

Third 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?*

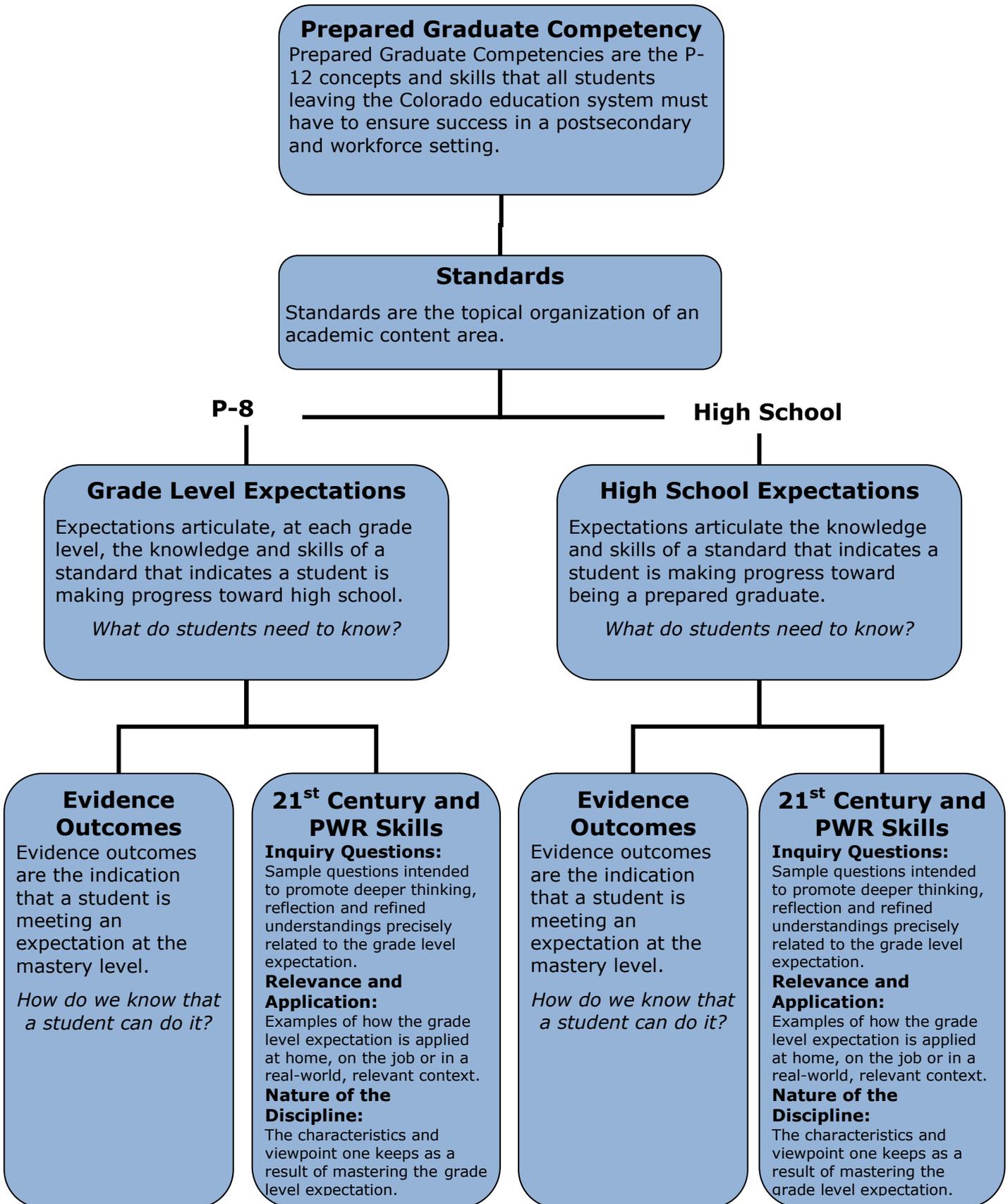
**Grade Level Expectations:** The articulation (at each grade level), concepts, and skills of a standard that indicate a student is making progress toward being ready for high school. *What do students need to know from preschool through eighth grade?*

**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**

### **Third Grade**

|                                         |                                                                                                                                                                                                                                   |
|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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>                                                      |

## 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: Third Grade**

**Concepts and skills students master:**

1. Perform dance studies with accuracy

**Evidence Outcomes**

**Students can:**

- a. Demonstrate the articulated use of the dance elements in dance studies (DOK 1-3)
- b. Perform dance studies using form (AB, canon, ABA, theme, and variation) (DOK 1-2)
- c. Refine the articulation of the body (DOK 1-3)
- d. Dance in time with the music (DOK 1-2)
- e. Notate a short dance phrase using movement notation (DOK 1-3)

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

**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**

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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: 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>                                                                                                                                                                                                                                                                  |
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| <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 (DOK 1-2)</li><li>b. Participate in simple warm-ups and stretching before and after dancing (DOK 1)</li><li>c. Demonstrate basic control and flexibility in practice and performance (DOK 1-2)</li><li>d. Articulate the importance of posture and facial expression when communicating an idea in performance (DOK 1-3)</li><li>e. Demonstrate coordinated movements incorporating head, shoulders, arms, and legs (DOK 1-2)</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>                                                                                                                                                           |

## 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**

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| <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**

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| <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>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <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 (DOK 1-3)</li><li>b. Respond to a variety of motivational stimuli in movement to communicate ideas in solo, duet, and group formations (DOK 1-3)</li><li>c. Use the dance elements to solve a movement problem (DOK 1-3)</li><li>d. Experiment with elements of composition (DOK 1-3)</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**

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| <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**

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| <b>Concepts and skills students master:</b><br>2. Create a short dance using compositional principles (form/structure and design) |
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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. Improvise phrases that express feeling, moods, and ideas inspired by stimuli, including animals, nature sounds, action words, rhythms, objects, and silence (DOK 2-3)</li><li>b. Use repetition and variation with space, time, and energy (DOK 1-2)</li><li>c. Select phrases and link them in order to compose a short dance (DOK 1-3)</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>                                                                                                                                                                                                                                                                                                                                                     |

### 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: 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) (DOK 1-3)
- b. Learn the cultural and geographical origins of selected cultural dances (DOK 1)
- c. Learn vocabularies of selected cultural dances (DOK 1)
- d. Recognize how social dances are designed using a variety of formations and spatial groupings (DOK 1-2)
- e. Define distinguishing characteristics such as basic postures, footwork, and gestures from different dance forms (DOK 1)

**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 (DOK 1)
- b. Execute basic jazz moves and tap steps, and trace the origins to African dance (DOK 1-2)
- c. Compare and contrast popular dance with concert dance (DOK 2-3)
- d. Recognize dance as performance-based, social, and ritual (DOK 1-2)
- e. Recognize dance’s relationship to theater, music, and art (DOK 1-2)
- f. Understand the artistic role of dancers and choreographers in today’s society (DOK 1-3)

**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.

## 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**

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| <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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**Grade Level Expectation: Third Grade**

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| <b>Concepts and skills students master:</b> <ul style="list-style-type: none"><li>1. Research the life and work of a well-known choreographer</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. Learn a short phrase taken from a choreographer’s work (DOK 1)</li><li>b. Describe dances using style-specific vocabulary (DOK 1-2)</li><li>c. Compare and contrast works by different choreographers (DOK 2-3)</li></ul> |
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| <b>Inquiry Questions:</b> <ul style="list-style-type: none"><li>1. How does one identify a dance style?</li><li>2. Why does a choreographer choose to create in a particular style?</li><li>3. How does one identify if the style and genre are suitable for a message?</li></ul> |
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| <b>Relevance and Application:</b> <ul style="list-style-type: none"><li>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.</li><li>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.</li></ul> |
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| <b>Nature of Dance:</b> <ul style="list-style-type: none"><li>1. Understanding a choreographer’s life story gives insight into his or style.</li><li>2. Appreciating dance includes having a clear picture of the movement, number of dancers, performance environment, costumes, and sound.</li></ul> |
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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: 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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| <p><b>Students can:</b></p> <ul style="list-style-type: none"><li>a. Identify the dance elements (space, time and energy) (DOK 1)</li><li>b. Identify the compositional elements (DOK 1)</li><li>c. Describe the effectiveness use of the dance elements (DOK 1-3)</li><li>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 (DOK 1-4)</li><li>e. Describe the reason for a dance (DOK 1-4)</li></ul> | <p><b>Inquiry Questions:</b></p> <ul style="list-style-type: none"><li>1. How do the elements of dance communicate the choreographer’s intent?</li><li>2. How do the elements of dance communicate feelings and thoughts?</li><li>3. How does experience in a variety of styles help one to understand a dance?</li></ul> <p><b>Relevance and Application:</b></p> <ul style="list-style-type: none"><li>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.</li><li>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.</li><li>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.</li></ul> <p><b>Nature of Dance:</b></p> <ul style="list-style-type: none"><li>1. How a choreographer uses the elements of dance can become his or her signature style.</li></ul> |

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