

First Grade

Dance
Dance



Colorado Academic Standards Dance

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

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*"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?*

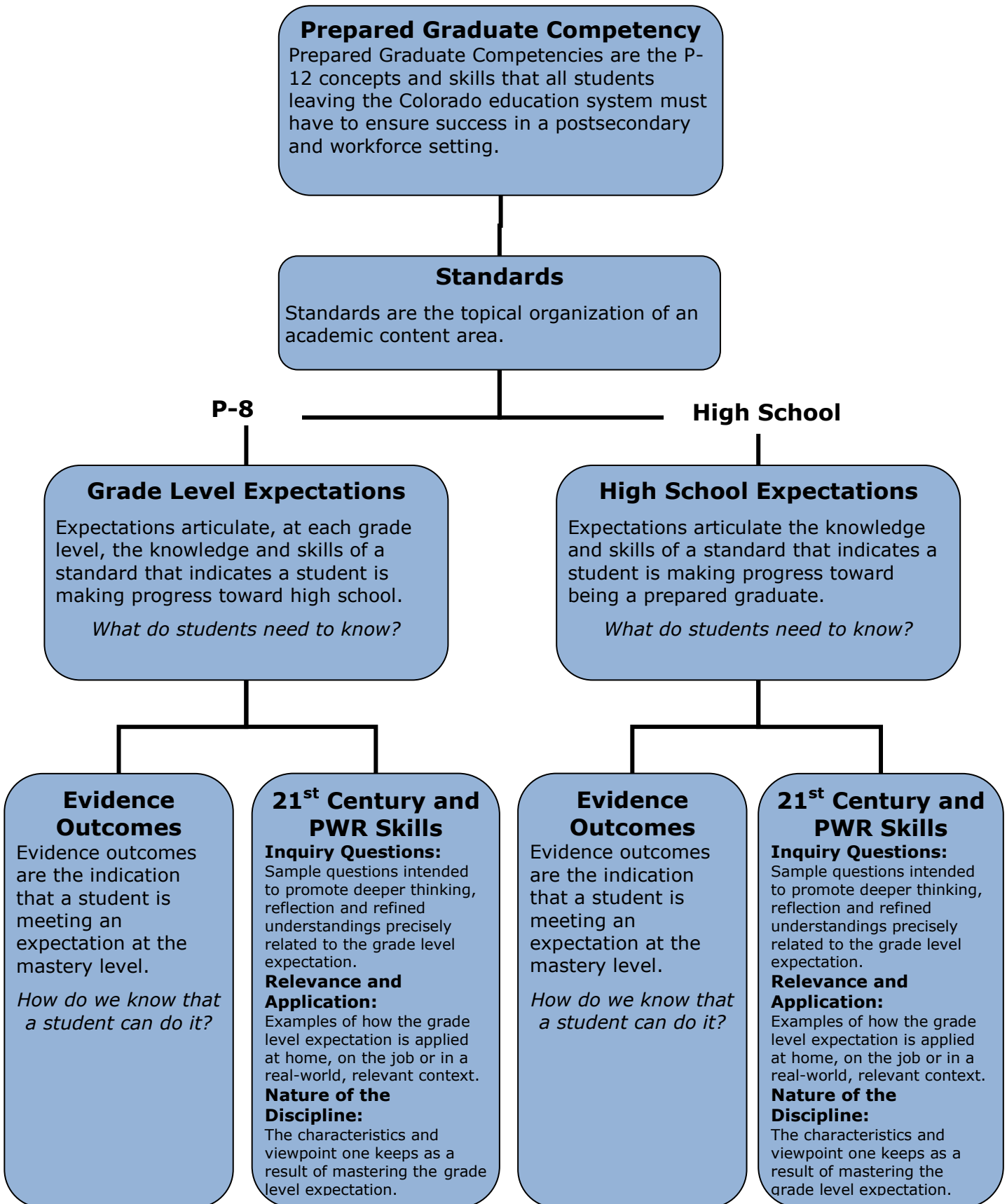
**Grade Level Expectations:** The articulation (at each grade level), concepts, and skills of a standard that indicate a student is making progress toward being ready for high school. *What do students need to know from preschool through eighth grade?*

**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**

| <b>First Grade</b>                      |                                                                                                                                                                                                              |
|-----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Movement, Technique, and Performance | 1. Perform movement phrases alone and with others<br>2. Demonstrate the elements of dance (space, time, and energy) in movement phrases                                                                      |
| 2. Create, Compose and Choreograph      | 1. Use the dance elements to create a simple movement phrase based on personal ideas and concepts from other sources<br>2. Create a solo dance with changes in space or timing to reflect different feelings |
| 3. Historical and Cultural Context      | 1. Perform simple dances from various cultures<br>2. All cultures around the world have unique dances                                                                                                        |
| 4. Reflect, Connect, and Respond        | 1. Respond to different dance styles using basic stylistic vocabulary<br>2. Display, discuss, and demonstrate appropriate etiquette at a dance performance                                                   |



## 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 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**

|                                                                                                                                                                                                                                          |
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| <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**

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| <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 (DOK 1)</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 (DOK 1-2)</li><li>c. Demonstrate good posture and basic joint actions (DOK 1-2)</li><li>d. Demonstrate focus and concentration while moving (DOK 1-2)</li><li>e. Develop a one-part movement phrase with a beginning, middle, and an end (DOK 1-3)</li><li>f. Demonstrate a basic sense of rhythm in performance (DOK 1-2)</li></ul> | <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> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <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>                                                                                                                                                                                                                      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Nature of Dance:</b> <ul style="list-style-type: none"><li>1. Dancers perform and appreciate dance in multiple ways.</li></ul>                                                                                                                                                                                                                                                |

**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 (DOK 1-2)
- b. Explore pushing and pulling space (DOK 1-3)
- c. Equate qualities of movements with feelings and moods (DOK 1-4)
- d. Perform short movement phrases incorporating the elements of dance (space, time, and energy) (DOK 1-2)
- e. Perform with variations in qualities of movements to music in many tones and tempos (DOK 1-2)
- f. Respond to basic notation icons (DOK 1-2)

**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.

## 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 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>➤ 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 (DOK 2-3)</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 (DOK 1-2)</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) (DOK 1-3)</li><li>d. Create a short movement phrase to express feelings (DOK 2-4)</li><li>e. Use movement symbols to create a movement phrase during instructor-lead exercise (DOK 2-3)</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**

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|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <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> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Grade Level Expectation: First Grade**

**Concepts and skills students master:**  
2. Create a solo dance with changes in space or timing to reflect different feelings

| <b>Evidence Outcomes</b> | <b>21<sup>st</sup> Century Skills and Readiness Competencies</b> |
|--------------------------|------------------------------------------------------------------|
|--------------------------|------------------------------------------------------------------|

**Students can:**

- a. Use action words, everyday sounds, and musical instruments to create movements (DOK 1-2)
- b. Learn to improvise within a structure (DOK 2-3)
- 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 (DOK 1-2)
- d. Choose movements that feel right and can define the moment (DOK 1-3)
- e. Select and organize movements to create a “one-part” phrase (beginning, middle, and end) that promotes the theme or idea (DOK 1-4)
- f. Use repetition to create simple movement phrases (DOK 1-2)

**Inquiry Questions:**

- 1. What should you do with movement?
- 2. What does movement tell you?
- 3. What do you like about the movement of a particular dance?
- 4. What shapes and actions help you to understand the story, feelings, and idea?

**Relevance and Application:**

- 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.
- 2. Exploration of movement and sound connects the senses of see, hear and feel together to show how bodies react to various surroundings.

**Nature of Dance:**

- 1. Moving patterns change in time and space.
- 2. Movement phrases are drawn from human experience and the very act of moving.



### 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**

**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

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

- a. Demonstrate basic formations or pathways in selected social dances (DOK 1-2)
- b. Learn the origins of the dances studied (DOK 1)
- c. Recognize that different social dances use different kinds of costumes, masks, and headpieces (DOK 1-2)

**Inquiry Questions:**

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

**Relevance and Application:**

- 1. 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.
- 2. Recognizing pathways and patterns in simple dances aids in sequencing and patterning in other disciplines.

**Nature of Dance:**

- 1. 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 (DOK 1)
- b. Use basic postures, footwork, and gestures in dances from different cultures (DOK 1-2)
- c. Dance to folk dance music with various tempi (DOK 1)
- d. Discover how music inspires and influences dance (DOK 1-2)

**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.

## 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 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**

**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

**Evidence Outcomes**

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

**Students can:**

- a. Observe a dance, and tell the story (DOK 1-4)
- b. Describe the movements and gestures that stand out in a particular dance work because they tell the story (DOK 1-2)
- 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 (DOK 1-3)

**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

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

**Students can:**

- a. Observe a dance and show interest (DOK 1)
- b. Describe favorite movements (DOK 1-3)
- c. Discuss reactions to a dance (DOK 1-3)
- d. Learn to use appropriate dance elements vocabulary to describe a dance movement (DOK 1-2)
- e. Use language of dance symbols or other types of symbols to describe a dance movement (DOK 1-3)
- f. Describe the performer’s use of space in a dance movement (DOK 1-2)
- g. Describe how the selected accompaniment fits the mood and idea of a dance (DOK 1-3)

**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.

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