

Sixth 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?*

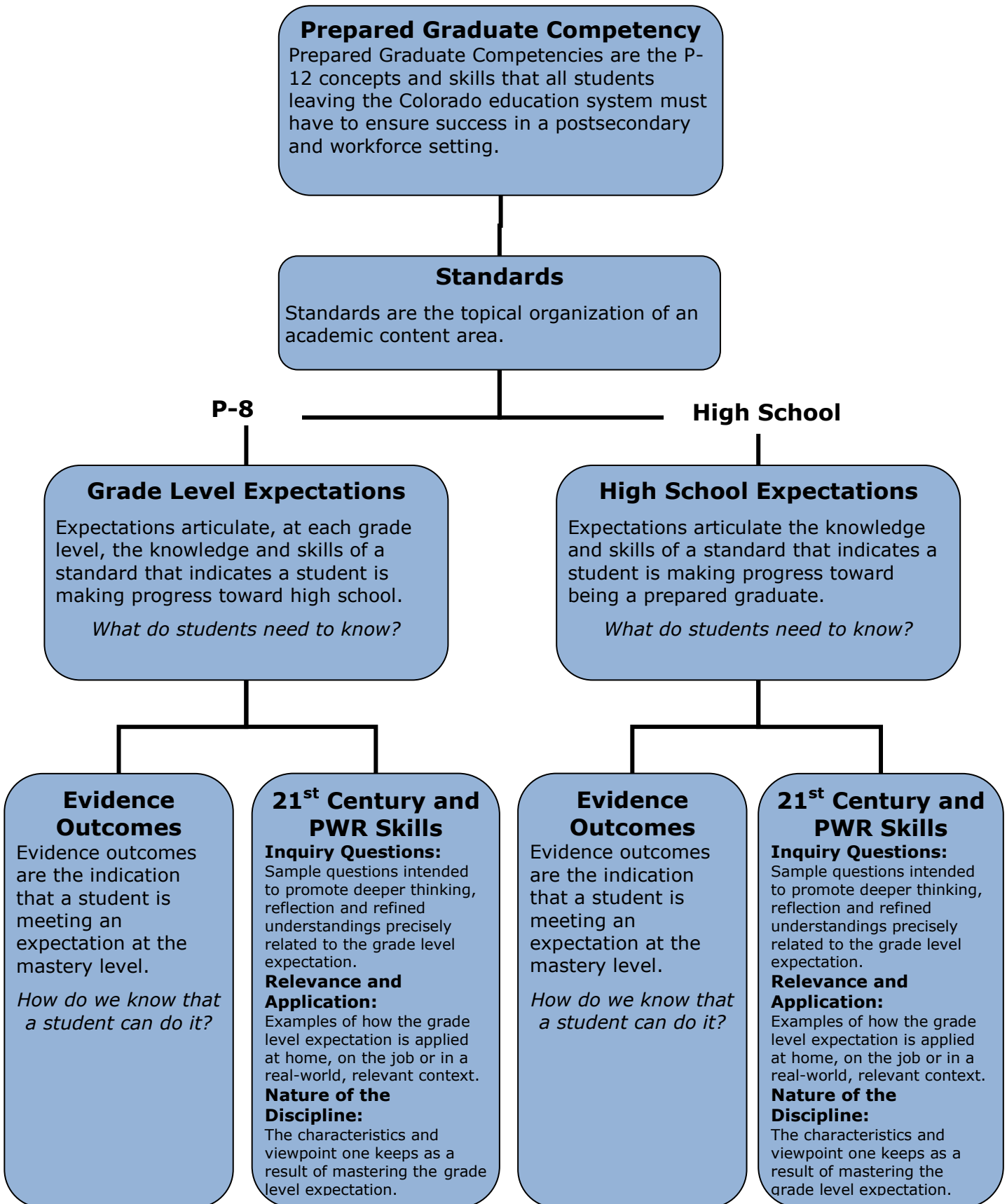
**Grade Level Expectations:** The articulation (at each grade level), concepts, and skills of a standard that indicate a student is making progress toward being ready for high school. *What do students need to know from preschool through eighth grade?*

**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>Sixth Grade</b>                      |                                                                                                                                                                                                                                                                                                                     |
|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Movement, Technique, and Performance | 1. Demonstrate movement originating from a strong center<br>2. Perform basic movement phrases containing choreographic intent<br>3. Demonstrate skills in foundational dance forms (ballet, modern, tap, jazz)<br>4. Perform a basic dance warm-up<br>5. Make appropriate nutritional choices for dance performance |
| 2. Create, Compose and Choreograph      | 1. Articulate creative choices required to develop choreographic intent<br>2. Demonstrate basic composition skills<br>3. Movement phrases are developed based on both existing knowledge and new discoveries                                                                                                        |
| 3. Historical and Cultural Context      | 1. Culture and geography are reflected in the traditional dance heritage of a people                                                                                                                                                                                                                                |
| 4. Reflect, Connect, and Respond        | 1. Critical analysis of dance works requires specific criteria and documentation                                                                                                                                                                                                                                    |



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

# 1. Movement, Technique, and Performance

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

## **Prepared Graduates**

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

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

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

**Content Area: Dance**

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

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

**Concepts and skills students master:**  
1. Demonstrate movement originating from a strong center

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

**Content Area: Dance**

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

**Prepared Graduates:**

- Demonstrate competence and confidence in performing a variety of dance styles and genres
- Participate in a dance production

**Grade Level Expectation: Sixth Grade**

**Concepts and skills students master:**

2. Perform basic movement phrases containing choreographic intent

**Evidence Outcomes**

**Students can:**

- a. Perform a dance phrase created by others (DOK 1)
- b. Perform a dance phrase manipulated by others
- c. Perform a (DOK 1-2) dance phrase developed by others (DOK 1)
- d. Demonstrate self-awareness through dance sequences and dance works (DOK 1-3)

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

**Inquiry Questions:**

1. How is performing someone else’s movement different from performing one’s own?
2. What is lost and gained in movement translation from choreographer to performer?
3. Does knowing the original phrase make it easier or more difficult to then apply someone else’s manipulation?

**Relevance and Application:**

1. People are asked in daily life to execute the wishes of others and are judged as successful or unsuccessful based on how accurately they understand the intent of those requesting action.
2. Theme and development in music is one of the most powerful compositional formats.
3. One is directed to interpret memorized lines in theatre to shift meaning and nuance.
4. Graphic design software allows for downloads of non-copyrighted images that can be manipulated and developed for individual copyright.

**Nature of Dance:**

1. Dancers preserve traditions with their ability to replicate the movement and intent of choreographers who precede them, and to teach the movement to the next generation.
2. Choreographers depend on dancers to take the choreographer’s vision and give it form by replicating movement and 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 competence and confidence in performing a variety of dance styles and genres</li></ul> |
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**Grade Level Expectation: Sixth Grade**

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

**Content Area: Dance**

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

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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><li>➤ Demonstrate thinking skills such as describing, analyzing, interpreting, evaluating, and problem-solving through dance movement and verbal discussion</li></ul> |
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**Grade Level Expectation: Sixth Grade**

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| <b>Concepts and skills students master:</b><br>4. Perform a basic dance warm-up |
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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. Memorize and participate in a prescribed warm-up (DOK 1)</li><li>b. Correlate the correct warm up to specific movement (DOK 1-2)</li><li>c. Independently select the appropriate warm-up for any situation (DOK 1-3)</li><li>d. Demonstrate flexibility and placement in a warm-up (DOK 1-2)</li><li>e. Refine body control, and develop technique skill through a warm-up (DOK 1-3)</li></ul> | <b>Inquiry Questions:</b> <ul style="list-style-type: none"><li>1. What is the difference between warm-up and technique?</li><li>2. Is there a correlation between warm-up and other areas of life?</li><li>3. How can warming up properly affect technique?</li></ul> <b>Relevance and Application:</b> <ul style="list-style-type: none"><li>1. To warm up the voice before singing and the fingers before playing piano, and to practice before giving a presentation are all similar examples of the valuable concept of “warm up.”</li><li>2. All endeavors benefit from advanced preparation and the ability to strategize.</li><li>3. An understanding that warming up is an essential component of a performance demonstrates a dancer’s understanding of muscular and joint-action and response.</li></ul> <b>Nature of Dance:</b> <ul style="list-style-type: none"><li>1. Dancers recognize that their bodies are their artistic instrument.</li></ul> |

**Content Area: Dance**

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

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

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



## 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>➤ Improvise and create movement based on an intent or meaning</li><li>➤ Demonstrate an understanding of form and structure to create dances</li><li>➤ Demonstrate thinking skills such as describing, analyzing, interpreting, evaluating, and problem-solving through dance movement and verbal discussion</li></ul> |
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**Grade Level Expectation: Sixth Grade**

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| <b>Concepts and skills students master:</b> <ol style="list-style-type: none"><li>1. Articulate creative choices required to develop choreographic intent</li></ol> |
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| <b>Evidence Outcomes</b>                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>21<sup>st</sup> Century Skills and Readiness Competencies</b>                                                                                                                                                                                                                                                                        |
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| <b>Students can:</b> <ol style="list-style-type: none"><li>a. Recognize and articulate the creative choices made in choreography (DOK 1-4)</li><li>b. Select movements that serve the intent through improvisation, experimentation, and exploration (DOK 1-4)</li><li>c. Organize and design sequences that reflect intent and meaning (DOK 1-4)</li><li>d. Create and develop movement motifs to produce dance studies (DOK 2-3)</li></ol> | <b>Inquiry Questions:</b> <ol style="list-style-type: none"><li>1. Did the architect of the Leaning Tower of Pisa intend for the bell tower to be straight? Why does it fascinate so many people, and draw in thousands of tourists?</li><li>2. Does art happen by mistake?</li></ol>                                                   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Relevance and Application:</b> <ol style="list-style-type: none"><li>1. Humans create organized structures of communication in order to function without chaos.</li><li>2. Modern technology allows dancers and choreographers to review work in order to highlight specifics that support or undermine message or vision.</li></ol> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Nature of Dance:</b> <ol style="list-style-type: none"><li>1. Choreographers create dances through a process of trial and error that requires the ability and discipline to self-analyze and self-correct.</li></ol>                                                                                                                 |

**Content Area: Dance**

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

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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: Sixth Grade**

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

**Content Area: Dance**

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

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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>➤ Improvise and create movement based on an intent or meaning</li><li>➤ Demonstrate an understanding of form and structure to create dances</li></ul> |
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**Grade Level Expectation: Sixth Grade**

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

### 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:**

- 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

**Grade Level Expectation: Sixth Grade**

**Concepts and skills students master:**

1. Culture and geography are reflected in the traditional dance heritage of a people

**Evidence Outcomes**

**Students can:**

- a. Identify the origins of selected dances throughout history, and trace their development and evolution through time (DOK 1-3)
- b. Describe dance forms that developed along with musical forms (DOK 1-2)
- c. Demonstrate basic skills in the replication of a series of traditional steps (DOK 1)
- d. Demonstrate stylistic and technical differences between cultures (DOK 1-2)
- e. Speak to orally or in writing distinctions in cultural contexts (DOK 1-2)
- f. Research selected cultural dances (DOK 1-3)

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

**Inquiry Questions:**

1. How do cultural forms reflect current trends in dance?
2. How does learning about another culture inform your perception of your own?
3. How does understanding a culture make learning a dance more meaningful?

**Relevance and Application:**

1. Concepts in science require memorization and an understanding of traditional processes in order to comprehend how interactions work.
2. Theatre productions use traditional costumes, music, and movement to convey a sense of time and place.
3. Software for databases, word processing, and spreadsheets require one to learn traditional industry standards of practice.
4. Geography impacts how traditional dances are created.

**Nature of Dance:**

1. Dancers value traditional and cultural dance forms, which serve as the foundation for new and cutting-edge choreography.

## 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>➤ Demonstrate thinking skills such as describing, analyzing, interpreting, evaluating, and problem-solving through dance movement and verbal discussion</li></ul> |
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**Grade Level Expectation: Sixth Grade**

|                                                                                                                                                                              |
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| <b>Concepts and skills students master:</b> <ul style="list-style-type: none"><li>1. Critical analysis of dance works requires specific criteria and documentation</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. Reflect upon creative process and products in dance (DOK 1-3)</li><li>b. Understand that dance is a tool to convey concepts, ideas, feelings, and themes (DOK 1-2)</li><li>c. Use traditional vocabulary to describe and evaluate world dance forms (DOK 1-2)</li><li>d. Write a formal critique of a completed work (DOK 1-4)</li><li>e. Articulate ideas presented in choreography (DOK 1-4)</li><li>f. Identify the use of choreographic elements and concepts in a work (DOK 1)</li><li>g. Identify the use of stage elements such as costumes and lighting that contribute to the aesthetics of a performance (DOK 1)</li><li>h. Create review criteria based on choreographic criteria (DOK 1-4)</li><li>i. Create a form of personal documentation for performance or choreographic reference (DOK 1-4)</li><li>j. Describe, analyze, and use notation to respond to dance, and read and record movement in symbols (DOK 1-4)</li><li>k. Evaluate the spatial qualities, time elements, relationships, and quality of a particular performance (DOK 1-4)</li><li>l. Describe personal contributions to the choreographic intent (DOK 1-4)</li></ul> | <b>Inquiry Questions:</b> <ul style="list-style-type: none"><li>1. How does writing a critique clarify one’s individual preferences and biases?</li><li>2. In what ways do costumes, lighting, music, and performance spaces contribute to or detract from a dance’s theme?</li><li>3. How did dancers document and keep a record of dances before video?</li></ul> <b>Relevance and Application:</b> <ul style="list-style-type: none"><li>1. Successful authors describe their story’s setting in a way that makes readers feel as though they are there.</li><li>2. Technology can be used to simulate venues, lighting, and costume designs to provide a feel for what work would look like in a professional setting.</li><li>3. Visual artists and graphic designers capture ideas in images.</li></ul> <b>Nature of Dance:</b> <ul style="list-style-type: none"><li>1. Dancers observe dance works on a global scale.</li><li>2. Dance allows observers to experience personal moments.</li><li>3. Dance critics provide evidence to support their interpretations.</li></ul> |



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