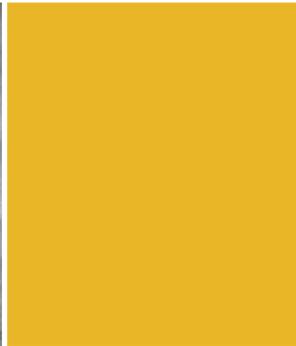


High School

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?*

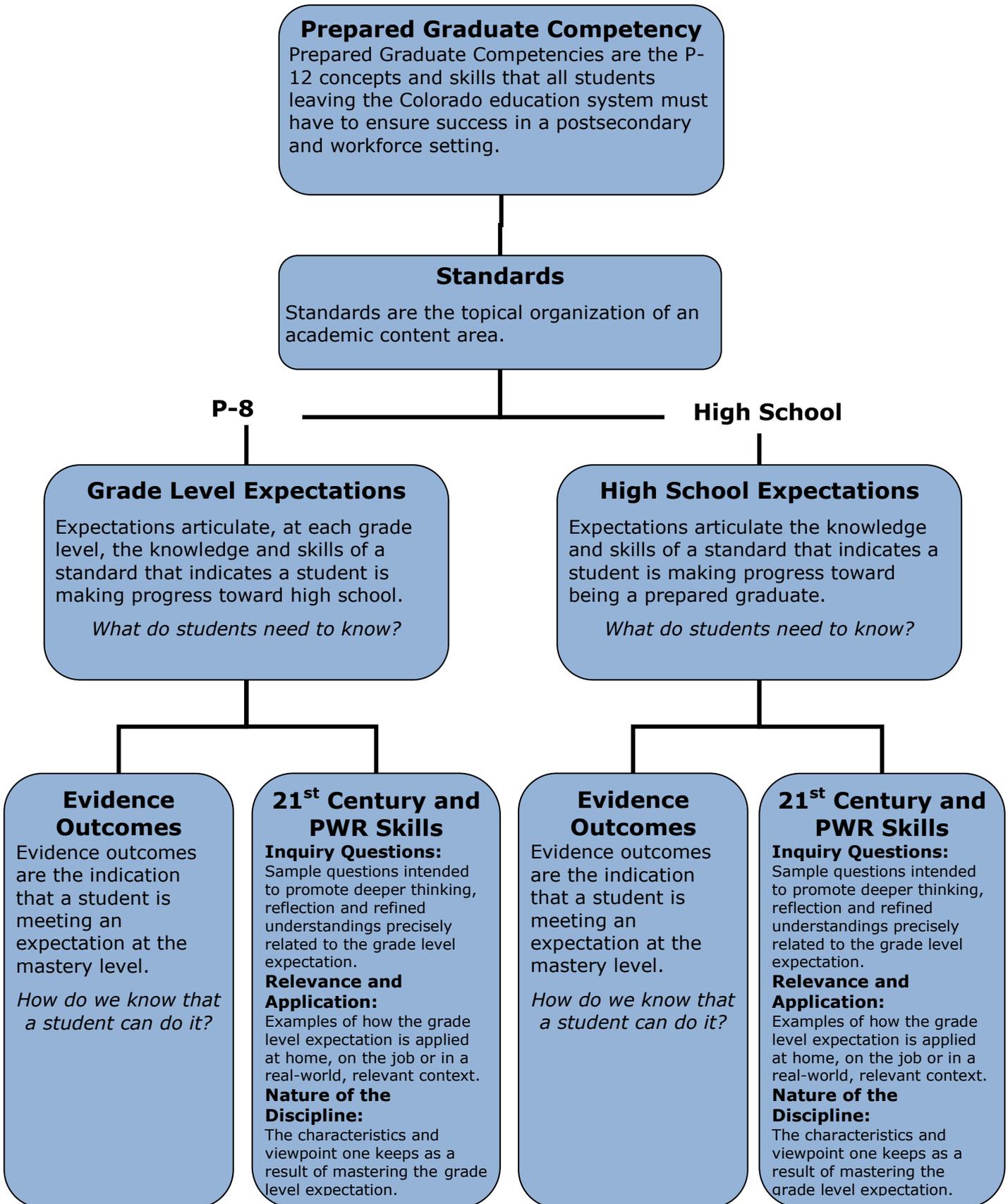
**Grade Level Expectations:** The articulation (at each grade level), concepts, and skills of a standard that indicate a student is making progress toward being ready for high school. *What do students need to know from preschool through eighth grade?*

**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**

### High School – Extended Pathway

|                                         |                                                                                                                                                                                                                                                                                                          |
|-----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Movement, Technique, and Performance | <ol style="list-style-type: none"> <li>1. Display dance movement skills, synthesizing technical proficiency, kinesthetic body awareness, and artistic interpretation</li> <li>2. Perform advanced movement with expression and artistry</li> <li>3. Produce a multi-faceted dance performance</li> </ol> |
| 2. Create, Compose and Choreograph      | <ol style="list-style-type: none"> <li>1. Refine the creative process in dance-making</li> <li>2. Compose dance works that convey meaning and intent</li> <li>3. Utilize choreography components when creating dance works</li> </ol>                                                                    |
| 3. Historical and Cultural Context      | <ol style="list-style-type: none"> <li>1. Investigate two or more cultural and historical dance forms or traditions</li> <li>2. Utilize technical skills and knowledge of historical and cultural dance in performance situations</li> </ol>                                                             |
| 4. Reflect, Connect, and Respond        | <ol style="list-style-type: none"> <li>1. Apply critical analysis to new dance works, reconstructions, and masterpieces</li> <li>2. Articulate connections of dance</li> </ol>                                                                                                                           |

### High School – Fundamental Pathway

|                                         |                                                                                                                                                                                                                                                                                                                                  |
|-----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Movement, Technique, and Performance | <ol style="list-style-type: none"> <li>1. Demonstrate dance movement skills with technical proficiency and kinesthetic body awareness</li> <li>2. Anatomical awareness heightens movement potential</li> <li>3. Perform with expression and artistry</li> <li>4. Understand the components of the performance process</li> </ol> |
| 2. Create, Compose and Choreograph      | <ol style="list-style-type: none"> <li>1. Utilize choreography principles and practices when creating dance works</li> <li>2. Apply the creative process to dance-making</li> <li>3. Use meaning, intent, and stimuli to create and develop dance works</li> <li>4. Understand form in choreography</li> </ol>                   |
| 3. Historical and Cultural Context      | <ol style="list-style-type: none"> <li>1. Cultural and historical dance forms and traditions are influenced by the values of the society they represent</li> <li>2. Use knowledge of cultural and historical dance forms to translate into performance</li> </ol>                                                                |
| 4. Reflect, Connect, and Respond        | <ol style="list-style-type: none"> <li>1. Respond to, reflect upon, and analyze new dance works, reconstructions, and masterpieces</li> <li>2. Articulate connections in dance</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**

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

**Grade Level Expectation: High School – Extended Pathway**

|                                                                                                                                                                                                                           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Concepts and skills students master:</b> <ol style="list-style-type: none"><li>1. Display dance movement skills, synthesizing technical proficiency, kinesthetic body awareness, and artistic interpretation</li></ol> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| <b>Evidence Outcomes</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>21<sup>st</sup> Century Skills and Readiness Competencies</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students in the extended pathway can:</b> <ol style="list-style-type: none"><li>a. Demonstrate an understanding of dance elements (DOK 1-2)</li><li>b. Articulate correct vocabulary terms to name dance movements in a variety of dance forms (DOK 1)</li><li>c. Demonstrate with skill and accuracy an intermediate or advanced technical proficiency in the performance of multiple dance forms such as ballet, modern, jazz, tap, hip-hop, or world dance traditions (DOK 1-2)</li><li>d. Perform dance works with artistic interpretation and projection (DOK 1-3)</li><li>e. Demonstrate the ability to use basic notation methodology (DOK 1-2)</li></ol> | <b>Inquiry Questions:</b> <ol style="list-style-type: none"><li>1. How can basic technique in one dance form improve with the study of multiple dance forms?</li><li>2. When casting for a role, would you choose the strongest technically proficient dancer, or the one who has greater stage presence or artistic interpretation skills?</li></ol>                                                                                                                                                                                                                   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Relevance and Application:</b> <ol style="list-style-type: none"><li>1. Practicing dance technique cultivates self-discipline and leads to a high level of fluency in performance.</li><li>2. Individuals who develop kinesthetic body awareness skills have a heightened awareness of their surroundings. For example, they sense dangerous situations and easily maneuver through crowds.</li><li>3. Using appropriate software to further understand the anatomy and kinesiology of the body provides a scientific basis for proper use of musculature.</li></ol> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Nature of Dance:</b> <ol style="list-style-type: none"><li>1. Dancers must combine technical proficiency and kinesthetic body awareness with artistic interpretation in order to become world-class dancers.</li><li>2. Dancers have an in-depth understanding of how the human body moves in space.</li></ol>                                                                                                                                                                                                                                                       |

**Content Area: Dance**

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

**Prepared Graduates:**

- Understand that dance performance requires technical competency

**Grade Level Expectation: High School – Extended Pathway**

**Concepts and skills students master:**

- 2. Perform advanced movement with expression and artistry

**Evidence Outcomes**

**Students in the extended pathway can:**

- a. Maintain vertical, off-center, and non-vertical body alignment appropriate to the dance styles performed (DOK 1-3)
- b. Self-correct while performing complex movement sequences (DOK 1-3)
- c. Use technique, rhythmic accuracy, and artistic expression as appropriate to selected dance styles (DOK 1-4)
- d. Achieve proficiency of specific dance vocabulary (DOK 1)
- e. Memorize and reproduce movement sequences accurately (DOK 1)

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

**Inquiry Questions:**

- 1. How does one see music in movement?
- 2. How does a performer who dances with artistic interpretation and projection differ from one who exhibits only technical proficiency?

**Relevance and Application:**

- 1. Digital media can be used to create and integrate visual and auditory cues with dance.
- 2. The ability to self-correct during rehearsal and performance demonstrates a dancer’s developing ability to understand and appropriately present a choreographer’s intent.
- 3. Developing a systematic method for memorizing dance steps and movement can be translated into countless uses in daily and work life.

**Nature of Dance:**

- 1. Dancers traverse cultural and linguistic boundaries to communicate important ideas by performing with musicality and expression.

**Content Area: Dance**

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

**Prepared Graduates:**

- Participate in a dance production

**Grade Level Expectation: High School – Extended Pathway**

**Concepts and skills students master:**

- 3. Produce a multi-faceted dance performance

**Evidence Outcomes**

**Students in the extended pathway can:**

- a. Direct and assist in producing a public dance performance (DOK 1-4)
- b. Demonstrate the continuity of composition to the end dance performance (DOK 1-4)
- c. Define the explicit process used when producing a dance work (DOK 1-4)

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

**Inquiry Questions:**

- 1. How does one make a dance work accessible and interesting for an audience?
- 2. What must a dancer do to properly prepare for a performance?

**Relevance and Application:**

- 1. Multi-step processes in performance preparation mirrors multi-step problem-solving in mathematics.
- 2. Dance producers and project managers alike must develop a detailed schedule for creating and implementing a project to ensure its timely and quality completion.
- 3. Theatrical lighting technologies can be used to create lighting plots for dances.

**Nature of Dance:**

- 1. Collaboration is at the core of a dancer’s process of performance. Dancers must work closely with and trust one another, their directors and choreographers, and technicians to prepare for and perform dance.

**Content Area: Dance**

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

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

**Grade Level Expectation: High School – Fundamental Pathway**

|                                                                                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Concepts and skills students master:</b> <ul style="list-style-type: none"><li>1. Demonstrate dance movement skills with technical proficiency and kinesthetic body awareness</li></ul> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| <b>Evidence Outcomes</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>21<sup>st</sup> Century Skills and Readiness Competencies</b>                                                                                                                                                                                                                                             |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students in the fundamental pathway can:</b> <ul style="list-style-type: none"><li>a. Demonstrate with skill and accuracy technical proficiency in the performance of selected dance genres such as ballet, modern, jazz, tap, hip-hop, or world dance traditions (DOK 2-3)</li><li>b. Articulate correct vocabulary terms for movements of selected dance styles and genres (DOK 1)</li><li>c. Develop an awareness of center and alignment while efficiently articulating a variety of dance styles (DOK 1-2)</li></ul> | <b>Inquiry Questions:</b> <ul style="list-style-type: none"><li>1. How does maintaining a strong center support arm and leg extensions?</li><li>2. Why do dancers consider their bodies “body instruments?”</li><li>3. How do dance techniques become “genres” or globally accepted styles?</li></ul>        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Relevance and Application:</b> <ul style="list-style-type: none"><li>1. Developing technical proficiency in any endeavor requires self-discipline, the ability to self-correct, and perseverance.</li><li>2. Musicians employ differing vocal skills when singing opera versus folk versus rap.</li></ul> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Nature of Dance:</b> <ul style="list-style-type: none"><li>1. Dancers perform a variety of dance styles with distinctive characteristics.</li></ul>                                                                                                                                                       |

**Content Area: Dance**

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

**Prepared Graduates:**  
➤ Demonstrate awareness of fitness, wellness, and the body’s potential for movement

**Grade Level Expectation: High School – Fundamental Pathway**

**Concepts and skills students master:**  
2. Anatomical awareness heightens movement potential

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

**Students in the fundamental pathway can:**

- a. Discuss how dance can contribute to fitness, wellness, and a positive self-image (DOK 1-3)
- b. Identify joints used for mobility, and relate anatomy to movement (DOK 1-2)
- c. Identify key anatomical elements that contribute to varying dance movements (DOK 1-2)
- d. Describe how developing strength, flexibility, and endurance through dance contributes to fitness and wellness (DOK 1-3)

**Inquiry Questions:**

- 1. How does one feel differently about his or her body when participating in dance class?
- 2. In what ways does a dancer make informed choices about his or her health and wellness that may be different than a non-dancer?

**Relevance and Application:**

- 1. Kinesiologists and physical therapists study body movement to understand the intricacies of human musculature, and to treat and prevent injuries
- 2. Fitness and wellness software and online resources can provide tools for monitoring diet, exercise, and one’s general health and wellness.

**Nature of Dance:**

- 1. Dancers who understand how and why their body moves demonstrate high levels of technical proficiency.

**Content Area: Dance**

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

**Prepared Graduates:**

- Understand that dance performance requires technical competency

**Grade Level Expectation: High School – Fundamental Pathway**

**Concepts and skills students master:**

- 3. Perform with expression and artistry

**Evidence Outcomes**

**Students in the fundamental pathway can:**

- a. Demonstrate an understanding of the movement elements of space, time, and energy when performing in dance (DOK 1-2)
- b. Perform dance movements with rhythmic accuracy and with a complementary relationship to accompaniment (DOK 1-2)
- c. Perform one dance work demonstrating use of technical skill and artistic awareness with artistic interpretation and projection (DOK 1-3)
- d. Perform with others to express the intent of the choreography (DOK 1-3)
- e. Increase movement vocabulary (DOK 1-2)

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

**Inquiry Questions:**

- 1. How does a dancer’s expression of space, time, and energy change as his or her technical abilities increase?
- 2. How does one interpret music as a dancer?

**Relevance and Application:**

- 1. Successful presenters use expressive, nonverbal cues to communicate important ideas.
- 2. Music can evoke emotions and encourage self-expression.
- 3. Exploring prominent artists in dance through online resources helps build background knowledge to better artistic expression.

**Nature of Dance:**

- 1. Dance serves as a universal form of expression.

**Content Area: Dance**

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

**Prepared Graduates:**

- Participate in a dance production

**Grade Level Expectation: High School – Fundamental Pathway**

**Concepts and skills students master:**

- 4. Understand the components of the performance process

**Evidence Outcomes**

**Students in the fundamental pathway can:**

- a. Demonstrate the ability to work through the rehearsal and performance components of a dance production (DOK 1-4)
- b. Demonstrate the ability to describe production elements used when creating a performance (DOK 1-2)
- c. Analyze the role of the audience during a performance (DOK 1-2)

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

**Inquiry Questions:**

- 1. Why is an understanding of intent important when performing?
- 2. How does the structure used to produce a performance affect the outcome?
- 3. What is it like to perform for an audience?

**Relevance and Application:**

- 1. A project manager must utilize and implement an organized and thoughtful process to ensure a successful outcome.
- 2. The production of a theatrical performance requires strategically using audio, digital, lighting, and mechanical technologies to provide a variety of presentation possibilities.

**Nature of Dance:**

- 1. Dancers understand that producing a performance can only be accomplished with the successful collaboration of artistic, administrative, and technical expertise.

## 2. Create, Compose and Choreograph

Creative dance involves using the dance elements of space, time, and energy to explore, improvise, and make movement phrases. The degree of sophistication in the choreographic process is evident in Composition, which is a shorter work of art in progress. Choreography is the art of making dance using meaning, intent, and principles of structure and design. In dance, there are three levels of creativity that define and solve artistic problems in presenting a work of art – notation, movement vocabulary, and style.

### **Prepared Graduates**

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

#### **Prepared Graduate Competencies in the Create, Compose and Choreograph Standard are:**

- Demonstrate and use the principles and practices of choreography in the creative process
- Improvise and create movement based on an intent or meaning
- Demonstrate an understanding of form and structure to create dances
- Demonstrate thinking skills such as describing, analyzing, interpreting, evaluating, and problem-solving through dance movement and verbal discussion

**Content Area: Dance**

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

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| <b>Prepared Graduates:</b> <ul style="list-style-type: none"><li>➤ Demonstrate and use the principles and practices of choreography in the creative process</li><li>➤ Demonstrate an understanding of form and structure to create dances</li><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: High School – Extended Pathway**

**Concepts and skills students master:**  
1. Refine the creative process in dance-making

| <b>Evidence Outcomes</b>                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>21<sup>st</sup> Century Skills and Readiness Competencies</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <b>Students in the extended pathway can:</b> <ul style="list-style-type: none"><li>a. Create dance studies using different choreographic forms such as AB, ABA, rondo, chance, or narrative (DOK 3-4)</li><li>b. Develop a full dance work using both literal and abstract methods (DOK 3-4)</li><li>c. Refine and edit the movements of two dances in contrasting styles (DOK 1-3)</li><li>d. Refine in-process drafts into polished products (DOK 1-4)</li></ul> | <b>Inquiry Questions:</b> <ul style="list-style-type: none"><li>1. How is it different to create a dance for a solo compared to a dance for an ensemble piece?</li><li>2. How would you explain the meaning of an abstract dance piece?</li></ul> <b>Relevance and Application:</b> <ul style="list-style-type: none"><li>1. Use of video and audio technology in dance creation gives insight to specific details needed to refine a performance.</li><li>2. Comparison of the creative process in all art forms helps one to investigate how auditory and visual repetitions, contrasts, and unity make the artwork coherent.</li><li>3. Use of dance-based software programs creates dance movement.</li><li>4. Performance with concentration and commitment communicates meaning and builds self-esteem and confidence.</li></ul> <b>Nature of Dance:</b> <ul style="list-style-type: none"><li>1. Choreographers analyze existing work and use existing knowledge to create new works.</li><li>2. Dancers use critical thinking, creativity, collaboration, and process systems to create dance and make dance works.</li></ul> |

**Content Area: Dance**

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

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| <b>Prepared Graduates:</b> <ul style="list-style-type: none"><li>➤ Improvise and create movement based on an intent or meaning</li><li>➤ Demonstrate 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: High School – Extended Pathway**

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| <b>Concepts and skills students master:</b><br>2. Compose dance works that convey meaning and intent |
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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 in the extended pathway can:</b> <ul style="list-style-type: none"><li>a. Select intent or stimuli to create a solo dance and an ensemble dance (DOK 1-3)</li><li>b. Define the meaning, intent or stimuli of solo and ensemble dance works (DOK 1-4)</li><li>c. Create dance works using different choreographic forms such as AB, ABA, rondo, chance, or narrative (DOK 3-4)</li><li>d. Compose dances inspired by or based on a particular movement or musical style (DOK 3-4)</li><li>e. Develop an artistic perspective in dance-making (DOK 1-4)</li></ul> | <b>Inquiry Questions:</b> <ul style="list-style-type: none"><li>1. How does one use a stimulus to create and develop a dance work?</li><li>2. How does one make a dance movement abstract?</li><li>3. How would one compare his or her use of a stimulus or intent in two different dances?</li><li>4. How does one explain his or her use of a stimulus or intent in an abstract dance?</li></ul> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Relevance and Application:</b> <ul style="list-style-type: none"><li>1. Choreography and movement sequences are used to abstractly interpret complex and simple concepts.</li><li>2. Insight into the deeper meaning and intent within a dance work comes from providing justification for the use of stimuli.</li></ul>                                                                        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Nature of Dance:</b> <ul style="list-style-type: none"><li>1. Dancers and choreographers reinterpret the world around them, and translate it into physical movement.</li><li>2. Dancers and choreographers can offer new insights or perspectives to their audiences by working with different intents and stimuli.</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: High School – Extended Pathway**

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| <b>Concepts and skills students master:</b><br>3. Utilize choreographic components when creating dance works |
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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 in the extended pathway can:</b> <ul style="list-style-type: none"><li>a. Skillfully use the elements of dance to create new work (DOK 1-3)</li><li>b. Use and manipulate form to create multiple dances (DOK 2-4)</li><li>c. Articulate the significance of transitions in dance creations that bring balance, harmony, and proportion to the work (DOK 1-3)</li><li>d. Use formal structures in professional dances to inspire a composition (DOK 1-4)</li><li>e. Develop an artistic perspective in dance-making (DOK 1-4)</li><li>f. Perform with concentration and commitment to communicate meaning (DOK 1-4)</li><li>g. Create a dance using components of choreography (DOK 3-4)</li></ul> | <b>Inquiry Questions:</b> <ul style="list-style-type: none"><li>1. How does learning to perform phrases from the masterwork help one to comprehend the full, expressive power of that movement?</li><li>2. How do you know what a dance is really about?</li><li>3. How does one use and change specific choreographic forms to create two or more dances?</li><li>4. How does a dancer use changes in space, time, and energy to compose a dance?</li><li>5. How much can you change a dance before it becomes another dance?</li></ul> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Relevance and Application:</b> <ul style="list-style-type: none"><li>1. Digital media helps to show how choreography is aesthetically driven.</li><li>2. Connections for kinesthetic learners come from relating dance sequence to the sequencing in math, science, arts, and language arts.</li><li>3. Material culture can influence decision-making in the choreographic process.</li></ul>                                                                                                                                        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Nature of Dance:</b> <ul style="list-style-type: none"><li>1. There are many dynamics within the components of choreography.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                |

**Content Area: Dance**

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

**Prepared Graduates:**

- Demonstrate and use the principles and practices of choreography in the creative process

**Grade Level Expectation: High School – Fundamental Pathway**

**Concepts and skills students master:**

1. Utilize the principles and practices of choreography to create dance works

**Evidence Outcomes**

**Students in the fundamental pathway can:**

- a. Create, repeat, and perform dance works that demonstrate an effective use of dance elements; have a beginning, middle, and an end; and use compositional forms such as theme, variation, canon, and call and response (DOK 1-3)
- b. Use the elements of dance (space, time, and energy) to create a dance (DOK 1-3)
- c. Apply improvisation, experimentation, use of various stimuli, and manipulation tools to integrate with the choreographic process (DOK 1-4)

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

**Inquiry Questions:**

1. How do choreographers use space, time, and energy to compose dance?
2. How can the principles and practices of choreography be adapted based on needs and intent?
3. What effect do stimuli have on the selection of principles and practices when creating dance works?
4. How do other cultures create dance works?

**Relevance and Application:**

1. The use of principles of choreography to effectively communicate ideas gives a choreographer many options when creating dance works.
2. Digital technology can be used to manipulate changes in principles and practices to give many options when creating dance works.
3. Comparison of the benefits of the principles and practices of dance with the elements and principles of design in visual art gives insight into the creative process and the tools artists use.

**Nature of Dance:**

1. The principles and practices of choreography are the glue within the creative process.

**Content Area: Dance**

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

**Prepared Graduates:**  
➤ Participate in a dance production

**Grade Level Expectation: High School – Fundamental Pathway**

**Concepts and skills students master:**  
2. Apply the creative process to dance-making

| <b>Evidence Outcomes</b>                                                                                                                                                                                                                                                                                                                                                                                       | <b>21<sup>st</sup> Century Skills and Readiness Competencies</b>                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <p><b>Students in the fundamental pathway can:</b></p> <ul style="list-style-type: none"><li>a. Use the creative process to make a dance (DOK 1-4)</li><li>b. Refine and edit movements and dances (DOK 1-4)</li><li>c. Develop a dance work using the concept of beginning, middle, and end (DOK 3-4)</li><li>d. Compare composition in dance to writing descriptive narrative and poetry (DOK 1-3)</li></ul> | <p><b>Inquiry Questions:</b></p> <ul style="list-style-type: none"><li>1. How does one start, continue, and end a dance work?</li><li>2. What does it take to plan and rehearse a dance work?</li><li>3. How does one decide what movements to keep and what to cut in a dance work?</li><li>4. Can one tell a story with dance?</li><li>5. How is it different to create a dance for a solo compared to creating an ensemble piece?</li><li>6. How does one know when a dance work is finished?</li></ul> |
|                                                                                                                                                                                                                                                                                                                                                                                                                | <p><b>Relevance and Application:</b></p> <ul style="list-style-type: none"><li>1. Applying the use of technology to dance creation gives technology a human face.</li><li>2. Creative process in dance mirrors many of the processes used in other art forms.</li><li>3. Dancers use multimedia and technology to highlight the ideas of a dance work.</li><li>4. Collaboration in dance-making needs forethought about how to maximize the performers' strengths.</li></ul>                               |
|                                                                                                                                                                                                                                                                                                                                                                                                                | <p><b>Nature of Dance:</b></p> <ul style="list-style-type: none"><li>1. Dancers and choreographers use critical thinking, creativity, collaboration, and process systems to create dance and make dance works.</li><li>2. A new dance emerges from a choreographer as a new story emerges from an author.</li></ul>                                                                                                                                                                                        |

**Content Area: Dance**

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

**Prepared Graduates:**  
➤ Improvise and create movement based on an intent or meaning

**Grade Level Expectation: High School – Fundamental Pathway**

**Concepts and skills students master:**  
3. Use meaning, intent, and stimuli to create and develop dance works

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

**Students in the fundamental pathway can:**

- a. Define the meaning of a dance work (DOK 1-4)
- b. Create a dance based on selected intent or stimuli (DOK 3-4)
- c. Create short studies that have unique, captivating beginnings, and develop them through to a logical conclusion (DOK 3-4)
- d. Recognize the communicative impact that can be achieved by solo, duet, and trio dances (DOK 1-3)

**Inquiry Questions:**

- 1. Where would one find a stimulus or intent for creating a dance?
- 2. How does one use a stimulus to create and develop a dance work?
- 3. How does one make dance movement abstract?
- 4. How can the creative process help one to express an idea?

**Relevance and Application:**

- 1. Awareness of the world stimulates dance creation and provides a global context.
- 2. Choreography tells untold stories and communicates important ideas just as literary works communicate stories.
- 3. Choreography and movement sequences abstractly interpret complex or simple concepts and give insight into a variety of intent and meaning.
- 4. Digital technology provides the ability to find a wide variety of stimuli.

**Nature of Dance:**

- 1. Dancers and choreographers translate meaning into physical movement.
- 2. Dancers and choreographers offer new insights or perspectives to into the world around them.

**Content Area: Dance**

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

**Prepared Graduates:**  
➤ Demonstrate an understanding of form and structure to create dances

**Grade Level Expectation: High School – Fundamental Pathway**

**Concepts and skills students master:**  
4. Understand form in choreography

| <b>Evidence Outcomes</b>                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>21<sup>st</sup> Century Skills and Readiness Competencies</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Students in the fundamental pathway can:</b></p> <ul style="list-style-type: none"><li>a. Use form to create a dance (DOK 3-4)</li><li>b. Use phrases to create theme-based dances (DOK 3-4)</li><li>c. Vary movement theme and motif to communicate intent (DOK 1-4)</li><li>d. Work alone and in small groups to create dances with structural and aesthetic criteria (DOK 1-4)</li><li>e. Use structured improvisation as a movement form (DOK 2-3)</li></ul> | <p><b>Inquiry Questions:</b></p> <ul style="list-style-type: none"><li>1. How would one use a specific choreographic form to create a dance?</li><li>2. How can one describe what structure or form is within a dance work?</li><li>3. Why is structure or form important in creating a dance work?</li></ul> <p><b>Relevance and Application:</b></p> <ul style="list-style-type: none"><li>1. Choreography helps to make sense of the world, give order to chaos, and encourage logical thinking inside creativity.</li><li>2. Form in choreography resembles musical form, visual artistic form, and literary form.</li><li>3. Use Internet and media technology to research personal forms of inspiration that can be used to create new dances.</li><li>4. Dance can be created using form inspired by form within a poem.</li></ul> <p><b>Nature of Dance:</b></p> <ul style="list-style-type: none"><li>1. Form provides context and understanding within dance works.</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

**Grade Level Expectation: High School – Extended Pathway**

**Concepts and skills students master:**

1. Investigate two or more cultural and historical dance forms or traditions

**Evidence Outcomes**

**Students in the extended pathway can:**

- a. Relate dances across cultures to a real-world context (DOK 1-3)
- b. Compare and contrast two or more masterworks created from different traditions such as Western, Eastern, and triba (DOK 2-3)
- c. Articulate the significant role of the ability of dance to communicate across cultures (DOK 1-3)
- d. Understand the role of gesture and posture in historical and cultural dance traditions (DOK 1-3)

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

**Inquiry Questions:**

1. What dance traditions interest you the most and why?
2. How do the costumes compliment or support a dance?
3. How do changes in the steps, movement style, and body posture change the message?

**Relevance and Application:**

1. Knowledge of different cultures leads to an understanding of their dance forms.
2. Dance connects to social studies and humanities.
3. Technology can be used to research and discover another culture’s dance form or tradition.
4. Approaches in choreography can be seen as important rituals in many cultures.

**Nature of Dance:**

1. Dancers transcend cultural and linguistic boundaries.
2. Dancers communicate important ideas or perspectives, and share with their peers and audiences in other cultures.
3. Every culture dances.

**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: High School – Extended Pathway**

**Concepts and skills students master:**

2. Utilize technical skills and knowledge of historical and cultural dance in performance situations

**Evidence Outcomes**

**Students in the extended pathway can:**

- a. Relate dances across cultural and historical periods to a real-world context of decisions made in contemporary performance (DOK 1-4)
- b. Synthesize the technical differences between two or more master works created in different historical periods (DOK 3-4)
- c. Demonstrate a diversity of historical repertory (DOK 1-2)
- d. Articulate how dance is used recreationally throughout history and within cultures (DOK 1-2)
- e. Analyze and discuss the characteristics of noted dance performers through history and up to the present (DOK 1-3)

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

**Inquiry Questions:**

- 1. How has dance been affected by people or events in history?
- 2. How has dance affected people or events in history?
- 3. How have costumes changed in a specific dance form throughout history?
- 4. How has a dance form changed throughout the ages?
- 5. How do different cultures manifest the purpose of dance?
- 6. How can dance function to make important contributions to society?

**Relevance and Application:**

- 1. An increase in knowledge of different eras of history demonstrates an understanding of various dance forms.
- 2. Dance provides a connection to history.
- 3. Technology is used to research and discover another culture’s dance forms or traditions.

**Nature of Dance:**

- 1. Every historical era can be represented through dance.
- 2. Dancers use their art form to document moments in history.

**Content Area: Dance**

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

**Prepared Graduates:**  
➤ Explore and perform dance styles from various cultures and times

**Grade Level Expectation: High School – Fundamental Pathway**

**Concepts and skills students master:**  
1. Cultural and historical dance forms and traditions are influenced by the values of the society they represent

| <b>Evidence Outcomes</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>21<sup>st</sup> Century Skills and Readiness Competencies</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <p><b>Students in the fundamental pathway can:</b></p> <ul style="list-style-type: none"><li>a. Describe the various roles that dance has played throughout history (DOK 1-2)</li><li>b. Perform historical dances, and demonstrate an understanding of their role in society during their time period (DOK 1-2)</li><li>c. Analyze master works created from a distant tradition such as Western, Eastern, and tribal (DOK 2-3)</li><li>d. Discuss the purposes and functions that dance provides around the world (DOK 1-2)</li><li>e. Examine universal dance themes from around the world by identifying themes of courtship and marriage, fertility, worship, and death (DOK 1-3)</li><li>f. Articulate the factors that differentiate dance as artistic expression and dance as entertainment (DOK 1-3)</li></ul> | <p><b>Inquiry Questions:</b></p> <ul style="list-style-type: none"><li>1. What dance traditions most interest you?</li><li>2. Where could one find information to research a dance tradition?</li><li>3. How could a traditional dance be adapted into a contemporary context?</li><li>4. Why do people dance?</li><li>5. Which dances will be preserved 100 years from now?</li></ul> <p><b>Relevance and Application:</b></p> <ul style="list-style-type: none"><li>1. Increasing knowledge of different cultures by understanding their dance forms gives insights to the cultural traditions and purposes of dance.</li><li>2. Using dance as a connection to social studies provides social awareness of contemporary and historical culture.</li><li>3. Using technology to research and discover another culture’s dance forms or traditions opens doors to familiar and unfamiliar cultures.</li><li>4. Dancing communicates important ideas and shares new perspectives.</li></ul> <p><b>Nature of Dance:</b></p> <ul style="list-style-type: none"><li>1. Dancers transcend cultural and linguistic boundaries.</li><li>2. Every culture dances.</li></ul> |

**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: High School – Fundamental Pathway**

**Concepts and skills students master:**

2. Use knowledge of cultural and historical dance forms to translate into performance

**Evidence Outcomes**

**Students in the fundamental pathway can:**

- a. Research one dance work from a historical time period, and incorporate the work into a performance (DOK 1-4)
- b. Research the significant role of dance throughout history to make decisions for performance (DOK 1-4)
- c. Examine dance as artistic expression, and include different dance styles and dances across various cultures that are elevated to an art form (DOK 1-4)

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

**Inquiry Questions:**

- 1. What connections are seen between an historical dance form and the culture in which it was created?
- 2. How has dance been affected by events in history?
- 3. How has dance affected events in history?
- 4. Why is it important to incorporate cultural and historical traditions into contemporary performance?

**Relevance and Application:**

- 1. The knowledge of different eras of history provides understanding of different dance forms.
- 2. The significance of historical and cultural dance traditions provides insight into many diverse societies.
- 3. Technology is used to research and discover a historical dance.
- 4. Every era of history has dance, which is considered the first art form in history.

**Nature of Dance:**

- 1. Culture and history live through dance.

## 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: High School – Extended Pathway**

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| <b>Concepts and skills students master:</b> <ol style="list-style-type: none"><li>1. Apply critical analysis to new dance works, reconstructions, and masterpieces</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. Analyze and critique personal and professional or historic works (DOK 1-4)</li><li>b. Compare dances from multiple styles, world traditions, and forms (DOK 2-3)</li><li>c. Journal the creative process of the development of one dance work (DOK 1-4)</li><li>d. Use dance notation and diagrams to reconstruct simple dances (DOK 1-2)</li><li>e. Use aesthetic reflection to refine works and to contemplate issues related to dance as art (DOK 1-4)</li></ol> | <b>Inquiry Questions:</b> <ol style="list-style-type: none"><li>1. From which perspective (performer, critic, historian, anthropologist, or choreographer) does one view a particular dance, and why?</li><li>2. How does one interpret an artwork based on stylistic and cultural issues?</li><li>3. How does context affect a dance work?</li><li>4. To what extent is a dance work dependent upon the performer’s point of view?</li><li>5. To what extent is a dance work dependent upon the viewer’s point of view?</li></ol> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Relevance and Application:</b> <ol style="list-style-type: none"><li>1. The practice of responding to the work of others and being able to critique one’s own work helps us to develop our own value set.</li><li>2. The opinion of entertainment and literary critics is valued only when the critic exhibits depth of knowledge and demonstrates expertise in the topic he or she reviews.</li></ol>                                                                                                                          |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Nature of Dance:</b> <ol style="list-style-type: none"><li>1. Dancers constantly respond to, reflect upon, and analyze the relevance and significance of their own work and the work of others.</li><li>2. Dancers consider how to improve their own skills through self-reflection and critical analysis with others.</li></ol>                                                                                                                                                                                                |

**Content Area: Dance**

**Standard: 4. Reflect, Connect, and Respond**

**Prepared Graduates:**

- Discover connections to academic content areas, social activities, mass media, and careers

**Grade Level Expectation: High School – Extended Pathway**

**Concepts and skills students master:**

- 2. Articulate connections to dance

**Evidence Outcomes**

**Students can:**

- a. Connect the art of dance to other disciplines in a creative way (DOK 2-3)
- b. Compare dances from multiple styles, world traditions, and forms (DOK 2-3)
- c. Use technology to aid in researching and understanding all aspects of dance in relation to other disciplines (DOK 1-3)

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

**Inquiry Questions:**

- 1. How can the connections between dance and other academic content areas be explained?
- 2. Why is dance considered a “universal language?”
- 3. What disciplines inspire the creation of dance?
- 4. How do underlying structures unconsciously guide the creation of dance works?
- 5. How can information be shared through dance works?

**Relevance and Application:**

- 1. The translation of connections in media allows the development of skills to work in commercial environments.
- 2. Connections provide dancers with the intuition to drive intent and meaning within a dance work.
- 3. The interpretation of messages in advertisements, news, and entertainment provides the ability to make informed decisions based on messages in commercial dance works.

**Nature of Dance:**

- 1. Dancers have great sensitivity to the details of the world.
- 2. Dancers are able to relate issues, events, and daily occurrences to physical movement, and communicate them with audiences.

**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: High School – Fundamental Pathway**

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| <b>Concepts and skills students master:</b> <ul style="list-style-type: none"><li>1. Respond to, reflect upon, and analyze new dance works, reconstructions, and masterpieces</li></ul> |
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| <b>Evidence Outcomes</b>                                                                                                                                                                                                                                                                   | <b>21<sup>st</sup> Century Skills and Readiness Competencies</b>                                                                                                                                                                                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students can:</b> <ul style="list-style-type: none"><li>a. Analyze and critique one dance work (DOK 1-4)</li><li>b. Notate one dance phrase along with one diagram (DOK 1-3)</li><li>c. Use technology to aid in researching and understanding all aspects of dance (DOK 1-3)</li></ul> | <b>Inquiry Questions:</b> <ul style="list-style-type: none"><li>1. How does dance evoke an emotional response in a viewer?</li><li>2. What is a personal interpretation of the creative process?</li><li>3. How could one diagram a dance to explain movement to another person?</li></ul>                                                                  |
|                                                                                                                                                                                                                                                                                            | <b>Relevance and Application:</b> <ul style="list-style-type: none"><li>1. Demonstrating knowledge of a subject or situation provides credibility to one’s critique or review.</li><li>2. Notation software can be utilized to capture movement in a written form.</li></ul>                                                                                |
|                                                                                                                                                                                                                                                                                            | <b>Nature of Dance:</b> <ul style="list-style-type: none"><li>1. Dancers constantly respond to, reflect upon, and analyze the relevance and significance of their own work and the work of others.</li><li>2. Dancers review documentation to consider how to improve their own skills through self-reflection and critical analysis with others.</li></ul> |

**Content Area: Dance**

**Standard: 4. Reflect, Connect, and Respond**

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| <b>Prepared Graduates:</b> <ul style="list-style-type: none"><li>➤ Discover connections to academic content areas, social activities, mass media, and careers</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: High School – Fundamental Pathway**

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|-----------------------------------------------------------------------------------|
| <b>Concepts and skills students master:</b><br>2. Articulate connections in dance |
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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. Transform a concept from another discipline into a movement phrase (DOK 2-3)</li><li>b. Create a short dance based on a series of concepts from another academic content area (DOK 3-4)</li></ul> | <b>Inquiry Questions:</b> <ul style="list-style-type: none"><li>1. What is the connection between dance and science?</li><li>2. What is the connection between dance and the humanities?</li><li>3. What ideas can be used from other academic content areas to inspire dance or create dance?</li><li>4. How is dance a “universal language?”</li><li>5. What are ways that dancers use connections to make informed choices?</li></ul>                                                                |
|                                                                                                                                                                                                                                                                 | <b>Relevance and Application:</b> <ul style="list-style-type: none"><li>1. Using inspiration from the world around us as stimuli for creating work creates connections.</li><li>2. Using reactions to other disciplines as inspiration for dance work (and vice versa) provides ways to use dance to inspire or change the world around us.</li><li>3. Describing one similarity between dance and the sciences or humanities sparks awareness of the interdisciplinary connections to dance.</li></ul> |
|                                                                                                                                                                                                                                                                 | <b>Nature of Dance:</b> <ul style="list-style-type: none"><li>1. Dancers have great sensitivity to the details of the world. They relate issues, events, and daily occurrences to physical movement.</li></ul>                                                                                                                                                                                                                                                                                          |

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