

Seventh 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?*

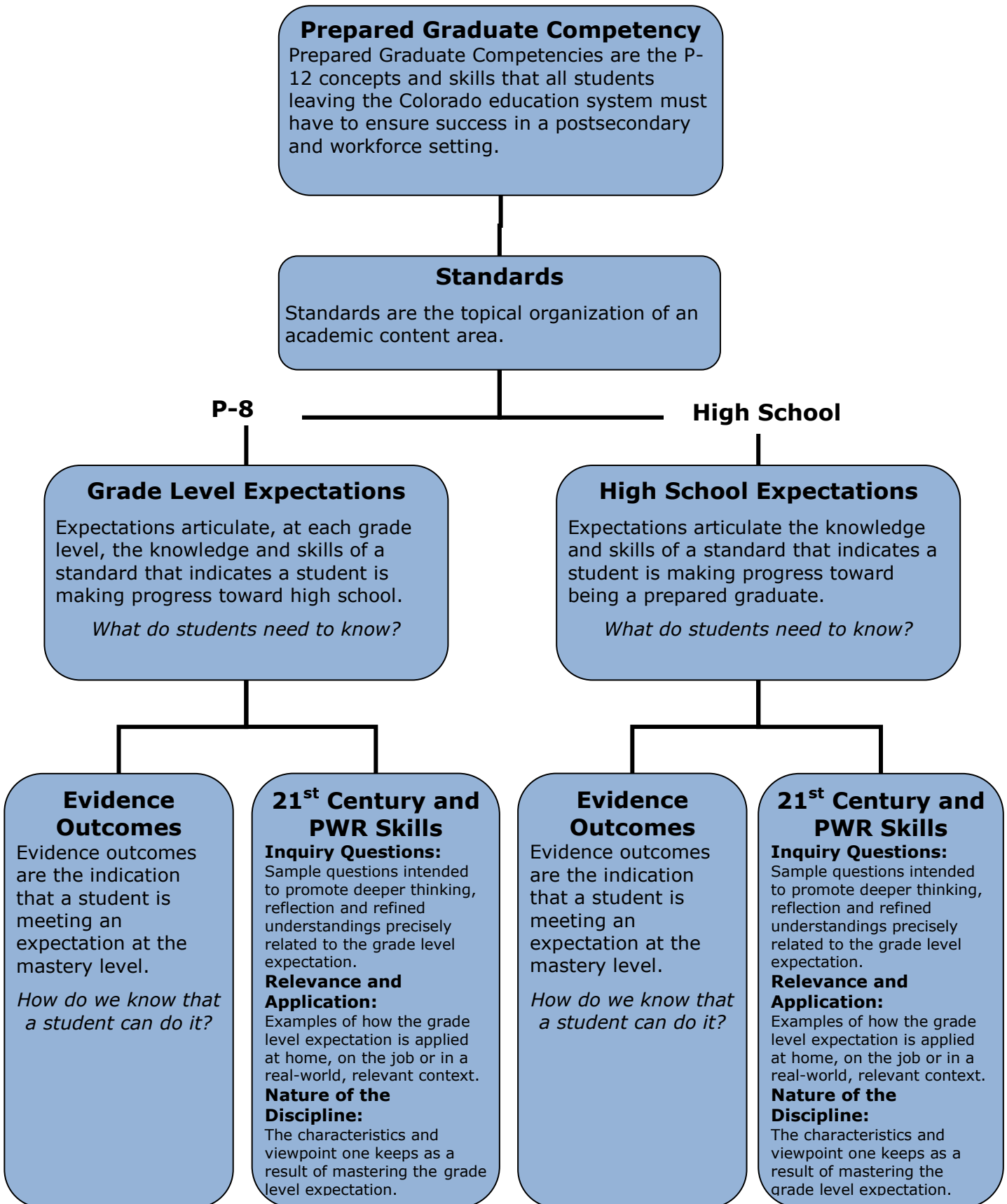
**Grade Level Expectations:** The articulation (at each grade level), concepts, and skills of a standard that indicate a student is making progress toward being ready for high school. *What do students need to know from preschool through eighth grade?*

**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**

### Seventh Grade

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| 1. Movement, Technique, and Performance | <ol style="list-style-type: none"> <li>1. Demonstrate alignment control during warm-up and locomotor sequences</li> <li>2. Demonstrate performance skills</li> <li>3. Demonstrate foundational dance styles (ballet, modern, jazz, tap)</li> <li>4. Demonstrate value of sequence in a warm-up</li> <li>5. Identify and demonstrate appropriate posture</li> </ol> |
| 2. Create, Compose and Choreograph      | <ol style="list-style-type: none"> <li>1. Choreographic intent involves making intentional movement choices</li> <li>2. Effective and appropriate use of dance elements (space, time, and energy)</li> <li>3. Group dynamics have distinctive choreographic characteristics</li> </ol>                                                                             |
| 3. Historical and Cultural Context      | <ol style="list-style-type: none"> <li>1. The values of a culture are reflected in their dances</li> <li>2. Dance represents the culture of a society</li> </ol>                                                                                                                                                                                                   |
| 4. Reflect, Connect, and Respond        | <ol style="list-style-type: none"> <li>1. Formal analysis and critique protocols</li> </ol>                                                                                                                                                                                                                                                                        |



## 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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| <p><b>Prepared Graduates:</b></p> <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: Seventh Grade**

**Concepts and skills students master:**  
1. Demonstrate alignment control during warm-up and movement sequences

| <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. Demonstrate proper modern dance movements in center- and across-the-floor combinations such as centered and off-centered movement; fall and recovery; and swing and suspend (DOK 1-2)</li><li>b. Articulate the importance of gradually warming up the body by following a sequence of movements that progressively increases in difficulty and works specific muscle groups (DOK 1-2)</li><li>c. Maintain balanced and aligned posture by being aware of how this is attained (using eyes for visual cues, middle ear for sense of equilibrium, and receptors in joints and muscles) (DOK 1-3)</li><li>d. Physically demonstrate how a well-planned kinesthetic warm maintains dance technique and rigor in performance (DOK 1-3)</li><li>e. Understands and can demonstrate that center/core strength increases body control and thorough range of movement (DOK 1-3)</li></ul> | <p><b>Inquiry Questions:</b></p> <ul style="list-style-type: none"><li>1. How are some architectural structures suspended?</li><li>2. Which is more satisfying: resisting gravity or giving into it?</li><li>3. What is the connection between a strong center and: fall, recovery, swing and suspension?</li></ul> <p><b>Relevance and Application:</b></p> <ul style="list-style-type: none"><li>1. The ability to respond mindfully to being thrown off center reflects a flexibility of thought that can be applied in any life situation where the unexpected occurs such as maneuvering a crowded sidewalk.</li><li>2. Dancers use body alignment much like vocalists use proper vocal alignment to provide agility and stability.</li><li>3. Video playbacks can be used to assess proper alignment.</li></ul> <p><b>Nature of Dance:</b></p> <ul style="list-style-type: none"><li>1. Dancers are trained to be immediately responsive to both internal and external stimuli and to make the resultant response meaningful.</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 competence and confidence in performing a variety of dance styles and genres</li><li>➤ Demonstrate thinking skills such as describing, analyzing, interpreting, evaluating, and problem-solving through dance movement and verbal discussion</li></ul> |
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**Grade Level Expectation: Seventh Grade**

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

**Content Area: Dance**

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

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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></ul> |
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**Grade Level Expectation: Seventh Grade**

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

**Content Area: Dance**

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

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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: Seventh Grade**

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

**Content Area: Dance**

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

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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: Seventh Grade**

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| <b>Concepts and skills students master:</b><br>5. Identify and demonstrate appropriate posture |
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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. Apply dance posture and carriage in and outside of dance class (DOK 1-2)</li><li>b. Identify proper and improper posture and carriage in others (DOK 1-2)</li><li>c. Suggest anatomical adjustments to correct poor posture and carriage (DOK 1-3)</li><li>d. Maintain alignment appropriate to a dance form while performing (DOK 1-2)</li></ul> | <b>Inquiry Questions:</b> <ul style="list-style-type: none"><li>1. What images can a dancer use to put her/himself into correct alignment?</li><li>2. Why is it necessary to use proper alignment outside of dance class?</li><li>3. How does alignment affect body systems and functions other than those required for dance?</li></ul>                                                                                                                                                      |
|                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Relevance and Application:</b> <ul style="list-style-type: none"><li>1. Proper alignment and carriage is beneficial for a strong and healthy spine and torso.</li><li>2. Many chronic neck, back, hip, and leg complaints are related to poor posture.</li><li>3. Computer keyboarding requires supported posture and correct placement on one’s chair.</li><li>4. The self-correction and adjustment of posture develops a heightened sense of self-awareness and body control.</li></ul> |
|                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Nature of Dance:</b> <ul style="list-style-type: none"><li>1. What often is labeled the good carriage of a dancer is simply proper posture.</li><li>2. It is the nature of dance to take what is sound, accurate physics, and present it as art.</li></ul>                                                                                                                                                                                                                                 |



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

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| <b>Concepts and skills students master:</b> <ul style="list-style-type: none"><li>1. Choreographic intent involves making intentional movement choices</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. Add design and structure to movement choreography to support intent (DOK 1-4)</li><li>b. Delete movement from choreography to support intent (DOK 1-4)</li><li>c. Manipulate or augment existing choreographed movement to support intent (DOK 1-4)</li><li>d. Demonstrate expressive responses to a range of contrasting music, non-musical sounds, and silence through improvisation (DOK 2-3)</li><li>e. Observe personal work and the work of others, and articulate to what extent and in what ways the choreography has been communicated to express intent (DOK 1-4)</li></ul> | <b>Inquiry Questions:</b> <ul style="list-style-type: none"><li>1. How can you make an existing piece of choreography more interesting?</li><li>2. Is it reasonable to change your theme because you like a certain movement? Is that the same as changing a movement to fit a theme?</li><li>3. How does the intent of a dance change when the music is changed, even if the movement remains the same?</li></ul>                         |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Relevance and Application:</b> <ul style="list-style-type: none"><li>1. Sticking to a chosen course is sometimes beneficial and sometimes harmful. Learning to discern the difference can be life altering.</li><li>2. Studying video of various dance sequences can inspire ideas to incorporate into an improvised or original dance work.</li><li>3. Changing the variables constantly, researchers work toward solutions.</li></ul> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Nature of Dance:</b> <ul style="list-style-type: none"><li>1. Dancers adapt to ever-changing situations.</li></ul>                                                                                                                                                                                                                                                                                                                      |

**Content Area: Dance**

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

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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: Seventh Grade**

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| <b>Concepts and skills students master:</b> <ul style="list-style-type: none"><li>2. Effective and appropriate use of dance elements (space, time, and energy) in the creative process</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. Create a composition based solely on one of the elements of dance (space, time, or energy) (DOK 3-4)</li><li>b. Use multiple elements such as time and space, or space and energy when creating a dance (DOK 3-4)</li><li>c. Create a composition using contrasting levels or relationships and a full range of organic shapes such as symmetry and asymmetry in space or time, or differences between two- and three-dimensional space (DOK 3-4)</li></ul> | <b>Inquiry Questions:</b> <ul style="list-style-type: none"><li>1. Why is it important to diversify the use of choreographic elements?</li><li>2. What examples have you seen of a combination of elements in nature?</li></ul>                                                                                                                                                                                                                                          |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Relevance and Application:</b> <ul style="list-style-type: none"><li>1. Utilizing the choreographic principles when creating a dance work provides a contextual basis much like a setting provides context in literature.</li><li>2. Using video playbacks, dancers can assess their ability to employ the choreographic elements.</li><li>3. Understanding the relationship among space, time, and energy helps scientists to develop feasible hypotheses.</li></ul> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Nature of Dance:</b> <ul style="list-style-type: none"><li>1. Choreographers know that the choreographic elements connect structure with meaning.</li></ul>                                                                                                                                                                                                                                                                                                           |

**Content Area: Dance**

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

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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: Seventh Grade**

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

| <b>Evidence Outcomes</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>21<sup>st</sup> Century Skills and Readiness Competencies</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <b>Students can:</b> <ul style="list-style-type: none"><li>a. Create solo, duet, and group combinations (DOK 2-4)</li><li>b. Integrate world dance choreography into a solo, duet, or group work (DOK 2-3)</li><li>c. Demonstrate basic partnering techniques with transitional flow (DOK 1-2)</li><li>d. Improvise ways to support oneself and a dance partner (DOK 2-3)</li><li>e. Work with others to extend movement options, including mobility and stability (DOK 1-3)</li></ul> | <b>Inquiry Questions:</b> <ul style="list-style-type: none"><li>1. How is a dance space different when working with only one body versus groups?</li><li>2. When is unison satisfying, and when is it oversimplifying?</li><li>3. What makes an ensemble effective?</li></ul>                                                                                                                                                                                                                                                         |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Relevance and Application:</b> <ul style="list-style-type: none"><li>1. As a workplace supervisor, one must understand how to effectively facilitate collaboration among groups of people, and motivate individuals to do their best work.</li><li>2. The ability to take vocabulary from one culture and use it in another requires and deepens understandings of both cultures.</li><li>3. Shared, online workspaces create opportunities for people to share ideas and create an outcome that truly is collaborative.</li></ul> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Nature of Dance:</b> <ul style="list-style-type: none"><li>1. Choreographers know that juxtapositions and amalgamations offer excellent opportunities for creative solutions to a dance problem.</li></ul>                                                                                                                                                                                                                                                                                                                         |

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

**Grade Level Expectation: Seventh Grade**

**Concepts and skills students master:**

1. The values of a culture are reflected in their dances

**Evidence Outcomes**

**Students can:**

- a. Examine the human need to communicate individual ideas through movement and dance (DOK 1-3)
- b. Recognize dances from around the world that communicate something unique about specific cultures (DOK 1-2)
- c. Understand the impact of culture and geographic origins on the characteristics, costumes, and styles of dances (DOK 1-3)
- d. Discuss the unique elements of selected world dance forms (DOK 1-2)
- e. Demonstrate an understanding of world dance forms through performance (DOK 1)
- f. Improvise identified world dance forms utilizing their unique elements (DOK 2-3)
- g. Discuss how dance styles influence each other across cultures (DOK 1-3)

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

**Inquiry Questions:**

1. To what extent do costumes determine how dancers move? How is this related to what they are trying to convey as a culture?
2. How would youth from other cultures learn our dances?

**Relevance and Application:**

1. People express through their dances what they value as a culture.
2. In the same way that “walking in another’s shoes” builds sensitivity, putting another’s movements into one’s own body builds empathy.
3. Digital media allow us to experience authentic performances from a variety of world cultures.

**Nature of Dance:**

1. Dance communicates both global and personal perspectives.
2. Dance reflects a common goal, effort, and communal spirit.

**Content Area: Dance**

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

**Prepared Graduates:**

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

**Grade Level Expectation: Seventh Grade**

**Concepts and skills students master:**

2. Dance represents the culture of a society

**Evidence Outcomes**

**Students can:**

- a. Learn the roots of Western dances and those that are not Western (DOK 1-2)
- b. Understand differences in social, ritual, and performance-based dances (DOK 1-2)
- c. Trace the evolution of social dances in different societies, and use gestures, step patterns, body positions, rhythms, styles, and costumes (DOK 1-4)
- d. Demonstrate basic skill in performing formal social dances (DOK 1)
- e. Link social dances to social mores, and discuss how the dances are performed and received (DOK 1-2)

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

**Inquiry Questions:**

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

**Relevance and Application:**

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

**Nature of Dance:**

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

## 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: Seventh Grade**

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

**Colorado Department of Education**

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