2. Creative process in dance mirrors many of the processes used in other art forms.</li><li>3. Dancers use multimedia and technology to highlight the ideas of a dance work.</li><li>4. Collaboration in dance-making needs forethought about how to maximize the performers' strengths.</li></ul> <p><b>Nature of Dance:</b></p> <ul style="list-style-type: none"><li>1. Dancers and choreographers use critical thinking, creativity, collaboration, and process systems to create dance and make dance works.</li><li>2. A new dance emerges from a choreographer as a new story emerges from an author.</li></ul>

**Content Area: Dance**

**Standard: 2. Create, Compose and Choreograph**

**Prepared Graduates:**  
➤ Improvise and create movement based on an intent or meaning

**Grade Level Expectation: High School – Fundamental Pathway**

**Concepts and skills students master:**  
3. Use meaning, intent, and stimuli to create and develop dance works

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
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**Students in the fundamental pathway can:**

- a. Define the meaning of a dance work
- b. Create a dance based on selected intent or stimuli
- c. Create short studies that have unique, captivating beginnings, and develop them through to a logical conclusion
- d. Recognize the communicative impact that can be achieved by solo, duet, and trio dances

**Inquiry Questions:**

- 1. Where would one find a stimulus or intent for creating a dance?
- 2. How does one use a stimulus to create and develop a dance work?
- 3. How does one make dance movement abstract?
- 4. How can the creative process help one to express an idea?

**Relevance and Application:**

- 1. Awareness of the world stimulates dance creation and provides a global context.
- 2. Choreography tells untold stories and communicates important ideas just as literary works communicate stories.
- 3. Choreography and movement sequences abstractly interpret complex or simple concepts and give insight into a variety of intent and meaning.
- 4. Digital technology provides the ability to find a wide variety of stimuli.

**Nature of Dance:**

- 1. Dancers and choreographers translate meaning into physical movement.
- 2. Dancers and choreographers offer new insights or perspectives to into the world around them.

**Content Area: Dance**

**Standard: 2. Create, Compose and Choreograph**

**Prepared Graduates:**  
➤ Demonstrate an understanding of form and structure to create dances

**Grade Level Expectation: High School – Fundamental Pathway**

**Concepts and skills students master:**  
4. Understand form in choreography

**Evidence Outcomes**

**Students in the fundamental pathway can:**

- a. Use form to create a dance
- b. Use phrases to create theme-based dances
- c. Vary movement theme and motif to communicate intent
- d. Work alone and in small groups to create dances with structural and aesthetic criteria
- e. Use structured improvisation as a movement form

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

- 1. How would one use a specific choreographic form to create a dance?
- 2. How can one describe what structure or form is within a dance work?
- 3. Why is structure or form important in creating a dance work?

**Relevance and Application:**

- 1. Choreography helps to make sense of the world, give order to chaos, and encourage logical thinking inside creativity.
- 2. Form in choreography resembles musical form, visual artistic form, and literary form.
- 3. Use Internet and media technology to research personal forms of inspiration that can be used to create new dances.
- 4. Dance can be created using form inspired by form within a poem.

**Nature of Dance:**

- 1. Form provides context and understanding within dance works.

**Content Area: Dance**

**Standard: 2. Create, Compose and Choreograph**

<b>Prepared Graduates:</b> <ul style="list-style-type: none"><li>➤ Demonstrate and use the principles and practices of choreography in the creative process</li><li>➤ Improvise and create movement based on an intent or meaning</li><li>➤ Demonstrate an understanding of form and structure to create dances</li></ul>
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**Grade Level Expectation: Eighth Grade**

**Concepts and skills students master:**

1. Correlation between choreographic intent and choreographic product

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ol style="list-style-type: none"><li>a. Understand the relevance of form in the creative process</li><li>b. Use choreographic principles, processes, and structures to create dance works based on intent</li><li>c. Understand dance as a way to create and communicate meaning</li><li>d. Articulate and explain intention consistently by using critical and creative thinking skills</li><li>e. Manipulate the time, space, or energy of a given phrase based on a theme or intent</li></ol>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"><li>1. How would the choreographic intent change if you performed the movements in reverse order?</li><li>2. How do you explain the intent of your dance in relation to the movements you have chosen?</li></ol>
	<b>Relevance and Application:</b> <ol style="list-style-type: none"><li>1. Engineers can create based on a design idea for which they “choreograph” each step of building or bridge until they reach an end or accomplish the intent.</li><li>2. Laptops with styli allow for quick notation when reviewing for consistency in intent.</li><li>3. Writers rely on thematic elements as a means to develop intent.</li></ol>
	<b>Nature of Dance:</b> <ol style="list-style-type: none"><li>1. All communities create their own set improvisation, which can end in a meaningful repetition or choreographed system of events and patterns.</li></ol>

**Content Area: Dance**

**Standard: 2. Create, Compose and Choreograph**

<b>Prepared Graduates:</b> <ul style="list-style-type: none"><li>➤ Demonstrate and use the principles and practices of choreography in the creative process</li><li>➤ Demonstrate an understanding of form and structure to create dances</li></ul>
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**Grade Level Expectation: Eighth Grade**

**Concepts and skills students master:**  
2. Create abstract movement using imagery

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ul style="list-style-type: none"><li>a. Create abstract phrasing based on shape</li><li>b. Create abstract phrasing based on a single idea or form</li><li>c. Explore imagery that is concrete and specific in concept but abstract in movement</li><li>d. Design abstract expressive movement</li></ul>	<b>Inquiry Questions:</b> <ul style="list-style-type: none"><li>1. When is a dance considered “abstract?”</li><li>2. How can a simple phrase be changed to create a less predictable outcome?</li><li>3. Why are some abstract depictions considered odd or difficult for an audience to understand?</li></ul>
	<b>Relevance and Application:</b> <ul style="list-style-type: none"><li>1. Many art disciplines rely on abstract interpretation to communicate an idea.</li><li>2. Movement contains a distinct shape and can be used to help the viewer to visualize meaning.</li><li>3. The use of theme variations in music is a similar process to creating abstract movement in dance.</li></ul>
	<b>Nature of Dance:</b> <ul style="list-style-type: none"><li>1. Dancers create abstract forms of personal expression.</li></ul>

**Content Area: Dance**

**Standard: 2. Create, Compose and Choreograph**

<b>Prepared Graduates:</b> <ul style="list-style-type: none"><li>➤ Demonstrate and use the principles and practices of choreography in the creative process</li><li>➤ Improvise and create movement based on an intent or meaning</li><li>➤ Demonstrate thinking skills such as describing, analyzing, interpreting, evaluating, and problem-solving through dance movement and verbal discussion</li></ul>
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**Grade Level Expectation: Seventh Grade**

**Concepts and skills students master:**  
1. Choreographic intent involves making intentional movement choices

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ul style="list-style-type: none"><li>a. Add design and structure to movement choreography to support intent</li><li>b. Delete movement from choreography to support intent</li><li>c. Manipulate or augment existing choreographed movement to support intent</li><li>d. Demonstrate expressive responses to a range of contrasting music, non-musical sounds, and silence through improvisation</li><li>e. Observe personal work and the work of others, and articulate to what extent and in what ways the choreography has been communicated to express intent</li></ul>	<b>Inquiry Questions:</b> <ul style="list-style-type: none"><li>1. How can you make an existing piece of choreography more interesting?</li><li>2. Is it reasonable to change your theme because you like a certain movement? Is that the same as changing a movement to fit a theme?</li><li>3. How does the intent of a dance change when the music is changed, even if the movement remains the same?</li></ul>
	<b>Relevance and Application:</b> <ul style="list-style-type: none"><li>1. Sticking to a chosen course is sometimes beneficial and sometimes harmful. Learning to discern the difference can be life altering.</li><li>2. Studying video of various dance sequences can inspire ideas to incorporate into an improvised or original dance work.</li><li>3. Changing the variables constantly, researchers work toward solutions.</li></ul>
	<b>Nature of Dance:</b> <ul style="list-style-type: none"><li>1. Dancers adapt to ever-changing situations.</li></ul>

**Content Area: Dance**

**Standard: 2. Create, Compose and Choreograph**

<b>Prepared Graduates:</b> <ul style="list-style-type: none"><li>➤ Demonstrate and use the principles and practices of choreography in the creative process</li><li>➤ Demonstrate an understanding of form and structure to create dances</li></ul>
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**Grade Level Expectation: Seventh Grade**

**Concepts and skills students master:**  
2. Effective and appropriate use of dance elements (space, time, and energy) in the creative process

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ul style="list-style-type: none"><li>a. Create a composition based solely on one of the elements of dance (space, time, or energy)</li><li>b. Use multiple elements such as time and space, or space and energy when creating a dance</li><li>c. Create a composition using contrasting levels or relationships and a full range of organic shapes such as symmetry and asymmetry in space or time, or differences between two- and three-dimensional space</li></ul>	<b>Inquiry Questions:</b> <ul style="list-style-type: none"><li>1. Why is it important to diversify the use of choreographic elements?</li><li>2. What examples have you seen of a combination of elements in nature?</li></ul>
	<b>Relevance and Application:</b> <ul style="list-style-type: none"><li>1. Utilizing the choreographic principles when creating a dance work provides a contextual basis much like a setting provides context in literature.</li><li>2. Using video playbacks, dancers can assess their ability to employ the choreographic elements.</li><li>3. Understanding the relationship among space, time, and energy helps scientists to develop feasible hypotheses.</li></ul>
	<b>Nature of Dance:</b> <ul style="list-style-type: none"><li>1. Choreographers know that the choreographic elements connect structure with meaning.</li></ul>

**Content Area: Dance**

**Standard: 2. Create, Compose and Choreograph**

<b>Prepared Graduates:</b> <ul style="list-style-type: none"><li>➤ Demonstrate and use the principles and practices of choreography in the creative process</li><li>➤ Improvise and create movement based on an intent or meaning</li><li>➤ Demonstrate an understanding of form and structure to create dances</li></ul>
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**Grade Level Expectation: Seventh Grade**

**Concepts and skills students master:**  
3. Group dynamics have distinctive choreographic characteristics

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ul style="list-style-type: none"><li>a. Create solo, duet, and group combinations</li><li>b. Integrate world dance choreography into a solo, duet, or group work</li><li>c. Demonstrate basic partnering techniques with transitional flow</li><li>d. Improvise ways to support oneself and a dance partner</li><li>e. Work with others to extend movement options, including mobility and stability</li></ul>	<b>Inquiry Questions:</b> <ul style="list-style-type: none"><li>1. How is a dance space different when working with only one body versus groups?</li><li>2. When is unison satisfying, and when is it oversimplifying?</li><li>3. What makes an ensemble effective?</li></ul>
	<b>Relevance and Application:</b> <ul style="list-style-type: none"><li>1. As a workplace supervisor, one must understand how to effectively facilitate collaboration among groups of people, and motivate individuals to do their best work.</li><li>2. The ability to take vocabulary from one culture and use it in another requires and deepens understandings of both cultures.</li><li>3. Shared, online workspaces create opportunities for people to share ideas and create an outcome that truly is collaborative.</li></ul>
	<b>Nature of Dance:</b> <ul style="list-style-type: none"><li>1. Choreographers know that juxtapositions and amalgamations offer excellent opportunities for creative solutions to a dance problem.</li></ul>

**Content Area: Dance**

**Standard: 2. Create, Compose and Choreograph**

<b>Prepared Graduates:</b> <ul style="list-style-type: none"><li>➤ Demonstrate and use the principles and practices of choreography in the creative process</li><li>➤ Improvise and create movement based on an intent or meaning</li><li>➤ Demonstrate an understanding of form and structure to create dances</li><li>➤ Demonstrate thinking skills such as describing, analyzing, interpreting, evaluating, and problem-solving through dance movement and verbal discussion</li></ul>
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**Grade Level Expectation: Sixth Grade**

<b>Concepts and skills students master:</b> <ol style="list-style-type: none"><li>1. Articulate creative choices required to develop choreographic intent</li></ol>
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<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ol style="list-style-type: none"><li>a. Recognize and articulate the creative choices made in choreography</li><li>b. Select movements that serve the intent through improvisation, experimentation, and exploration,</li><li>c. Organize and design sequences that reflect intent and meaning</li><li>d. Create and develop movement motifs to produce dance studies</li></ol>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"><li>1. Did the architect of the Leaning Tower of Pisa intend for the bell tower to be straight? Why does it fascinate so many people, and draw in thousands of tourists?</li><li>2. Does art happen by mistake?</li></ol>
	<b>Relevance and Application:</b> <ol style="list-style-type: none"><li>1. Humans create organized structures of communication in order to function without chaos.</li><li>2. Modern technology allows dancers and choreographers to review work in order to highlight specifics that support or undermine message or vision.</li></ol>
	<b>Nature of Dance:</b> <ol style="list-style-type: none"><li>1. Choreographers create dances through a process of trial and error that requires the ability and discipline to self-analyze and self-correct.</li></ol>

**Content Area: Dance**

**Standard: 2. Create, Compose and Choreograph**

<b>Prepared Graduates:</b> <ul style="list-style-type: none"><li>➤ Demonstrate and use the principles and practices of choreography in the creative process</li><li>➤ Demonstrate an understanding of form and structure to create dances</li></ul>
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**Grade Level Expectation: Sixth Grade**

**Concepts and skills students master:**  
2. Demonstrate basic composition skills

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ul style="list-style-type: none"><li>a. Create, repeat, and perform dance studies that demonstrate effective use of space, time, energy, dynamics, body shapes, and rhythm and that have a beginning, middle development, and an ending</li><li>b. Vary movement size</li><li>c. Vary movement tempo</li><li>d. Vary movement force, energy, and flow</li><li>e. Vary meter, rhythm, and accents</li><li>f. Use basic composition to create a dance study</li></ul>	<b>Inquiry Questions:</b> <ul style="list-style-type: none"><li>1. What examples or comparisons can you give that relate to space, time, and energy in your school environment?</li><li>2. What specifically is a dynamic in your school?</li><li>3. What specifically is a dynamic in your personality?</li></ul>
	<b>Relevance and Application:</b> <ul style="list-style-type: none"><li>1. Traffic congestion such as in halls or roads and accidents occur when individuals do not know how to properly respond to changes in space, time, or energy.</li><li>2. We move differently when we have more or less of any element such as space, time, or energy.</li><li>3. Computations that once required entire rooms of hardware now can be met and exceeded on devices smaller than a lighter.</li></ul>
	<b>Nature of Dance:</b> <ul style="list-style-type: none"><li>1. Dancers have a strong sense of musicality.</li><li>2. Dancers can modify movement for any performance space.</li></ul>

**Content Area: Dance**

**Standard: 2. Create, Compose and Choreograph**

<b>Prepared Graduates:</b> <ul style="list-style-type: none"><li>➤ Demonstrate and use the principles and practices of choreography in the creative process</li><li>➤ Improvise and create movement based on an intent or meaning</li><li>➤ Demonstrate an understanding of form and structure to create dances</li></ul>
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**Grade Level Expectation: Sixth Grade**

**Concepts and skills students master:**  
3. Movement phrases are developed based on both existing knowledge and new discoveries

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ul style="list-style-type: none"><li>a. Create a phrase of varied lengths</li><li>b. Manipulate personal phrase</li><li>c. Manipulate another’s phrase</li><li>d. Integrate traditional world dance steps into an original movement phrase</li><li>e. Discover new patterns using design such as repetition, variety, and contrast and structure such as AB, ABA, theme, and variation</li><li>f. Select movements that communicate the meaning and intent</li></ul>	<b>Inquiry Questions:</b> <ul style="list-style-type: none"><li>1. Is it more interesting and satisfying to manipulate your own phrase or someone else’s? Why?</li><li>2. What are some of your frustrations in watching others execute your movement?</li><li>3. What are some of the surprises or thrills in watching others execute your movement?</li><li>4. What have you learned about yourself as a teacher? As a learner?</li></ul>
	<b>Relevance and Application:</b> <ul style="list-style-type: none"><li>1. Working with others teaches us as much about ourselves as it does about others.</li><li>2. Collaborating successfully in any situation requires the ability to respectfully integrate the appropriate thoughts and ideas of all those participating.</li></ul>
	<b>Nature of Dance:</b> <ul style="list-style-type: none"><li>1. Dancers are dependent on the ability of others to create a shared vision.</li><li>2. The ability to integrate the traditional with the new is what keeps dance vital.</li></ul>

**Content Area: Dance**

**Standard: 2. Create, Compose and Choreograph**

<b>Prepared Graduates:</b> <ul style="list-style-type: none"><li>➤ Participate in a dance production</li><li>➤ Demonstrate and use the principles and practices of choreography in the creative process</li></ul>
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**Grade Level Expectation: Fifth Grade**

<b>Concepts and skills students master:</b> <ul style="list-style-type: none"><li>1. Create group dances</li></ul>
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<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ul style="list-style-type: none"><li>a. Create various group shapes and spatial settings</li><li>b. Create a dance by using group shapes and spatial settings</li><li>c. Evaluate a dance in terms of balance and proportion</li></ul>	<b>Inquiry Questions:</b> <ul style="list-style-type: none"><li>1. How do you give form to group shapes in space and time?</li><li>2. Do the chosen movements project the intent?</li><li>3. How do you know you are finished?</li></ul>
	<b>Relevance and Application:</b> <ul style="list-style-type: none"><li>1. When we work with others, we learn as much about ourselves as we do about others.</li><li>2. Shared inquiry builds an appreciation of diverse opinions and styles.</li><li>3. Dance form and design parallel the structure in creative writing.</li><li>4. A strong understanding of mathematical concepts such as numeracy and geometry are used when developing dance studies.</li></ul>
	<b>Nature of Dance:</b> <ul style="list-style-type: none"><li>1. Creating and performing dances are forms of self-expression and convey the choreographer’s intent.</li><li>2. Dance reinvents itself with new works at every opportunity.</li></ul>

**Content Area: Dance**

**Standard: 2. Create, Compose and Choreograph**

<b>Prepared Graduates:</b> <ul style="list-style-type: none"><li>➤ Demonstrate and use the principles and practices of choreography in the creative process</li><li>➤ Demonstrate an understanding of form and structure to create dances</li></ul>
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**Grade Level Expectation: Fifth Grade**

<b>Concepts and skills students master:</b> 2. Create a dance incorporating compositional elements
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<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
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**Students can:**

- a. Create movement phrases using each one of the compositional elements
- b. Consider the aesthetic quality of the design when composing

**Inquiry Questions:**

- 1. How do you begin to create a new phrase of movement?
- 2. How do the elements of dance make sense of a dance?
- 3. How do you know when you are finished?

**Relevance and Application:**

- 1. When we work with others, we learn as much about ourselves as we do about others.
- 2. A thinking body is a personal instrument of expression.
- 3. Video playbacks aid in determining effective use of space, time, and energy and help to assess the aesthetic qualities of a dance work.

**Nature of Dance:**

- 1. Creating and performing dances are forms of self-expression and convey the choreographer’s intent.
- 2. Dance is composed of original expressive movement in time and space, not imitated steps from traditional dance styles.

**Content Area: Dance**

**Standard: 2. Create, Compose and Choreograph**

<b>Prepared Graduates:</b> <ul style="list-style-type: none"><li>➤ Demonstrate and use the principles and practices of choreography in the creative process</li><li>➤ Demonstrate an understanding of form and structure to create dances</li></ul>
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**Grade Level Expectation: Fourth Grade**

<b>Concepts and skills students master:</b> <ul style="list-style-type: none"><li>1. Create simple group dances</li></ul>
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<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ul style="list-style-type: none"><li>a. Create a phrase for two dancers</li><li>b. Repeat, develop, and vary the phrase</li><li>c. Share work in progress for feedback to improve</li></ul>	<b>Inquiry Questions:</b> <ul style="list-style-type: none"><li>1. What skills are required to make a short dance study?</li><li>2. How does composing help you to create and solve problems?</li><li>3. How do the rules of composition help you to make dances?</li></ul>
	<b>Relevance and Application:</b> <ul style="list-style-type: none"><li>1. Motifs in dance works can mirror a story, history, or musical motif and can create a seamless connection to these disciplines.</li><li>2. Digital and visual stimuli can be used to provide ideas and inform decisions in the dance-making process.</li></ul>
	<b>Nature of Dance:</b> <ul style="list-style-type: none"><li>1. Creating and performing dances are forms of self-expression and convey the choreographer's intent.</li></ul>

**Content Area: Dance**

**Standard: 2. Create, Compose and Choreograph**

<b>Prepared Graduates:</b> <ul style="list-style-type: none"><li>➤ Demonstrate and use the principles and practices of choreography in the creative process</li><li>➤ Demonstrate an understanding of form and structure to create dances</li></ul>
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**Grade Level Expectation: Fourth Grade**

**Concepts and skills students master:**  
2. Create a short dance using compositional elements

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ul style="list-style-type: none"><li>a. Use both stillness and motion as expressive tools</li><li>b. Use timing to make entrances and exits</li><li>c. Use forms such as AB, ABA, and call and response to structure dance</li><li>d. Edit and refine a dance to clarify the intent</li><li>e. Perform for an audience</li></ul>	<b>Inquiry Questions:</b> <ul style="list-style-type: none"><li>1. What rules do you use to create dances?</li><li>2. What do you do to structure a dance?</li><li>3. How does making a dance help you to solve problems?</li></ul>
	<b>Relevance and Application:</b> <ul style="list-style-type: none"><li>1. Selecting and using specific criteria in making judgments about the quality of a dance provides foundational understanding of problem solving and critique used in literature, music, theatre, and visual art.</li><li>2. Viewing and responding to existing and improvised dance works enhances the importance of dance participation as well as dance patrons.</li><li>3. Compositional elements in dance can be seen as foundational building blocks for movement much as root words are foundational in literature which provides an understanding of basic structures in everyday life.</li></ul>
	<b>Nature of Dance:</b> <ul style="list-style-type: none"><li>1. Creating and performing dances are forms of self-expression and convey the choreographer's intent.</li><li>2. Dance is composed of original expressive movement in time and space, not imitated steps from traditional dance styles.</li></ul>

**Content Area: Dance**

**Standard: 2. Create, Compose and Choreograph**

<b>Prepared Graduates:</b> <ul style="list-style-type: none"><li>➤ Demonstrate and use the principles and practices of choreography in the creative process</li><li>➤ Demonstrate an understanding of form and structure to create dances</li></ul>
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**Grade Level Expectation: Third Grade**

<b>Concepts and skills students master:</b> <ul style="list-style-type: none"><li>1. Design a group dance study using the elements of dance (space, time, and energy)</li></ul>
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<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ul style="list-style-type: none"><li>a. Identify how body positions such as upright, off-center, and curved can communicate feelings and ideas</li><li>b. Respond to a variety of motivational stimuli in movement to communicate ideas in solo, duet, and group formations</li><li>c. Use the dance elements to solve a movement problem</li><li>d. Experiment with elements of composition</li></ul>	<b>Inquiry Questions:</b> <ul style="list-style-type: none"><li>1. Why is it important to design a dance?</li><li>2. What is the difference between exploring movement and making dance?</li><li>3. How do my chosen movements project my meaning?</li></ul> <b>Relevance and Application:</b> <ul style="list-style-type: none"><li>1. The ability to respond to a variety of stimuli builds a multi-sensory awareness of the world and builds skills in multi-sensory processing such as processing messages utilizing simultaneous music and visual images found in television and film, processing a message being delivered by a public speaker in a large crowd etc.</li><li>2. Applying dance elements to solve a movement problem mirrors applying variables in an experiment to solve a scientific problem, adjusting elements of color and texture to solve a visual arts problem or applying various numeric possibilities to solve a mathematics problem.</li></ul> <b>Nature of Dance:</b> <ul style="list-style-type: none"><li>1. Creating and performing are forms of self-expression and convey the choreographer's intent.</li></ul>

**Content Area: Dance**

**Standard: 2. Create, Compose and Choreograph**

<b>Prepared Graduates:</b> <ul style="list-style-type: none"><li>➤ Demonstrate and use the principles and practices of choreography in the creative process</li><li>➤ Demonstrate an understanding of form and structure to create dances</li></ul>
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**Grade Level Expectation: Third Grade**

**Concepts and skills students master:**  
2. Create a short dance using compositional principles (form/structure and design)

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ul style="list-style-type: none"><li>a. Improvise phrases that express feeling, moods, and ideas inspired by stimuli, including animals, nature sounds, action words, rhythms, objects, and silence</li><li>b. Use repetition and variation with space, time, and energy</li><li>c. Select phrases and link them in order to compose a short dance.</li></ul>	<b>Inquiry Questions:</b> <ul style="list-style-type: none"><li>1. How can a movement phrase tell a story?</li><li>2. What elements are used to create dances?</li><li>3. What does movement mean?</li></ul>
	<b>Relevance and Application:</b> <ul style="list-style-type: none"><li>1. Using improvisation to explore ways to communicate without words sets a foundational understanding of the notion of “body language” and the subtleties in expression a movement can provide.</li><li>2. Connecting dance phrases to build a short dance provides a kinesthetic link to taking short phrases in literature and connecting them to build a paragraph thus connecting a concrete structure to a more abstract structure.</li></ul>
	<b>Nature of Dance:</b> <ul style="list-style-type: none"><li>1. Creating and performing are forms of self-expression and convey the choreographer’s intent.</li></ul>

**Content Area: Dance**

**Standard: 2. Create, Compose and Choreograph**

<b>Prepared Graduates:</b> <ul style="list-style-type: none"><li>➤ Demonstrate and use the principles and practices of choreography in the creative process</li><li>➤ Demonstrate an understanding of form and structure to create dances</li></ul>
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**Grade Level Expectation: Second Grade**

**Concepts and skills students master:**  
1. Create a dance work alone and with others, and incorporate a movement motif

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ul style="list-style-type: none"><li>a. Improvise a movement phrase alone and with a partner, and select a movement starting point</li><li>b. Select movement for the phrase that has meaning and relevance to the idea or stimuli</li><li>c. Observe and refine a movement phrase utilizing knowledge of the dance elements (space, time and energy), and incorporate contrast, variety, climax, and relationships</li><li>d. Develop a sense of sequence</li><li>e. Translate basic written word compositions into movement</li><li>f. Reflect upon one's own work, and make suggestions for improvements</li></ul>	<b>Inquiry Questions:</b> <ul style="list-style-type: none"><li>1. What kinds of inspiration can you use to create dances?</li><li>2. How can the dance elements improve a movement phrase?</li><li>3. Is it necessary to have a pattern in a movement phrase?</li><li>4. Do the sounds have patterns?</li><li>5. How do you know a dance is finished?</li><li>6. How can one movement phrase tell a better story than another movement phrase?</li></ul>
	<b>Relevance and Application:</b> <ul style="list-style-type: none"><li>1. Using improvisation to explore ways to communicate without words sets a foundational understanding of the notion of "body language" and the subtleties in expression a movement can provide.</li><li>2. Connecting dance phrases to build a short dance provides a kinesthetic link to taking short phrases in literature and connecting them to build a paragraph thus connecting a concrete structure to a more abstract structure.</li></ul>
	<b>Nature of Dance:</b> <ul style="list-style-type: none"><li>1. Variety and contrast in the pattern make dance interesting.</li><li>2. "Preformed movement patterns such as 'steps,' 'routines,' or 'combinations' are not used. Rather, significant movement sequences are drawn out of human experience and the very act of moving." ~Lois Ellfeldt</li></ul>

**Content Area: Dance**

**Standard: 2. Create, Compose and Choreograph**

**Prepared Graduates:**  
➤ Improvise and create movement based on an intent or meaning

**Grade Level Expectation: Second Grade**

**Concepts and skills students master:**  
2. Create expressive movement to music and other stimuli

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
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**Students can:**

- a. Choose stimuli such as auditory, visual, ideational, tactile, or kinesthetic for dance [
- b. Select movement for the phrase that has meaning and relevance to the idea or stimuli
- c. Observe and refine a movement phrase, and create the motif
- d. Develop "two-part" (AB) dances alone or with a partner, and use contrast to display variation and color (an ending) in the movements
- e. Use movement symbols to re-create movement phrases
- f. Improve compositional and practical skills through the assessment of self and peers
- g. Use words and letters as inspiration for movement

**Inquiry**

- 1. Where does movement come from?
- 2. How does improvisation develop the creative process?
- 3. What should you do with movement?
- 4. What does movement tell you?
- 5. What is a movement motif?
- 6. How do you know you are finished?

**Relevance and Application:**

- 1. Understanding how one movement phrase can tell a better story than another movement phrase builds a foundational understanding of the ability to compare and contrast and use findings to make meaning.
- 2. Choosing stimuli to inspire a dance provides a critical link to empowering the imagination which must be explored and exercised to remain active.
- 3. Building two part dances alone and with a partner provides an opportunity to employ self-direction and collaboration skills at a foundational level.

**Nature of Dance:**

- 1. Creating and performing dances are forms of self-expression and convey the choreographer's intent.

**Content Area: Dance**

**Standard: 2. Create, Compose and Choreograph**

<b>Prepared Graduates:</b> <ul style="list-style-type: none"><li>➤ Improvise and create movement based on an intent or meaning</li><li>➤ Demonstrate and use the principles and practices of choreography in the creative process</li></ul>
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**Grade Level Expectation: First Grade**

<b>Concepts and skills students master:</b> <ul style="list-style-type: none"><li>1. Use the dance elements to create a simple movement phrase based on personal ideas and concepts from other sources</li></ul>
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<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ul style="list-style-type: none"><li>a. Create a simple movement phrase that has a beginning, middle, and an end during instructor-lead exercise</li><li>b. Experiment with tempo and timing changes. Walk and move on a beat in various ways such as moving for four beats and stopping for seven beats</li><li>c. Create shapes that relate to nature or an idea, and develop them into a simple phrase of movement, learning to compose a "one-part" phrase (beginning, middle, and end)</li><li>d. Create a short movement phrase to express feelings</li><li>e. Use movement symbols to create a movement phrase during instructor-lead exercise</li></ul>	<b>Inquiry Questions:</b> <ul style="list-style-type: none"><li>1. Where do movement ideas come from?</li><li>2. What does it mean to dance on beat?</li><li>3. How does the movement of a particular dance make you feel?</li><li>4. Why do some movements look better than others?</li><li>5. Can you see the sounds in the movement of a particular dance?</li><li>6. Does the movement pattern of a particular dance make sense?</li><li>7. Does your dance have a beginning, middle, and an ending?</li></ul> <b>Relevance and Application:</b> <ul style="list-style-type: none"><li>1. Promoting thinking through movements of the body demonstrates the body as a personal instrument of expression and ways to communicate without words.</li><li>2. Connecting a simple dance phrase to a simple sentence provides a multi-modality approach to basic sentence structure.</li><li>3. Awareness of similar patterns that happen in writing, reading, and moving pictures provides an understanding that people communicate in many ways.</li></ul> <b>Nature of Dance:</b> <ul style="list-style-type: none"><li>1. Dance is a language of expression.</li><li>2. Dance communicates ideas and stories.</li><li>3. Dance is the human body moving in time and space – expressive movement.</li></ul>

**Content Area: Dance**

**Standard: 2. Create, Compose and Choreograph**

<b>Prepared Graduates:</b> <ul style="list-style-type: none"><li>➤ Improvise and create movement based on an intent or meaning</li><li>➤ Demonstrate and use the principles and practices of choreography in the creative process</li></ul>
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**Grade Level Expectation: First Grade**

<b>Concepts and skills students master:</b> <p>2. Create a solo dance with changes in space or timing to reflect different feelings</p>
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<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ul style="list-style-type: none"><li>a. Use action words, everyday sounds, and musical instruments to create movements</li><li>b. Learn to improvise within a structure</li><li>c. Explore and learn the concept of variety by using the dance elements (space, time and energy), and incorporate changes of level, space, body part, direction, shaping, and timing to create a phrase of movement</li><li>d. Choose movements that feel right and can define the moment</li><li>e. Select and organize movements to create a “one-part” phrase (beginning, middle, and end) that promotes the theme or idea</li><li>f. Use repetition to create simple movement phrases</li></ul>	<b>Inquiry Questions:</b> <ul style="list-style-type: none"><li>1. What should you do with movement?</li><li>2. What does movement tell you?</li><li>3. What do you like about the movement of a particular dance?</li><li>4. What shapes and actions help you to understand the story, feelings, and idea?</li></ul> <b>Relevance and Application:</b> <ul style="list-style-type: none"><li>1. Connecting the use of space in time in everyday objects builds a foundational understanding of basic everyday elements such as trees can be large and expansive and fill much of the space around it or they can be quite small and fragile, this promotes a foundational awareness of the environment in which we live, work and play.</li><li>2. Exploration of movement and sound connects the senses of see, hear and feel together to show how bodies react to various surroundings.</li></ul> <b>Nature of Dance:</b> <ul style="list-style-type: none"><li>1. Moving patterns change in time and space.</li><li>2. Movement phrases are drawn from human experience and the very act of moving.</li></ul>

**Content Area: Dance**

**Standard: 2. Create, Compose and Choreograph**

**Prepared Graduates:**  
➤ Improve and create movement based on an intent or meaning

**Grade Level Expectation: Kindergarten**

**Concepts and skills students master:**  
1. Improve movement to music and other stimuli

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
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**Students can:**

- a. Explore movement qualities and emphasize the difference between percussive and smooth
- b. Explore body part movement in isolation and in various combinations
- c. Improvise in silence, sounds (drums, tambourines, and claps), varying rhythms, and music in many tones and genres
- d. Improvise to express a feeling or mood
- e. Improvise in response to shapes, colors, and words
- f. Improvise movement from nature such as animals, trees, and clouds
- g. Improvise with objects such as scarves, feathers, balls, beanbags, and ribbons
- h. Improvise alone, with a partner, and in a group
- i. Mirror movement and expression with a partner
- j. Respond in movement to a variety of stimuli, including everyday sounds, musical instruments, and action words
- k. Explore imagery that translates into body movement in time and space with energy, or in relationships

**Inquiry Questions:**

- 1. How can you show a musical beat with your body?
- 2. How do you relate your body shapes to nature and other stories?

**Relevance and Application:**

- 1. Understanding that silence and lack of movement can express a powerful feeling just as a large movement or loud sound can express a powerful feeling builds an awareness of how bodies communicate a message.
- 2. Connecting movement to objects and situations aids concrete learners in understanding the world around them.

**Nature of Dance:**

- 1. Dance is movement in time and space
- 2. To dance is to create

**Content Area: Dance**

**Standard: 2. Create, Compose and Choreograph**

**Prepared Graduates:**  
➤ Improvise and create movement based on an intent or meaning

**Grade Level Expectation: Kindergarten**

**Concepts and skills students master:**  
2. Translate simple ideas and stories into movement phrases alone and with a partner

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
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**Students can:**

- a. Explore and experiment with movement that expresses different feelings in personal and general space
- b. Create a “one-part” movement phrase (beginning, middle, and end) with a partner to convey simple concepts such as cooperation and working together
- c. Use movement to show an expression to share with others
- d. Use repetition to create simple movement phrases during an instructor-directed exercise
- e. Learn to transpose movement to different body parts
- f. Use sensory stimuli and real-life situations as an impetus for moving and creating original work

**Inquiry Questions:**

- 1. What movement should you use?
- 2. What do you see when you listen to music?
- 3. What do you need to do to copy someone’s dance movement?
- 4. Where does movement come from?

**Relevance and Application:**

- 1. Using individual ideas to create a movement or dance provides an authentic and unique personal connection between what is heard or seen to what is felt.
- 2. Using collaboration to build movements and improvise dances provides a foundational awareness of personal needs and how they affect others.

**Nature of Dance:**

- 1. Dance is the language of expression.
- 2. Dance communicates ideas and stories.
- 3. Patterns move in time and space.
- 4. To dance is to create.

**Content Area: Dance**

**Standard: 2. Create, Compose and Choreograph**

**Prepared Graduates:**  
➤ Improvise and create movement based on an intent or meaning

**Grade Level Expectation: Preschool**

**Concepts and skills students master:**  
1. Translate simple ideas and stories into movement

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
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**Students can:**

- a. Explore with movement that expresses different feelings in personal and general space
- b. Experience different shapes, sizes, levels, and directions to make simple patterns of movements in space and time
- c. Select some movements out of many, and create a simple movement phrase to encourage self-expression
- d. Use sensory stimuli and real-life situations as an impetus for moving and creating original work

**Inquiry Questions:**

- 1. What movement should you use?
- 2. How do you make your movements different?
- 3. What are the differences between a low, middle, and high shape in your own space?
- 4. How do you change shapes when you are moving in space?
- 5. What do you imagine when you move?

**Relevance and Application:**

- 1. Connecting varying sizes, shapes and levels provides a beginning level understanding of differences.
- 2. Understanding how movement can describe and illustrate everyday situations provides an awareness of the many ways people communicate such as visually, aurally, verbally and kinesthetically.

**Nature of Dance:**

- 1. Dance is the language of expression.
- 2. Dance communicates ideas and stories.
- 3. Dance uses a moving and thinking body.

### 3. Historical and Cultural Context

The Historical and Cultural Context in dance focuses on understanding the relevance of dance in the world today. The aim is to know dance from a variety of cultures; understand how dance shapes and reflects cultures and history through time; and acknowledge dance in society as creative, expressive, communicable, and social.

#### **Prepared Graduates**

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

**Prepared Graduate Competencies in the Historical and Cultural Context Standard are:**

- Understand and appreciate a dance in terms of the culture in which it is performed
- Explore and perform dance styles from various cultures and times
- Demonstrate thinking skills such as describing, analyzing, interpreting, evaluating, and problem-solving through dance movement and verbal discussion

**Content Area: Dance**

**Standard: 3. Historical and Cultural Context**

<b>Prepared Graduates:</b> <ul style="list-style-type: none"><li>➤ Understand and appreciate a dance in terms of the culture in which it is performed</li><li>➤ Explore and perform dance styles from various cultures and times</li></ul>
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**Grade Level Expectation: High School – Extended Pathway**

<b>Concepts and skills students master:</b> <ol style="list-style-type: none"><li>1. Investigate two or more cultural and historical dance forms or traditions</li></ol>
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<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students in the extended pathway can:</b> <ol style="list-style-type: none"><li>a. Relate dances across cultures to a real-world context</li><li>b. Compare and contrast two or more masterworks created from different traditions such as Western, Eastern, and tribal</li><li>c. Articulate the significant role of the ability of dance to communicate across cultures</li><li>d. Understand the role of gesture and posture in historical and cultural dance traditions</li></ol>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"><li>1. What dance traditions interest you the most and why?</li><li>2. How do the costumes compliment or support a dance?</li><li>3. How do changes in the steps, movement style, and body posture change the message?</li></ol>
	<b>Relevance and Application:</b> <ol style="list-style-type: none"><li>1. Knowledge of different cultures leads to an understanding of their dance forms.</li><li>2. Dance connects to social studies and humanities.</li><li>3. Technology can be used to research and discover another culture’s dance form or tradition.</li><li>4. Approaches in choreography can be seen as important rituals in many cultures.</li></ol>
	<b>Nature of Dance:</b> <ol style="list-style-type: none"><li>1. Dancers transcend cultural and linguistic boundaries.</li><li>2. Dancers communicate important ideas or perspectives, and share with their peers and audiences in other cultures.</li><li>3. Every culture dances.</li></ol>

**Content Area: Dance**

**Standard: 3. Historical and Cultural Context**

<b>Prepared Graduates:</b> <ul style="list-style-type: none"><li>➤ Understand and appreciate a dance in terms of the culture in which it is performed</li><li>➤ Explore and perform dance styles from various cultures and times</li></ul>
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**Grade Level Expectation: High School – Extended Pathway**

<b>Concepts and skills students master:</b> <ul style="list-style-type: none"><li>2. Utilize technical skills and knowledge of historical and cultural dance in performance situations</li></ul>
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<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students in the extended pathway can:</b> <ul style="list-style-type: none"><li>a. Relate dances across cultural and historical periods to a real-world context of decisions made in contemporary performance</li><li>b. Synthesize the technical differences between two or more master works created in different historical periods</li><li>c. Demonstrate a diversity of historical repertory</li><li>d. Articulate how dance is used recreationally throughout history and within cultures</li><li>e. Analyze and discuss the characteristics of noted dance performers through history and up to the present</li></ul>	<b>Inquiry Questions:</b> <ul style="list-style-type: none"><li>1. How has dance been affected by people or events in history?</li><li>2. How has dance affected people or events in history?</li><li>3. How have costumes changed in a specific dance form throughout history?</li><li>4. How has a dance form changed throughout the ages?</li><li>5. How do different cultures manifest the purpose of dance?</li><li>6. How can dance function to make important contributions to society?</li></ul>
	<b>Relevance and Application:</b> <ul style="list-style-type: none"><li>1. An increase in knowledge of different eras of history demonstrates an understanding of various dance forms.</li><li>2. Dance provides a connection to history.</li><li>3. Technology is used to research and discover another culture’s dance forms or traditions.</li></ul>
	<b>Nature of Dance:</b> <ul style="list-style-type: none"><li>1. Every historical era can be represented through dance.</li><li>2. Dancers use their art form to document moments in history.</li></ul>

**Content Area: Dance**

**Standard: 3. Historical and Cultural Context**

**Prepared Graduates:**

- Explore and perform dance styles from various cultures and times

**Grade Level Expectation: High School – Fundamental Pathway**

**Concepts and skills students master:**

1. Cultural and historical dance forms and traditions are influenced by the values of the society they represent

**Evidence Outcomes**

**Students in the fundamental pathway can:**

- a. Describe the various roles that dance has played throughout history
- b. Perform historical dances, and demonstrate an understanding of their role in society during their time period
- c. Analyze master works created from a distant tradition such as Western, Eastern, and tribal
- d. Discuss the purposes and functions that dance provides around the world
- e. Examine universal dance themes from around the world by identifying themes of courtship and marriage, fertility, worship, and death
- f. Articulate the factors that differentiate dance as artistic expression and dance as entertainment

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

1. What dance traditions most interest you?
2. Where could one find information to research a dance tradition?
3. How could a traditional dance be adapted into a contemporary context?
4. Why do people dance?
5. Which dances will be preserved 100 years from now?

**Relevance and Application:**

1. Increasing knowledge of different cultures by understanding their dance forms gives insights to the cultural traditions and purposes of dance.
2. Using dance as a connection to social studies provides social awareness of contemporary and historical culture.
3. Using technology to research and discover another culture's dance forms or traditions opens doors to familiar and unfamiliar cultures.
4. Dancing communicates important ideas and shares new perspectives.

**Nature of Dance:**

1. Dancers transcend cultural and linguistic boundaries.
2. Every culture dances.

**Content Area: Dance**

**Standard: 3. Historical and Cultural Context**

<b>Prepared Graduates:</b> <ul style="list-style-type: none"><li>➤ Understand and appreciate a dance in terms of the culture in which it is performed</li><li>➤ Explore and perform dance styles from various cultures and times</li></ul>
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**Grade Level Expectation: High School – Fundamental Pathway**

**Concepts and skills students master:**  
2. Use knowledge of cultural and historical dance forms to translate into performance

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students in the fundamental pathway can:</b> <ul style="list-style-type: none"><li>a. Research one dance work from a historical time period, and incorporate the work into a performance</li><li>b. Research the significant role of dance throughout history to make decisions for performance</li><li>c. Examine dance as artistic expression, and include different dance styles and dances across various cultures that are elevated to an art form</li></ul>	<b>Inquiry Questions:</b> <ul style="list-style-type: none"><li>1. What connections are seen between an historical dance form and the culture in which it was created?</li><li>2. How has dance been affected by events in history?</li><li>3. How has dance affected events in history?</li><li>4. Why is it important to incorporate cultural and historical traditions into contemporary performance?</li></ul>
	<b>Relevance and Application:</b> <ul style="list-style-type: none"><li>1. The knowledge of different eras of history provides understanding of different dance forms.</li><li>2. The significance of historical and cultural dance traditions provides insight into many diverse societies.</li><li>3. Technology is used to research and discover a historical dance.</li><li>4. Every era of history has dance, which is considered the first art form in history.</li></ul>
	<b>Nature of Dance:</b> <ul style="list-style-type: none"><li>1. Culture and history live through dance.</li></ul>

**Content Area: Dance**

**Standard: 3. Historical and Cultural Context**

<b>Prepared Graduates:</b> <ul style="list-style-type: none"><li>➤ Understand and appreciate a dance in terms of the culture in which it is performed</li><li>➤ Explore and perform dance styles from various cultures and times</li><li>➤ Demonstrate thinking skills such as describing, analyzing, interpreting, evaluating, and problem-solving through dance movement and verbal discussion</li></ul>
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**Grade Level Expectation: Eighth Grade**

<b>Concepts and skills students master:</b> <ul style="list-style-type: none"><li>1. Historical dance figures represent the era and society in which they lived and worked</li></ul>
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<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ul style="list-style-type: none"><li>a. Articulate the importance of dance through history and its ability to communicate across cultures</li><li>b. Understand the impact of notable dancers in history</li><li>c. Describe the important contributions of different choreographers in selected dance styles and cultures</li><li>d. Demonstrate the role of dance patrons and impresarios as art through history</li><li>e. Use appropriate research techniques to study historical dance figures</li><li>f. Discuss the relationship between the social and political environment of historical dance figures and how these factors contributed to their work</li><li>g. Draw correlations between what is researched and what is learned in dance class</li></ul>	<b>Inquiry Questions:</b> <ul style="list-style-type: none"><li>1. What qualifies a dancer or choreographer as historical?</li><li>2. What contributions have historical dance figures had on the development of dance and dance styles?</li><li>3. How is the work of historical dance figures relevant today?</li></ul> <b>Relevance and Application:</b> <ul style="list-style-type: none"><li>1. Current societal issues are common themes in artistic presentations.</li><li>2. Technological resources give access to research journals, primary sources, and dance literature that provide in-depth research on historical dance figures.</li></ul> <b>Nature of Dance:</b> <ul style="list-style-type: none"><li>1. Dancers reflect their world through movement.</li></ul>

**Content Area: Dance**

**Standard: 3. Historical and Cultural Context**

<b>Prepared Graduates:</b> <ul style="list-style-type: none"><li>➤ Understand and appreciate a dance in terms of the culture in which it is performed</li><li>➤ Explore and perform dance styles from various cultures and times</li></ul>
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**Grade Level Expectation: Eighth Grade**

<b>Concepts and skills students master:</b> <ul style="list-style-type: none"><li>2. Observe and participate in a variety of dance forms from around the world</li></ul>
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<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ul style="list-style-type: none"><li>a. Understand the universal themes, purposes, and functions of dance through time and across cultures</li><li>b. Distinguish between participation (social) dances that build community and performance-based dances that express an individual's ideas</li><li>c. Differentiate between dance as artistic expression and dance as entertainment</li><li>d. Research and participate in dances from various world cultures</li><li>e. Articulate through verbal and written means the significant dance elements of identified world cultures</li><li>f. Create and present a dance study that reflects one's synthesis of researched world cultures</li></ul>	<b>Inquiry Questions:</b> <ul style="list-style-type: none"><li>1. What style of dance would be considered "world culture?"</li><li>2. Are American dance styles considered world culture in other countries? Why, why not?</li><li>3. What world cultures exist within your own community?</li></ul> <b>Relevance and Application:</b> <ul style="list-style-type: none"><li>1. Traditional dress, dances, foods, music, and rituals are ways that cultures express what is most important in their communities.</li><li>2. Real-time media allow us to experience authentic performances from a variety of world cultures simultaneously.</li></ul> <b>Nature of Dance:</b> <ul style="list-style-type: none"><li>1. Dance serves as an expression of what a culture values most.</li></ul>

**Content Area: Dance**

**Standard: 3. Historical and Cultural Context**

<b>Prepared Graduates:</b> <ul style="list-style-type: none"><li>➤ Understand and appreciate a dance in terms of the culture in which it is performed</li><li>➤ Demonstrate thinking skills such as describing, analyzing, interpreting, evaluating, and problem-solving through dance movement and verbal discussion</li></ul>
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**Grade Level Expectation: Seventh Grade**

**Concepts and skills students master:**  
1. The values of a culture are reflected in their dances

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ul style="list-style-type: none"><li>a. Examine the human need to communicate individual ideas through movement and dance</li><li>b. Recognize dances from around the world that communicate something unique about specific cultures</li><li>c. Understand the impact of culture and geographic origins on the characteristics, costumes, and styles of dances</li><li>d. Discuss the unique elements of selected world dance forms</li><li>e. Demonstrate an understanding of world dance forms through performance</li><li>f. Improvise identified world dance forms utilizing their unique elements</li><li>g. Discuss how dance styles influence each other across cultures</li></ul>	<b>Inquiry Questions:</b> <ul style="list-style-type: none"><li>1. To what extent do costumes determine how dancers move? How is this related to what they are trying to convey as a culture?</li><li>2. How would youth from other cultures learn our dances?</li></ul>
	<b>Relevance and Application:</b> <ul style="list-style-type: none"><li>1. People express through their dances what they value as a culture.</li><li>2. In the same way that “walking in another’s shoes” builds sensitivity, putting another’s movements into one’s own body builds empathy.</li><li>3. Digital media allow us to experience authentic performances from a variety of world cultures.</li></ul>
	<b>Nature of Dance:</b> <ul style="list-style-type: none"><li>1. Dance communicates both global and personal perspectives.</li><li>2. Dance reflects a common goal, effort, and communal spirit.</li></ul>

**Content Area: Dance**

**Standard: 3. Historical and Cultural Context**

**Prepared Graduates:**

- Understand and appreciate a dance in terms of the culture in which it is performed
- Explore and perform dance styles from various cultures and times

**Grade Level Expectation: Seventh Grade**

**Concepts and skills students master:**

2. Dance represents the culture of a society

**Evidence Outcomes**

**Students can:**

- a. Learn the roots of Western dances and those that are not Western
- b. Understand differences in social, ritual, and performance-based dances
- c. Trace the evolution of social dances in different societies, and use gestures, step patterns, body positions, rhythms, styles, and costumes
- d. Demonstrate basic skill in performing formal social dances
- e. Link social dances to social mores, and discuss how the dances are performed and received

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

- 1. Why did some dances become popular in their day?
- 2. In what ways are popular dances today similar and different from historical social dances?
- 3. How do dances of given eras reflect the manners and morals of that era?

**Relevance and Application:**

- 1. Becoming familiar with social norms prior to travelling to another country can help one to avoid embarrassing or confrontational situations.
- 2. Re-creating a historical scene is an engaging way to experience another time period.
- 3. Videotaping allows for careful comparisons between originals and re-creations.

**Nature of Dance:**

- 1. Dance serves as a barometer for social attitudes and political climates.

**Content Area: Dance**

**Standard: 3. Historical and Cultural Context**

<b>Prepared Graduates:</b> <ul style="list-style-type: none"><li>➤ Understand and appreciate a dance in terms of the culture in which it is performed</li><li>➤ Explore and perform dance styles from various cultures and times</li><li>➤ Demonstrate thinking skills such as describing, analyzing, interpreting, evaluating, and problem-solving through dance movement and verbal discussion</li></ul>
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**Grade Level Expectation: Sixth Grade**

<b>Concepts and skills students master:</b> <ol style="list-style-type: none"><li>1. Culture and geography are reflected in the traditional dance heritage of a people</li></ol>
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<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ol style="list-style-type: none"><li>a. Identify the origins of selected dances throughout history, and trace their development and evolution through time</li><li>b. Describe dance forms that developed along with musical forms</li><li>c. Demonstrate basic skills in the replication of a series of traditional steps</li><li>d. Demonstrate stylistic and technical differences between cultures</li><li>e. Speak to orally or in writing distinctions in cultural contexts</li><li>f. Research selected cultural dances</li></ol>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"><li>1. How do cultural forms reflect current trends in dance?</li><li>2. How does learning about another culture inform your perception of your own?</li><li>3. How does understanding a culture make learning a dance more meaningful?</li></ol>
	<b>Relevance and Application:</b> <ol style="list-style-type: none"><li>1. Concepts in science require memorization and an understanding of traditional processes in order to comprehend how interactions work.</li><li>2. Theatre productions use traditional costumes, music, and movement to convey a sense of time and place.</li><li>3. Software for databases, word processing, and spreadsheets require one to learn traditional industry standards of practice.</li><li>4. Geography impacts how traditional dances are created.</li></ol>
	<b>Nature of Dance:</b> <ol style="list-style-type: none"><li>1. Dancers value traditional and cultural dance forms, which serve as the foundation for new and cutting-edge choreography.</li></ol>

**Content Area: Dance**

**Standard: 3. Historical and Cultural Context**

**Prepared Graduates:**

- Explore and perform dance styles from various cultures and times

**Grade Level Expectation: Fifth Grade**

**Concepts and skills students master:**

1. Dances from different cultures have similarities and differences

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<p><b>Students can:</b></p> <ol style="list-style-type: none"><li>a. Identify universal dance themes found throughout the world</li><li>b. Recognize the relationship between music and dance when learning dances from around the world</li><li>c. Examine step patterns and use of gestures for social dances</li><li>d. Replicate the use of formations and spatial groupings in cultural and social dances</li><li>e. Discuss distinguishing characteristics such as vocabulary, basic postures, footwork, and gestures from different dance forms</li></ol>	<p><b>Inquiry Questions:</b></p> <ol style="list-style-type: none"><li>1. How does the past influence the present?</li><li>2. How does music influence movement?</li><li>3. What do the patterns in social dances tell us about a culture?</li></ol>
	<p><b>Relevance and Application:</b></p> <ol style="list-style-type: none"><li>1. Socially and historically specific attitudes toward the use of the body to communicate messages are diverse and depend on many cultural and societal norms.</li><li>2. Dance changes with the time, the country, and even the weather. Dance does not have one history, but many.</li><li>3. Technological media allow for the study of various cultural dances such as historical or cultural documentary films and musicals of varying eras.</li></ol>
	<p><b>Nature of Dance:</b></p> <ol style="list-style-type: none"><li>1. Societies express their unique qualities through dance.</li></ol>

**Content Area: Dance**

**Standard: 3. Historical and Cultural Context**

**Prepared Graduates:**

- Understand and appreciate a dance in terms of the culture in which it is performed

**Grade Level Expectation: Fifth Grade**

**Concepts and skills students master:**

- 2. Observe dances from different historical periods

**Evidence Outcomes**

**Students can:**

- a. Describe the use of dance elements (space, time, and energy) in dances from different historical periods
- b. Describe the use of compositional elements in dances from different historical periods
- c. Identify contributions of major works in relation to their historical and cultural context

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

- 1. What cultural influences do you see in popular dances that you like?
- 2. What does a dance from long ago tell us about people from the past?
- 3. How have historical events affected or influenced dance styles?

**Relevance and Application:**

- 1. Dance can reveal, in codified fashion, socially and historically specific attitudes toward use of the body for communication. For example, many cultures use social dances to celebrate births, commemorate deaths, and mark special events using gestures and movements drawn from their everyday lives.
- 2. Electronic media such as television, the Internet, and film provide a window to view the many diverse cultural and societal uses of dance. They also provide an ability to see similarities and differences among traditional dance techniques.

**Nature of Dance:**

- 1. Dance reflects history through movement.

**Content Area: Dance**

**Standard: 3. Historical and Cultural Context**

**Prepared Graduates:**

- Explore and perform dance styles from various cultures and times

**Grade Level Expectation: Fourth Grade**

**Concepts and skills students master:**

- Dances communicate cultural norms

**Evidence Outcomes**

**Students can:**

- Perform dances from different cultures, and compare them to dances from one's own culture
- Recognize the importance of dance through history and its ability to communicate across cultures
- Inquire into the origins of studied dances
- Explain how social dances are designed, and use a variety of formations and spatial groupings according to the culture
- Demonstrate distinguishing characteristics such as basic postures, footwork, and gestures from different dance forms
- Compare and contrast dances with similar themes

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

1. Why do people choose to dress a certain way when they dance?
2. What is the significance of the music chosen for a dance?
3. Does dance define culture, or does culture define dance?

**Relevance and Application:**

1. Social dances of today can be found in many diverse cultures and eras such as the courts of Europe, and international society and primitive cultures. They have evolved from passing on traditions and stories of a culture to being pure entertainment.
2. Understanding the importance of the connection of communication and dance provides insight into reasons why dance forms evolve as societal needs evolve. For example, in the 17<sup>th</sup> century, the waltz introduced a certain kind of freedom that preceding dances did not allow. Thus, it became a symbol of expression in freedom of movement during a time of the French and American revolutions.

**Nature of Dance:**

1. Cultural and social dances share common elements and purpose.

**Content Area: Dance**

**Standard: 3. Historical and Cultural Context**

**Prepared Graduates:**

- Understand and appreciate a dance in terms of the culture in which it is performed

**Grade Level Expectation: Fourth Grade**

**Concepts and skills students master:**

- 2. Recognize ideas and styles in major dance works

**Evidence Outcomes**

**Students can:**

- a. Identify the intent behind major dance works
- b. Re-create ideas found in a major dance work
- c. Alter space, time, and energy as stimulated by a great work

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

- 1. Do you see dance differently when you know dance vocabulary?
- 2. Does dance have boundaries?
- 3. How have technology and the mass media affected dance?
- 4. How does dance movement provide emotional responses in an audience?

**Relevance and Application:**

- 1. Connecting the similarities in many diverse styles provides insight to the universality of dance. For example, gestures identifying a caress mean tenderness, and a clenched fist means anger.
- 2. Using an idea from a major work and modifying the idea requires similar problem-solving skills as science experimentation (identifying common variables within an experiment); mathematical experimentation (identifying similar numeric patterns and rearranging them to produce new results); and musical experimentation (using a familiar musical phrase and adjusting the tempo or harmony to create a new sound).

**Nature of Dance:**

- 1. Observers of dance see and feel the choreographer's intent.

**Content Area: Dance**

**Standard: 3. Historical and Cultural Context**

**Prepared Graduates:**

- Explore and perform dance styles from various cultures and times

**Grade Level Expectation: Third Grade**

**Concepts and skills students master:**

1. Understand dance as a means of communication

**Evidence Outcomes**

**Students can:**

- a. Perform dances from different cultures, and compare them based on the elements of dance (space, time, and energy)
- b. Learn the cultural and geographical origins of selected cultural dances
- c. Learn vocabularies of selected cultural dances
- d. Recognize how social dances are designed using a variety of formations and spatial groupings
- e. Define distinguishing characteristics such as basic postures, footwork, and gestures from different dance forms

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

1. How does performing a dance differ from viewing a dance?
2. Where does movement come from?
3. How is dance used in different cultures?

**Relevance and Application:**

1. The variation of elements of dance found in social, cultural, or historical dances leads to understanding that the emphasis on a dance element can fundamentally change the focus and message of a dance.
2. The spatial awareness skills that are important in dance transfer to important lifelong skills such as using space in a crowd, architecture, visual art, and design.

**Nature of Dance:**

1. Dance represents the values of a culture

**Content Area: Dance**

**Standard: 3. Historical and Cultural Context**

**Prepared Graduates:**

- Understand and appreciate a dance in terms of the culture in which it is performed

**Grade Level Expectation: Third Grade**

**Concepts and skills students master:**

- 2. Recognize styles in major dance works

**Evidence Outcomes**

**Students can:**

- a. Recognize examples of modern dance
- b. Execute basic jazz moves and tap steps, and trace the origins to African dance
- c. Compare and contrast popular dance with concert dance
- d. Recognize dance as performance-based, social, and ritual
- e. Recognize dance's relationship to theater, music, and art
- f. Understand the artistic role of dancers and choreographers in today's society

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

- 1. Where is dance performed?
- 2. What makes a dance interesting?
- 3. What makes theatrical or performance dance different from a social or ritual dance?

**Relevance and Application:**

- 1. Major dance works are often heavily influenced by a cultural event that has had a great impact on society. For example, Siobhan Davies' "Carnival of the Animals" is a work that provides students with an introduction to Saint- Saens' creation of sounds for the animals and Davies' visual movements for exploration and recreation.
- 2. Forms and sources of documented dance works include video, DVD, and the Internet.

**Nature of Dance:**

- 1. Dance provides a cross-cultural collaboration.

**Content Area: Dance**

**Standard: 3. Historical and Cultural Context**

**Prepared Graduates:**

- Explore and perform dance styles from various cultures and times

**Grade Level Expectation: Second Grade**

**Concepts and skills students master:**

1. Social dances rely on unique costumes and music to express intent

**Evidence Outcomes**

**Students can:**

- a. Perform selected social dances
- b. Discuss the origins of the dance studied
- c. Recognize how social dances are designed rhythmically
- d. Discuss the significance of costumes, masks, and headpieces in selected social dances

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

1. Why are music and costumes so important in expressing dance?
2. What kinds of dances do you see around you?
3. Why do people dance?

**Relevance and Application:**

1. Recognizing that dances can be built around specific rhythmic patterns connects movement and music skills.
2. Identifying how costumes, masks, and headpieces are used within dance styles builds an understanding of the purpose of the dance style and the cultural traditions it symbolizes. For example, Native American headpieces are given specific ornamentation based on the animal, person, or spirit they are meant to symbolize within a dance.

**Nature of Dance:**

1. Social dances combine music and traditional dress to bring people together to celebrate their culture.

**Content Area: Dance**

**Standard: 3. Historical and Cultural Context**

**Prepared Graduates:**

- Understand and appreciate a dance in terms of the culture in which it is performed

**Grade Level Expectation: Second Grade**

**Concepts and skills students master:**

- 2. Dance is part of every society and community

**Evidence Outcomes**

**Students can:**

- a. Understand that different cultures have unique styles of dance based on their cultural influences
- b. Compare and contrast the difference between dances of the past and dances of the present
- c. Understand dance as performance-based, social, and ritual
- d. Recognize the contributions of present-day professional choreographers and dancers

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

- 1. What kinds of social dances did your parents do?
- 2. Why might different people interpret the same dance differently?
- 3. How will learning movement patterns help to understand dance?

**Relevance and Application:**

- 1. Understanding that culture produces shared customs, beliefs, words, and artifacts, as well as movement styles and activities provides an awareness of the many purposes of dance such as tribal rituals, festivals, rites of passages, and entertainment.
- 2. Articulating and following dance patterns and styles build a kinesthetic connection of mathematical patterns.
- 3. Documenting dances, dancers, and the ways that world communities respond to dance can be done with contemporary tools such as photography and communication devices.

**Nature of Dance:**

- 1. Dance is a product of the creator's personality, and the social and historical context in which it was created.

**Content Area: Dance**

**Standard: 3. Historical and Cultural Context**

**Prepared Graduates:**

- Explore and perform dance styles from various cultures and times

**Grade Level Expectation: First Grade**

**Concepts and skills students master:**

- Perform simple dances from various cultures

**Evidence Outcomes**

**Students can:**

- Demonstrate basic formations or pathways in selected social dances
- Learn the origins of the dances studied
- Recognize that different social dances use different kinds of costumes, masks, and headpieces

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

- Why is sound and music important to a dance?
- How can a dance be performed without sound or music?
- Why are the steps different in each dance?

**Relevance and Application:**

- Identifying the origins of a dance leads to an understanding of the social and cultural background from which the dance comes, providing important information about a certain time in history or culture. For example, a variety of folk dances were brought to America through immigration.
- Recognizing pathways and patterns in simple dances aids in sequencing and patterning in other disciplines.

**Nature of Dance:**

- Social and cultural dances represent a society's past, present, and future.

**Content Area: Dance**

**Standard: 3. Historical and Cultural Context**

**Prepared Graduates:**

- Understand and appreciate a dance in terms of the culture in which it is performed

**Grade Level Expectation: First Grade**

**Concepts and skills students master:**

- 2. All cultures around the world have unique dances

**Evidence Outcomes**

**Students can:**

- a. Recognize that dance is found in all countries in the world
- b. Use basic postures, footwork, and gestures in dances from different cultures
- c. Dance to folk dance music with various tempi
- d. Discover how music inspires and influences dance

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

- 1. How would you describe a particular dance?
- 2. What kind of stories do different cultures tell through movements?
- 3. How has dance changed through over time?

**Relevance and Application:**

- 1. The communication without words through dance identifies the global language of movement.
- 2. Scientists and historians study the use of dance and rituals of diverse cultures to understand the similarities and differences in cultures and societal norms.

**Nature of Dance:**

- 1. Dancers express their lives through movement.

**Content Area: Dance**

**Standard: 3. Historical and Cultural Context**

**Prepared Graduates:**

- Understand and appreciate a dance in terms of the culture in which it is performed

**Grade Level Expectation: Kindergarten**

**Concepts and skills students master:**

1. Perform simple social dances that communicate an idea

**Evidence Outcomes**

**Students can:**

- a. Dance cooperatively with others
- b. Recognize that social dances are designed in circles, lines, and free formations
- c. Recognize the movements in performance of historical, cultural, social, sacred, and theatrical dances

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

1. How does dance help us to think about people from the past?
2. How does dance help us to learn about other people?
3. How do you know what is happening in a dance?

**Relevance and Application:**

1. Understanding folk dances and their origins brings insights into the many diverse cultures that immigrated to America.
2. Identifying and performing using dance shapes and formations builds collaboration and self-direction skills, and connects shape and form in other disciplines such as mathematics, visual art, and stories.

**Nature of Dance:**

1. Dancers see patterns and structures in dances of all kinds.

**Content Area: Dance**

**Standard: 3. Historical and Cultural Context**

**Prepared Graduates:**

- Understand and appreciate a dance in terms of the culture in which it is performed

**Grade Level Expectation: Preschool**

**Concepts and skills students master:**

1. Recognize dances from around the world

**Evidence Outcomes**

**Students can:**

- a. View dances from around the world, and explore the country of origin
- b. Explore dance as a way for people to express themselves
- c. Demonstrate how people in different cultures move in similar and different ways
- d. Explore occasions for dance across different cultures
- e. Explore shapes, levels, and patterns in a dance, and describe the actions

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

1. How do people today express themselves through dance?
2. What feelings can dance create?
3. Why do different cultures have different dances?

**Relevance and Application:**

1. Identifying the special occasions and festive events that use dancing provides an understanding that dance can serve a specific purpose.
2. Identifying how dance is used to express feelings provides opportunities to explore individual feelings.

**Nature of Dance:**

1. Dancers share their life experiences through movement.

## 4. Reflect, Connect, and Respond

Reflect upon dance to stimulate the imagination and challenge the intellect; connect it with other disciplines to enrich and enhance the spectrum of knowledge; and respond to it to deepen and refine one's emotional nature. Represent dance as art in oral and written communications. Critique and analyze new dance works, reconstructions, and masterpieces. Distinguish the aesthetic values of dance, and discover the artistic intent.

### Prepared Graduates

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

**Prepared Graduate Competencies in the 4. Reflect, Connect, and Respond Standard are:**

- Use criticism and analysis to reflect upon and understand new works, reconstructions, and masterpieces
- Discover connections to academic content areas, social activities, mass media, and careers
- Demonstrate thinking skills such as describing, analyzing, interpreting, evaluating, and problem-solving through dance movement and verbal discussion

**Content Area: Dance**

**Standard: 4. Reflect, Connect, and Respond**

<b>Prepared Graduates:</b> <ul style="list-style-type: none"><li>➤ Use criticism and analysis to reflect upon and understand new works, reconstructions, and masterpieces</li><li>➤ Demonstrate thinking skills such as describing, analyzing, interpreting, evaluating, and problem-solving through dance movement and verbal discussion</li></ul>
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**Grade Level Expectation: High School – Extended Pathway**

<b>Concepts and skills students master:</b> <ol style="list-style-type: none"><li>1. Apply critical analysis to new dance works, reconstructions, and masterpieces</li></ol>
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<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ol style="list-style-type: none"><li>a. Analyze and critique personal and professional or historic works</li><li>b. Compare dances from multiple styles, world traditions, and forms</li><li>c. Journal the creative process of the development of one dance work</li><li>d. Use dance notation and diagrams to reconstruct simple dances</li><li>e. Use aesthetic reflection to refine works and to contemplate issues related to dance as art</li></ol>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"><li>1. From which perspective (performer, critic, historian, anthropologist, or choreographer) does one view a particular dance, and why?</li><li>2. How does one interpret an artwork based on stylistic and cultural issues?</li><li>3. How does context affect a dance work?</li><li>4. To what extent is a dance work dependent upon the performer’s point of view?</li><li>5. To what extent is a dance work dependent upon the viewer’s point of view?</li></ol>
	<b>Relevance and Application:</b> <ol style="list-style-type: none"><li>1. The practice of responding to the work of others and being able to critique one’s own work helps us to develop our own value set.</li><li>2. The opinion of entertainment and literary critics is valued only when the critic exhibits depth of knowledge and demonstrates expertise in the topic he or she reviews.</li></ol>
	<b>Nature of Dance:</b> <ol style="list-style-type: none"><li>1. Dancers constantly respond to, reflect upon, and analyze the relevance and significance of their own work and the work of others.</li><li>2. Dancers consider how to improve their own skills through self-reflection and critical analysis with others.</li></ol>

**Content Area: Dance**

**Standard: 4. Reflect, Connect, and Respond**

**Prepared Graduates:**  
➤ Discover connections to academic content areas, social activities, mass media, and careers

**Grade Level Expectation: High School – Extended Pathway**

**Concepts and skills students master:**  
2. Articulate connections to dance

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
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**Students can:**

- a. Connect the art of dance to other disciplines in a creative way
- b. Compare dances from multiple styles, world traditions, and forms
- c. Use technology to aid in researching and understanding all aspects of dance in relation to other disciplines

**Inquiry Questions:**

- 1. How can the connections between dance and other academic content areas be explained?
- 2. Why is dance considered a “universal language?”
- 3. What disciplines inspire the creation of dance?
- 4. How do underlying structures unconsciously guide the creation of dance works?
- 5. How can information be shared through dance works?

**Relevance and Application:**

- 1. The translation of connections in media allows the development of skills to work in commercial environments.
- 2. Connections provide dancers with the intuition to drive intent and meaning within a dance work.
- 3. The interpretation of messages in advertisements, news, and entertainment provides the ability to make informed decisions based on messages in commercial dance works.

**Nature of Dance:**

- 1. Dancers have great sensitivity to the details of the world.
- 2. Dancers are able to relate issues, events, and daily occurrences to physical movement, and communicate them with audiences.

**Content Area: Dance**

**Standard: 4. Reflect, Connect, and Respond**

<b>Prepared Graduates:</b> <ul style="list-style-type: none"><li>➤ Use criticism and analysis to reflect upon and understand new works, reconstructions, and masterpieces</li><li>➤ Demonstrate thinking skills such as describing, analyzing, interpreting, evaluating, and problem-solving through dance movement and verbal discussion</li></ul>
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**Grade Level Expectation: High School – Fundamental Pathway**

<b>Concepts and skills students master:</b> <ol style="list-style-type: none"><li>1. Respond to, reflect upon, and analyze new dance works, reconstructions, and masterpieces</li></ol>
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<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ol style="list-style-type: none"><li>a. Analyze and critique one dance work</li><li>b. Notate one dance phrase along with one diagram</li><li>c. Use technology to aid in researching and understanding all aspects of dance</li></ol>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"><li>1. How does dance evoke an emotional response in a viewer?</li><li>2. What is a personal interpretation of the creative process?</li><li>3. How could one diagram a dance to explain movement to another person?</li></ol> <b>Relevance and Application:</b> <ol style="list-style-type: none"><li>1. Demonstrating knowledge of a subject or situation provides credibility to one’s critique or review.</li><li>2. Notation software can be utilized to capture movement in a written form.</li></ol> <b>Nature of Dance:</b> <ol style="list-style-type: none"><li>1. Dancers constantly respond to, reflect upon, and analyze the relevance and significance of their own work and the work of others.</li><li>2. Dancers review documentation to consider how to improve their own skills through self-reflection and critical analysis with others.</li></ol>

**Content Area: Dance**

**Standard: 4. Reflect, Connect, and Respond**

<b>Prepared Graduates:</b> <ul style="list-style-type: none"><li>➤ Discover connections to academic content areas, social activities, mass media, and careers</li><li>➤ Demonstrate thinking skills such as describing, analyzing, interpreting, evaluating, and problem-solving through dance movement and verbal discussion</li></ul>
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**Grade Level Expectation: High School – Fundamental Pathway**

**Concepts and skills students master:**  
2. Articulate connections in dance

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ul style="list-style-type: none"><li>a. Transform a concept from another discipline into a movement phrase</li><li>b. Create a short dance based on a series of concepts from another academic content area</li></ul>	<b>Inquiry Questions:</b> <ul style="list-style-type: none"><li>1. What is the connection between dance and science?</li><li>2. What is the connection between dance and the humanities?</li><li>3. What ideas can be used from other academic content areas to inspire dance or create dance?</li><li>4. How is dance a “universal language?”</li><li>5. What are ways that dancers use connections to make informed choices?</li></ul> <b>Relevance and Application:</b> <ul style="list-style-type: none"><li>1. Using inspiration from the world around us as stimuli for creating work creates connections.</li><li>2. Using reactions to other disciplines as inspiration for dance work (and vice versa) provides ways to use dance to inspire or change the world around us.</li><li>3. Describing one similarity between dance and the sciences or humanities sparks awareness of the interdisciplinary connections to dance.</li></ul> <b>Nature of Dance:</b> <ul style="list-style-type: none"><li>1. Dancers have great sensitivity to the details of the world. They relate issues, events, and daily occurrences to physical movement.</li></ul>

**Content Area: Dance**

**Standard: 4. Reflect, Connect, and Respond**

<b>Prepared Graduates:</b> <ul style="list-style-type: none"><li>➤ Discover connections to academic content areas, social activities, mass media, and careers</li><li>➤ Demonstrate thinking skills such as describing, analyzing, interpreting, evaluating, and problem-solving through dance movement and verbal discussion</li></ul>
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**Grade Level Expectation: Eighth Grade**

<b>Concepts and skills students master:</b> <ol style="list-style-type: none"><li>1. Communicate choreography through written, oral, and practical applications</li></ol>
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<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ol style="list-style-type: none"><li>a. Communicate choreography through the use of dance vocabulary to describe movement</li><li>b. Use proper anatomical terms related to dance movements to describe the body and body parts</li><li>c. Use proper kinesiology terms to describe body movement</li><li>d. Use dance notation to document a dance phrase from a social, historical, or famous dance work</li><li>e. Create notation for an original phrase</li><li>f. Use emotional and expressive language to describe a performance</li></ol>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"><li>1. What could be considered a “universal” language?</li><li>2. How do other art forms document or preserve their work?</li><li>3. Should you use personal opinion when critiquing a dance work? Why, why not?</li></ol>
	<b>Relevance and Application:</b> <ol style="list-style-type: none"><li>1. Every discipline has its own language, and dance is no exception. For example, in math one learns the meaning and application of fractions. In dance one learns the meaning and application of body alignment.</li><li>2. Software programs that computerize notation aid in long-term dance preservation.</li></ol>
	<b>Nature of Dance:</b> <ol style="list-style-type: none"><li>1. Dancers understand that to preserve a dance, it must be documented in writing and through the use of technology.</li></ol>

**Content Area: Dance**

**Standard: 4. Reflect, Connect, and Respond**

<b>Prepared Graduates:</b> <ul style="list-style-type: none"><li>➤ Use criticism and analysis to reflect upon and understand new works, reconstructions, and masterpieces</li><li>➤ Discover connections to academic content areas, social activities, mass media, and careers</li></ul>
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**Eighth Grade Extended Expectation**

<b>Concepts and skills students master:</b> 2. Formal critiques and analysis demonstrate an understanding of dance-making
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<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ul style="list-style-type: none"><li>a. Use appropriate dance vocabulary to critique a body of work</li><li>b. Compare and contrast the works of different choreographers</li><li>c. Discuss the intent of dance works</li><li>d. Analyze dance works in their cultural and historical context</li><li>e. Identify appropriate costumes for a given work.</li><li>f. Demonstrate a working knowledge of stage procedures within a dance production</li></ul>	<b>Inquiry Questions:</b> <ul style="list-style-type: none"><li>1. What is the value of critiques?</li><li>2. How might one's personal tastes alter reviewing a dance work?</li><li>3. How does one evaluate the qualities of a performer?</li></ul> <b>Relevance and Application:</b> <ul style="list-style-type: none"><li>1. Database archives offer thousands of critiques to review.</li><li>2. The study of literature requires the reader to draw inferences and conclusions based on the perceived intent of the characters.</li><li>3. Supervisors must actively observe the work of others, and use specific criteria to evaluate others' effectiveness.</li></ul> <b>Nature of Dance:</b> <ul style="list-style-type: none"><li>1. Dancers analyze the structural elements of dance works while discussing their aesthetic components.</li></ul>

**Content Area: Dance**

**Standard: 4. Reflect, Connect, and Respond**

<b>Prepared Graduates:</b> <ul style="list-style-type: none"><li>➤ Use criticism and analysis to reflect upon and understand new works, reconstructions, and masterpieces</li><li>➤ Demonstrate thinking skills such as describing, analyzing, interpreting, evaluating, and problem-solving through dance movement and verbal discussion</li></ul>
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**Grade Level Expectation: Seventh Grade**

<b>Concepts and skills students master:</b> <ul style="list-style-type: none"><li>1. Formal analysis and critique protocols</li></ul>
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<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ul style="list-style-type: none"><li>a. Identify, describe, compare, and contrast selected dance styles and genres</li><li>b. Use dance language to describe specific aesthetic differences and similarities among styles and artists</li><li>c. Assess and evaluate a composition created by others relative to its effectiveness and what it communicates</li><li>d. Design, implement, and support personal expectations for evaluating a performance</li></ul>	<b>Inquiry Questions:</b> <ul style="list-style-type: none"><li>1. What is the connection between learning steps and conveying meaning?</li><li>2. Which is more difficult – finding commonalities or finding differences? Why?</li><li>3. Do different dance styles require different critique criteria?</li></ul>
	<b>Relevance and Application:</b> <ul style="list-style-type: none"><li>1. Attorneys must use factual supporting evidence to persuade a jury.</li><li>2. One’s own biases can influence our perception of intent and quality of a piece of choreography.</li><li>3. Dance-focused websites provide archives of dance reviews and resources.</li><li>4. Book reviews for English classes rely on established review protocols.</li></ul>
	<b>Nature of Dance:</b> <ul style="list-style-type: none"><li>1. Dancers are aware of how their audience will interpret their work.</li></ul>

**Content Area: Dance**

**Standard: 4. Reflect, Connect, and Respond**

<b>Prepared Graduates:</b> <ul style="list-style-type: none"><li>➤ Use criticism and analysis to reflect upon and understand new works, reconstructions, and masterpieces</li><li>➤ Demonstrate thinking skills such as describing, analyzing, interpreting, evaluating, and problem-solving through dance movement and verbal discussion</li></ul>
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**Grade Level Expectation: Sixth Grade**

<b>Concepts and skills students master:</b> <ol style="list-style-type: none"><li>1. Critical analysis of dance works requires specific criteria and documentation</li></ol>
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<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ol style="list-style-type: none"><li>a. Reflect upon creative process and products in dance</li><li>b. Understand that dance is a tool to convey concepts, ideas, feelings, and themes</li><li>c. Use traditional vocabulary to describe and evaluate world dance forms</li><li>d. Write a formal critique of a completed work</li><li>e. Articulate ideas presented in choreography</li><li>f. Identify the use of choreographic elements and concepts in a work</li><li>g. Identify the use of stage elements such as costumes and lighting that contribute to the aesthetics of a performance</li><li>h. Create review criteria based on choreographic criteria</li><li>i. Create a form of personal documentation for performance or choreographic reference</li><li>j. Describe, analyze, and use notation to respond to dance, and read and record movement in symbols</li><li>k. Evaluate the spatial qualities, time elements, relationships, and quality of a particular performance</li><li>l. Describe personal contributions to the choreographic intent</li></ol>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"><li>1. How does writing a critique clarify one’s individual preferences and biases?</li><li>2. In what ways do costumes, lighting, music, and performance spaces contribute to or detract from a dance’s theme?</li><li>3. How did dancers document and keep a record of dances before video?</li></ol> <b>Relevance and Application:</b> <ol style="list-style-type: none"><li>1. Successful authors describe their story’s setting in a way that makes readers feel as though they are there.</li><li>2. Technology can be used to simulate venues, lighting, and costume designs to provide a feel for what work would look like in a professional setting.</li><li>3. Visual artists and graphic designers capture ideas in images.</li></ol> <b>Nature of Dance:</b> <ol style="list-style-type: none"><li>1. Dancers observe dance works on a global scale.</li><li>2. Dance allows observers to experience personal moments.</li><li>3. Dance critics provide evidence to support their interpretations.</li></ol>

**Content Area: Dance**

**Standard: 4. Reflect, Connect, and Respond**

**Prepared Graduates:**

- Demonstrate thinking skills such as describing, analyzing, interpreting, evaluating, and problem-solving through dance movement and verbal discussion

**Grade Level Expectation: Fifth Grade**

**Concepts and skills students master:**

1. Analyze and evaluate dance works

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
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**Students can:**

- a. Describe the traditional dance vocabulary used in a dance
- b. Assess the suitability of a movement, the number of dancers participating, and the length of the work to determine whether the choreographer’s intent is clear
- c. Recognize how production factors such as poor-quality sound and props may undermine the aesthetic effect of a performance
- d. Compare and contrast works in writing
- e. Describe the movement content of a particular dance work and the effect each component has on the work

**Inquiry Questions:**

1. What does a particular dance say?
2. How does a particular dance compare with other dances?
3. How do the elements of dance clarify the intent?
4. How can appropriate dance terminology help one to describe the feelings in a particular dance?

**Relevance and Application:**

1. The importance of not becoming overly analytic at the expense of engaging with the whole work and responding to it imaginatively reminds the dancer and the viewer that dance is an art form that can and should be enjoyed
2. Dance analysis of performance in society provides a structure to frame interpretations from around the world. This framework increases one’s possibilities of becoming imaginatively and creatively involved in a work.

**Nature of Dance:**

1. Appreciating dance is a process of observing separate movement components of a dance and perceiving them as related or unrelated happenings.
2. When reviewing dance, one must be objective, and give reasons for opinions by providing evidence to support an interpretation.

**Content Area: Dance**

**Standard: 4. Reflect, Connect, and Respond**

**Prepared Graduates:**

- Demonstrate thinking skills such as describing, analyzing, interpreting, evaluating, and problem-solving through dance movement and verbal discussion

**Grade Level Expectation: Fifth Grade**

**Concepts and skills students master:**

2. Use basic dance vocabulary to analyze dance works

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
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**Students can:**

- a. Recognize how focus, time, and energy are required to create and perform quality dances
- b. Use traditional dance vocabulary to describe aspects of space, time, and energy in a particular dance
- c. Recognize how the aesthetic principles of design (sequence, contrast, repetition, and unity) increase artistic clarity
- d. See how contrasts can hold one's attention, while sequence, transition, and unity make viewing satisfying
- e. Describe and analyze a sequence in a dance based on basic the Laban or Benesh language of dance concepts, symbols, and vocabulary

**Inquiry Questions:**

- 1. What movements are inspirational?
- 2. How can appropriate dance terminology help one to describe the structure and design of a dance?
- 3. How does one determine what genre he or she prefers?

**Relevance and Application:**

- 1. Utilizing appropriate vocabulary and principles build toward a literate dancer, choreographer, and viewer, much like musicians, actors, and artists use the vocabulary of the trade to communicate.
- 2. Analyzing dance works builds critique and evaluation skills for becoming adept at problem-solving.

**Nature of Dance:**

- 1. Interpretation of a dance requires understanding the character of a dance, its subject matter, and the qualities that might be described.

**Content Area: Dance**

**Standard: 4. Reflect, Connect, and Respond**

**Prepared Graduates:**

- Demonstrate thinking skills such as describing, analyzing, interpreting, evaluating, and problem-solving through dance movement and verbal discussion

**Grade Level Expectation: Fourth Grade**

**Concepts and skills students master:**

1. Compare and contrast the work of well-known choreographers

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
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<p><b>Students can:</b></p> <ol style="list-style-type: none"><li>a. Identify a choreographer's dance vocabulary</li><li>b. Identify elements of dance (space, time, and energy) in a work</li></ol>	<p><b>Inquiry Questions:</b></p> <ol style="list-style-type: none"><li>1. How does one identify with a style?</li><li>2. Why does the choreographer choose to create in a particular style?</li><li>3. How do past choreographers influence present-day choreographers?</li><li>4. How can dance notation help one to better understand the choreographer's intent?</li></ol> <p><b>Relevance and Application:</b></p> <ol style="list-style-type: none"><li>1. Dance criticism in society serves the purpose of furthering knowledge and increasing the depth of response that is possible when observing and evaluating dance works.</li><li>2. Media such as DVD, film, and the Internet that are used to view dance works of well-known choreographers provide ample opportunities to analyze, re-create, and discuss work.</li></ol> <p><b>Nature of Dance:</b></p> <ol style="list-style-type: none"><li>1. Appreciating dance includes having a clear picture of the movement, number of dancers, performance environment, costumes, and sound.</li><li>2. Being objective with a dance give reasons for opinions by providing evidence to support an interpretation.</li></ol>
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**Content Area: Dance**

**Standard: 4. Reflect, Connect, and Respond**

**Prepared Graduates:**

- Demonstrate thinking skills such as describing, analyzing, interpreting, evaluating, and problem-solving through dance movement and verbal discussion

**Grade Level Expectation: Fourth Grade**

**Concepts and skills students master:**

2. Evaluate the functions of dance training and rehearsal as they contribute to a performance

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
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**Students can:**

- a. Recognize how the quality of dance training and rehearsal can affect a performance
- b. Recognize how the quantity of dance training and rehearsal can affect a performance
- c. Recognize when performers move precisely
- d. Evaluate how the dancers' sense of rhythm and interpretation can define the meaning in a dance

**Inquiry Questions:**

- 1. How long does it take to train to be a dancer?
- 2. What is a good dancer?
- 3. What historical factors contributed to the American dance style?
- 4. How does one know when he or she is ready for performance?

**Relevance and Application:**

- 1. Rehearsing and training consistently to produce a desired outcome develops strong self-direction and collaboration skills that can be transferred to many vocations.
- 2. Being aware of quality production and performance builds discernment skills needed for lifelong endeavors.

**Nature of Dance:**

- 1. Appreciating dance includes having a clear picture of the movement, number of dancers, performance environment, costumes, and sound.
- 2. Being objective with a dance give reasons for opinions by providing evidence to support an interpretation.

**Content Area: Dance**

**Standard: 4. Reflect, Connect, and Respond**

**Prepared Graduates:**

- Use criticism and analysis to reflect upon and understand new works, reconstructions, and masterpieces
- Discover connections to academic content areas, social activities, mass media, and careers

**Grade Level Expectation: Third Grade**

**Concepts and skills students master:**

1. Research the life and work of a well-known choreographer

**Evidence Outcomes**

**Students can:**

- a. Learn a short phrase taken from a choreographer’s work
- b. Describe dances using style-specific vocabulary
- c. Compare and contrast works by different choreographers

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

1. How does one identify a dance style?
2. Why does a choreographer choose to create in a particular style?
3. How does one identify if the style and genre are suitable for a message?

**Relevance and Application:**

1. Utilizing research skills builds problem-solving and self-direction skills that are needed in many disciplines such as reading, writing, science, and social studies.
2. Recognizing the contributions and importance of well-known choreographers builds appreciation for the roles choreographers play in today’s society such as choreographing Olympic ceremonies; awards shows; and television, video, film, theatre, and music performances.

**Nature of Dance:**

1. Understanding a choreographer’s life story gives insight into his or style.
2. Appreciating dance includes having a clear picture of the movement, number of dancers, performance environment, costumes, and sound.

**Content Area: Dance**

**Standard: 4. Reflect, Connect, and Respond**

**Prepared Graduates:**

- Demonstrate thinking skills such as describing, analyzing, interpreting, evaluating, and problem-solving through dance movement and verbal discussion

**Grade Level Expectation: Third Grade**

**Concepts and skills students master:**

2. Describe the use of dance elements in choreography

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
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**Students can:**

- a. Identify the dance elements (space, time and energy)
- b. Identify the compositional elements
- c. Describe the effectiveness use of the dance elements
- d. Describe in written words how the choice of stimuli, costumes, number of dancers, and movements can change the mood and feeling in a dance
- e. Describe the reason for a dance

**Inquiry Questions:**

- 1. How do the elements of dance communicate the choreographer’s intent?
- 2. How do the elements of dance communicate feelings and thoughts?
- 3. How does experience in a variety of styles help one to understand a dance?

**Relevance and Application:**

- 1. Demonstrating the ability to deconstruct a dance work utilizes the same kinds of skills needed to decode unfamiliar words, identify the steps within a math problem, or find details in a painting or photograph.
- 2. Recognizing and identifying elements in a dance work provides critical abilities used in many vocations such as film and restaurant critique, sports analysis, real estate, engineering, architecture, and interior and fashion design.
- 3. Utilizing film and digital reproduction of dance works enables a viewer to review and analyze a large variety of dance works and compositional elements.

**Nature of Dance:**

- 1. How a choreographer uses the elements of dance can become his or her signature style.

**Content Area: Dance**

**Standard: 4. Reflect, Connect, and Respond**

**Prepared Graduates:**

- Demonstrate thinking skills such as describing, analyzing, interpreting, evaluating, and problem-solving through dance movement and verbal discussion

**Grade Level Expectation: Second Grade**

**Concepts and skills students master:**

1. Compare and contrast different dance styles and world dance forms

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
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**Students can:**

- a. Describe a performer’s use of space
- b. View and examine dance works for their design
- c. Recognize dances that maintain order and structure
- d. Identify the use of energy in a particular dance
- e. Understand time as a design element
- f. Describe the timing or changes in timing of an observed dance
- g. Understand the meaning in a movement

**Inquiry Questions:**

1. Why are dances different from each other?
2. How does each style communicate its meaning?
3. How do the basic elements of dance communicate feelings and thoughts?

**Relevance and Application:**

1. Demonstrating the ability to compare and contrast dance styles builds foundational problem-solving and classification skills needed in science, social studies, reading, writing, and visual arts, and leads to a variety of vocations.
2. Articulating the order, structure, and design elements of dance works creates foundational discernment abilities needed to build reading and writing skills such as sequencing and structuring stories.

**Nature of Dance:**

1. Appreciating dance requires one to recognize the use of space, and the many ways a dance is designed and performed.

**Content Area: Dance**

**Standard: 4. Reflect, Connect, and Respond**

**Prepared Graduates:**

- Demonstrate thinking skills such as describing, analyzing, interpreting, evaluating, and problem-solving through dance movement and verbal discussion

**Grade Level Expectation: Second Grade**

**Concepts and skills students master:**

2. Describe the feeling that is communicated through various dances

**Evidence Outcomes**

**Students can:**

- a. Observe a dance, and show interest and self-discipline
- b. Observe and describe feelings, steps, and movements in a dance

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

- 1. How do you know what a particular dance say?
- 2. How does one know what the dancers are feeling?
- 3. How does an informed vocabulary help in describing a dance?

**Relevance and Application:**

- 1. The development of self-discipline and personal feelings when observing dance works creates strong self-direction skills and promotes internal dialogue required in beginning reading skills.
- 2. Mass media and the entertainment industry rely on the emotional connection and excitement that dance works, competitions, and events foster to improve viewer ratings.

**Nature of Dance:**

- 1. Behaviors surrounding a dance performance such as audience participation and dancers' preparation may be as important as the performance itself.

**Content Area: Dance**

**Standard: 4. Reflect, Connect, and Respond**

**Prepared Graduates:**

- Demonstrate thinking skills such as describing, analyzing, interpreting, evaluating, and problem-solving through dance movement and verbal discussion

**Grade Level Expectation: First Grade**

**Concepts and skills students master:**

1. Respond to different dance styles using basic stylistic vocabulary

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
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**Students can:**

- a. Observe a dance, and tell the story
- b. Describe the movements and gestures that stand out in a particular dance work because they tell the story
- c. Respond to a dance with language of dance symbols or other types of symbols, and relate them to a favorite movement in the dance

**Inquiry Questions:**

1. How does one describe his or her favorite movement in a dance?
2. Why are dances different from each other?
3. How does each style communicate its meaning?
4. How do the basic elements of dance communicate feelings and thoughts?

**Relevance and Application:**

1. Recognizing simple dance symbols builds an understanding of symbolic language in other disciplines such as reading, music, history – and in environmental print such as road signs and public facilities signs.
2. Demonstrating the relationship between movement and storytelling builds a foundational awareness of how historical cultures preserved their traditions in the absence of the printed word.

**Nature of Dance:**

1. Dancers analyze and document dances and movement to capture their stories.

**Content Area: Dance**

**Standard: 4. Reflect, Connect, and Respond**

**Prepared Graduates:**

- Demonstrate thinking skills such as describing, analyzing, interpreting, evaluating, and problem-solving through dance movement and verbal discussion

**Grade Level Expectation: First Grade**

**Concepts and skills students master:**

- 2. Display, discuss, and demonstrate appropriate etiquette at a dance performance

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
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**Students can:**

- a. Observe a dance and show interest
- b. Describe favorite movements
- c. Discuss reactions to a dance
- d. Learn to use appropriate dance elements vocabulary to describe a dance movement
- e. Use language of dance symbols or other types of symbols to describe a dance movement
- f. Describe the performer’s use of space in a dance movement
- g. Describe how the selected accompaniment fits the mood and idea of a dance

**Inquiry Questions:**

- 1. Why is it important to watch respectfully during a live dance performance?
- 2. Why does an audience applaud?
- 3. What parts of a dance are inspirational?
- 4. How do the basic elements of dance communicate feelings and thoughts?

**Relevance and Application:**

- 1. Enjoying and appreciating dance works are the result of hard work and good teaching, just as a good meal is enjoyed after careful preparation, and sports teams perform well in competition after careful practice and coaching.
- 2. Using technology makes available a variety of dance performances that would otherwise be difficult to attend in person. It also aids in learning how to view a performance.
- 3. Identifying connections of music and dance builds foundational skills in finding many relationships such as mathematical relationships of even and odd; scientific relationships such as temperature and weather patterns; and color relationships in art such as combining primary colors to create secondary colors.

**Nature of Dance:**

- 1. Dancers must describe what they see in dances in order to understand them and learn from them.

**Content Area: Dance**

**Standard: 4. Reflect, Connect, and Respond**

**Prepared Graduates:**

- Demonstrate thinking skills such as describing, analyzing, interpreting, evaluating, and problem-solving through dance movement and verbal discussion

**Grade Level Expectation: Kindergarten**

**Concepts and skills students master:**

1. Observe different dance styles, and describe one movement you remember

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
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**Students can:**

- a. Describe in writing or with a drawing the movement and mood of a particular dance work
- b. Describe a favorite movement from a dance
- c. Enjoy participating in and observing a variety of dance styles
- d. Respond to a dance with language of dance symbols or other types of symbols, and relate them to a favorite movement
- e. Describe the performer’s use of space in a favorite movement from a dance

**Inquiry Questions:**

1. How are characters portrayed in dance?
2. How do movement and music differ from one culture to another?
3. How do the basic elements of dance communicate feelings and thoughts?

**Relevance and Application:**

1. Understanding why it is important for performers to share space appropriately builds foundational collaborative skills needed in many activities and vocations.
2. Finding a personal connection to or a specific element of a dance work builds strong identification skills and self-direction, enabling personal decision-making and appropriate use of space in collaborative tasks.

**Nature of Dance:**

1. Dancers observe the movement of others, and create something new based on that knowledge.

**Content Area: Dance**

**Standard: 4. Reflect, Connect, and Respond**

**Prepared Graduates:**

- Demonstrate thinking skills such as describing, analyzing, interpreting, evaluating, and problem-solving through dance movement and verbal discussion

**Grade Level Expectation: Kindergarten**

**Concepts and skills students master:**

2. Demonstrate appropriate etiquette at a dance performance

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
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**Students can:**

- a. View and respond to a performance in a positive manner
- b. Describe a favorite movement to the dance performer using basic vocabulary
- c. Discuss and critique short dance works that relate to the topics being studied in dance class

**Inquiry Questions:**

- 1. What does movement say?
- 2. What is a dancer?
- 3. How does a dance make one think about the dancers?
- 4. Why is it important to watch respectfully during a live dance performance?

**Relevance and Application:**

- 1. Employing personal response skills and utilizing descriptive language when viewing a dance work provides an authentic venue for building verbal skills and audience participation skills.
- 2. Finding connections to dances and topics of study increases long-term memory and sequencing abilities, which are crucial to language development.

**Nature of Dance:**

- 1. Enjoying and appreciating dance requires audiences to observe and respond based on what they see and feel.

**Content Area: Dance**

**Standard: 4. Reflect, Connect, and Respond**

**Prepared Graduates:**

- Demonstrate thinking skills such as describing, analyzing, interpreting, evaluating, and problem-solving through dance movement and verbal discussion

**Grade Level Expectation: Preschool**

**Concepts and skills students master:**

1. Observe and identify different dance genres

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
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**Students can:**

- a. Experience the joy of seeing and responding to dance
- b. Demonstrate movement to express emotion
- c. Describe what is seen and felt in a movement by speaking or drawing a picture

**Inquiry Questions:**

1. How does dance help to convey feelings?
2. How does dance help us to learn about other people?
3. What movements and objects are seen in a particular dance work?
4. What do you like or dislike about a particular dance?

**Relevance and Application:**

1. Observing dance works and discussing the emotions a dance creates builds foundational language development skills.
2. Connecting emotions to dance builds foundational abilities to that recognize ideas and messages are shared in many ways.

**Nature of Dance:**

1. Dance provides the opportunity for people to express their ideas and feelings through movement.

**Content Area: Dance**

**Standard: 4. Reflect, Connect, and Respond**

<b>Prepared Graduates:</b> <ul style="list-style-type: none"><li>➤ Use criticism and analysis to reflect upon and understand new works, reconstructions, and masterpieces</li><li>➤ Demonstrate thinking skills such as describing, analyzing, interpreting, evaluating, and problem-solving through dance movement and verbal discussion</li></ul>
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**Grade Level Expectation: Preschool**

<b>Concepts and skills students master:</b> 2. Attentively observe a dance performance
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<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
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<b>Students can:</b> <ul style="list-style-type: none"><li>a. View a performance with attention</li><li>b. Clap to show joy and appreciation of a dance</li><li>c. Draw on paper the movement seen in the space of a particular dance work</li></ul>
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<b>Inquiry Questions:</b> <ul style="list-style-type: none"><li>1. How is dance used in everyday life?</li><li>2. What do you love about dance?</li><li>3. Why is it important to watch respectfully during a live dance performance?</li></ul>
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<b>Relevance and Application:</b> <ul style="list-style-type: none"><li>1. Demonstrating appropriate audience behavior builds foundational self-direction skills for many societal events such as live performances, movie showings, public events, and presentations.</li><li>2. Transferring movement that is observed to a drawing on a paper builds foundational fine motor skills.</li></ul>
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<b>Nature of Dance:</b> <ul style="list-style-type: none"><li>1. Choreographers create dances that have meaning, but people often find their own meaning in those dances.</li></ul>
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**Colorado Department of Education**  
Office of Standards and Assessments  
201 East Colfax Ave. • Denver, CO 80203 • 303-866-6929  
[www.cde.state.co.us](http://www.cde.state.co.us)