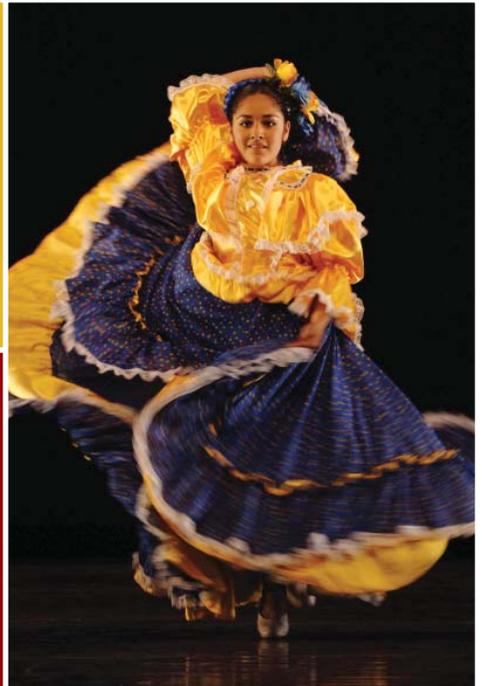
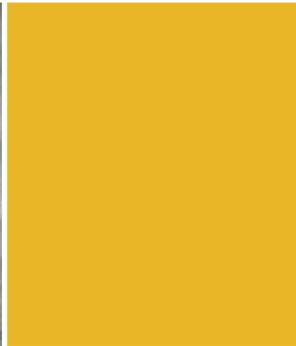


Second Grade

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?*

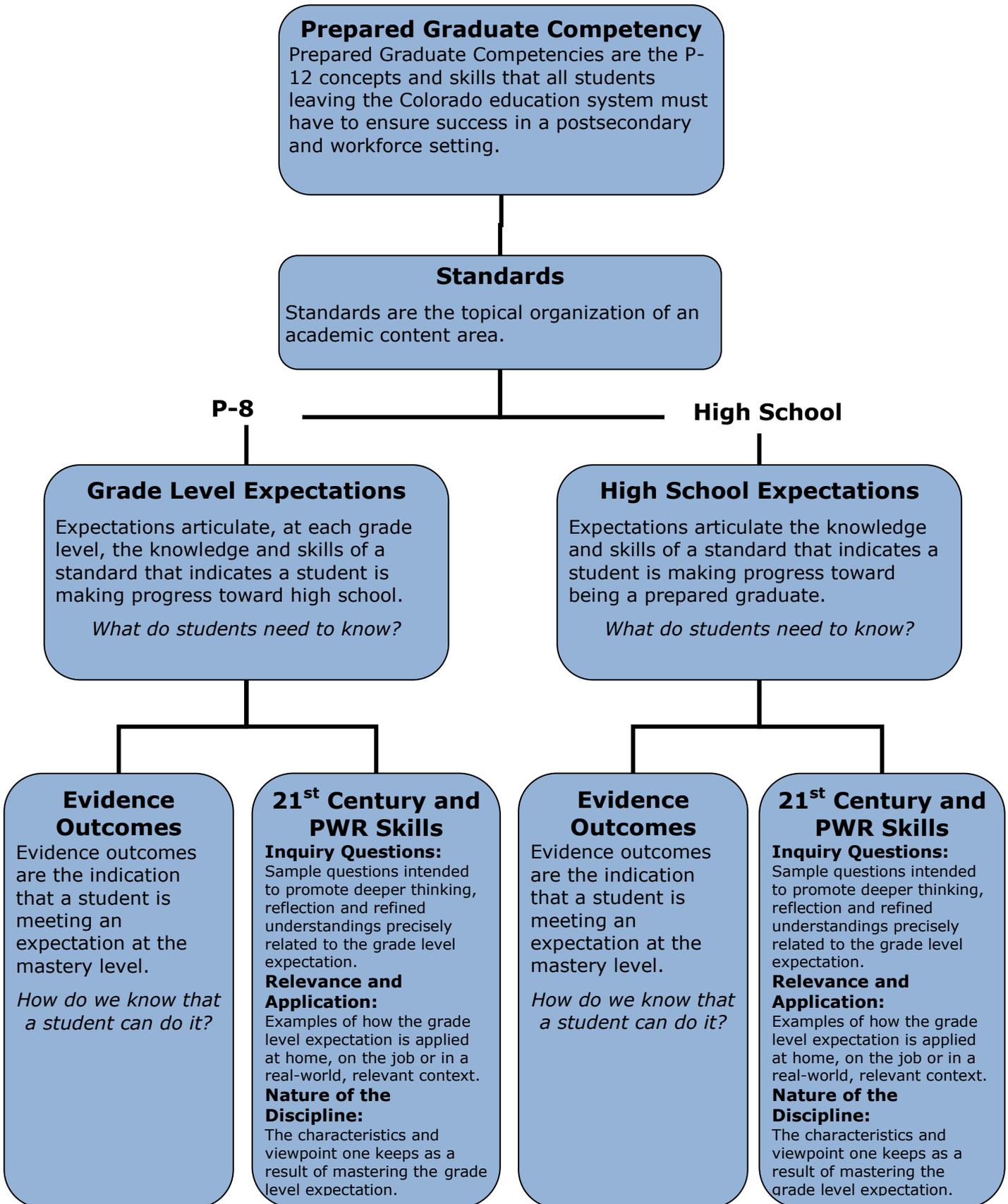
**Grade Level Expectations:** The articulation (at each grade level), concepts, and skills of a standard that indicate a student is making progress toward being ready for high school. *What do students need to know from preschool through eighth grade?*

**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>Second Grade</b>                     |                                                                                                                                             |
|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Movement, Technique, and Performance | 1. Perform simple dance studies<br>2. Explore moods and feelings in performance                                                             |
| 2. Create, Compose and Choreograph      | 1. Create a dance work alone and with others, and incorporate a movement motif<br>2. Create expressive movement to music and other stimuli  |
| 3. Historical and Cultural Context      | 1. Social dances rely on unique costumes and music to express intent<br>2. Dance is part of every society and community                     |
| 4. Reflect, Connect, and Respond        | 1. Compare and contrast different dance styles and world dance forms<br>2. Describe the feeling that is communicated through various dances |

## 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**

**Prepared Graduates:**

- Understand that dance performance requires technical competency

**Grade Level Expectation: Second Grade**

**Concepts and skills students master:**

1. Perform simple dance studies

**Evidence Outcomes**

**Students can:**

- a. Perform a one-part movement phrase (DOK 1)
- b. Utilize movement vocabulary using stimuli for creative dance (DOK 1-2)
- c. Perform a simple dance using the elements of dance (space, time, and energy) (DOK 1-2)
- d. Perform simple dances with a sense of rhythm in small groups (DOK 1-2)
- e. Use simple, iconic movement notation to describe a dance study (DOK 1-2)

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

**Inquiry Questions:**

1. What does it mean to be in control of your body?
2. How can you improve your dance?
3. What is good use of dance vocabulary?
4. How do you feel when you dance?
5. How do you read dance movements?

**Relevance and Application:**

1. Like other content areas, learning a dance vocabulary is important to advance knowledge and execution of movement.
2. Extensive font resources allow for multiple ways to create new and innovative personal notation systems.

**Nature of Dance:**

1. Through a variety of performance experiences, dancers learn to appreciate different ways of moving.

**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

**Evidence Outcomes**

**Students can:**

- a. Perform movement phrases in response to a variety of rhythms and changes in moods (DOK 1-2)
- b. Perform a simple movement phrase, and notate it using shapes, colors, and symbols (DOK 1-2)
- c. Study everyday postures and gestures in the global community to identify how movement communicates meaning and emotions (DOK 1-4)
- d. Learn to move in ways that encourage a healthy body (DOK 1-3)
- e. Perform a simple dance sequence from memory for an audience (DOK 1)

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

**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.

## 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>➤ 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> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Grade Level Expectation: Second Grade**

|                                                                                                                                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Concepts and skills students master:</b> <ol style="list-style-type: none"><li>1. Create a dance work alone and with others, and incorporate a movement motif</li></ol> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| <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. Improvise a movement phrase alone and with a partner, and select a movement starting point (DOK 1-3)</li><li>b. Select movement for the phrase that has meaning and relevance to the idea or stimuli (DOK 1-3)</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 (DOK 1-4)</li><li>d. Develop a sense of sequence (DOK 1-3)</li><li>e. Translate basic written word compositions into movement (DOK 1-3)</li><li>f. Reflect upon one’s own work, and make suggestions for improvement (DOK 1-4)s</li></ol> | <b>Inquiry Questions:</b> <ol 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></ol>                                                                  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Relevance and Application:</b> <ol 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></ol> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Nature of Dance:</b> <ol 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></ol>                                                                                                                                                           |

**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

**Evidence Outcomes**

**Students can:**

- Choose stimuli such as auditory, visual, ideational, tactile, or kinesthetic for dance (DOK 1-2)
- Select movement for the phrase that has meaning and relevance to the idea or stimuli (DOK 1-3)
- Observe and refine a movement phrase, and create the motif (DOK 1-4)
- Develop “two-part” (AB) dances alone or with a partner, and use contrast to display variation and color (an ending) in the movements (DOK 3-4)
- Use movement symbols to re-create movement phrases (DOK 1-3)
- Improve compositional and practical skills through the assessment of self and peers (DOK 1-4)
- Use words and letters as inspiration for movement (DOK 1-2)

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

**Inquiry**

- Where does movement come from?
- How does improvisation develop the creative process?
- What should you do with movement?
- What does movement tell you?
- What is a movement motif?
- How do you know you are finished?

**Relevance and Application:**

- 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.
- Choosing stimuli to inspire a dance provides a critical link to empowering the imagination which must be explored and exercised to remain active.
- 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:**

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

### 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: 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 (DOK 1)
- b. Discuss the origins of the dance studied (DOK 1-3)
- c. Recognize how social dances are designed rhythmically (DOK 1-2)
- d. Discuss the significance of costumes, masks, and headpieces in selected social dances (DOK 1-2)

**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 (DOK 1-2)
- b. Compare and contrast the difference between dances of the past and dances of the present (DOK 2-3)
- c. Understand dance as performance-based, social, and ritual (DOK 1-2)
- d. Recognize the contributions of present-day professional choreographers and dancers (DOK 1)

**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.

## 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: Second Grade**

**Concepts and skills students master:**

2. Describe the feeling that is communicated through various dances

| <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. Observe a dance, and show interest and self-discipline (DOK 1)</li><li>b. Observe and describe feelings, steps, and movements in a dance (DOK 1-4)e</li></ul> | <p><b>Inquiry Questions:</b></p> <ul style="list-style-type: none"><li>1. How do you know what a particular dance say?</li><li>2. How does one know what the dancers are feeling?</li><li>3. How does an informed vocabulary help in describing a dance?</li></ul>                                                                                                                                                                                                          |
|                                                                                                                                                                                                                                    | <p><b>Relevance and Application:</b></p> <ul style="list-style-type: none"><li>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.</li><li>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.</li></ul> |
|                                                                                                                                                                                                                                    | <p><b>Nature of Dance:</b></p> <ul style="list-style-type: none"><li>1. Behaviors surrounding a dance performance such as audience participation and dancers' preparation may be as important as the performance itself.</li></ul>                                                                                                                                                                                                                                          |

**Colorado Department of Education**  
Office of Standards and Instructional Support  
201 East Colfax Ave. • Denver, CO 80203  
The Arts Content Specialist: Karol Gates (gates\_k@cde.state.co.us)  
<http://www.cde.state.co.us/CoArts/StateStandards.asp>