

Preschool and Kindergarten

**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?*

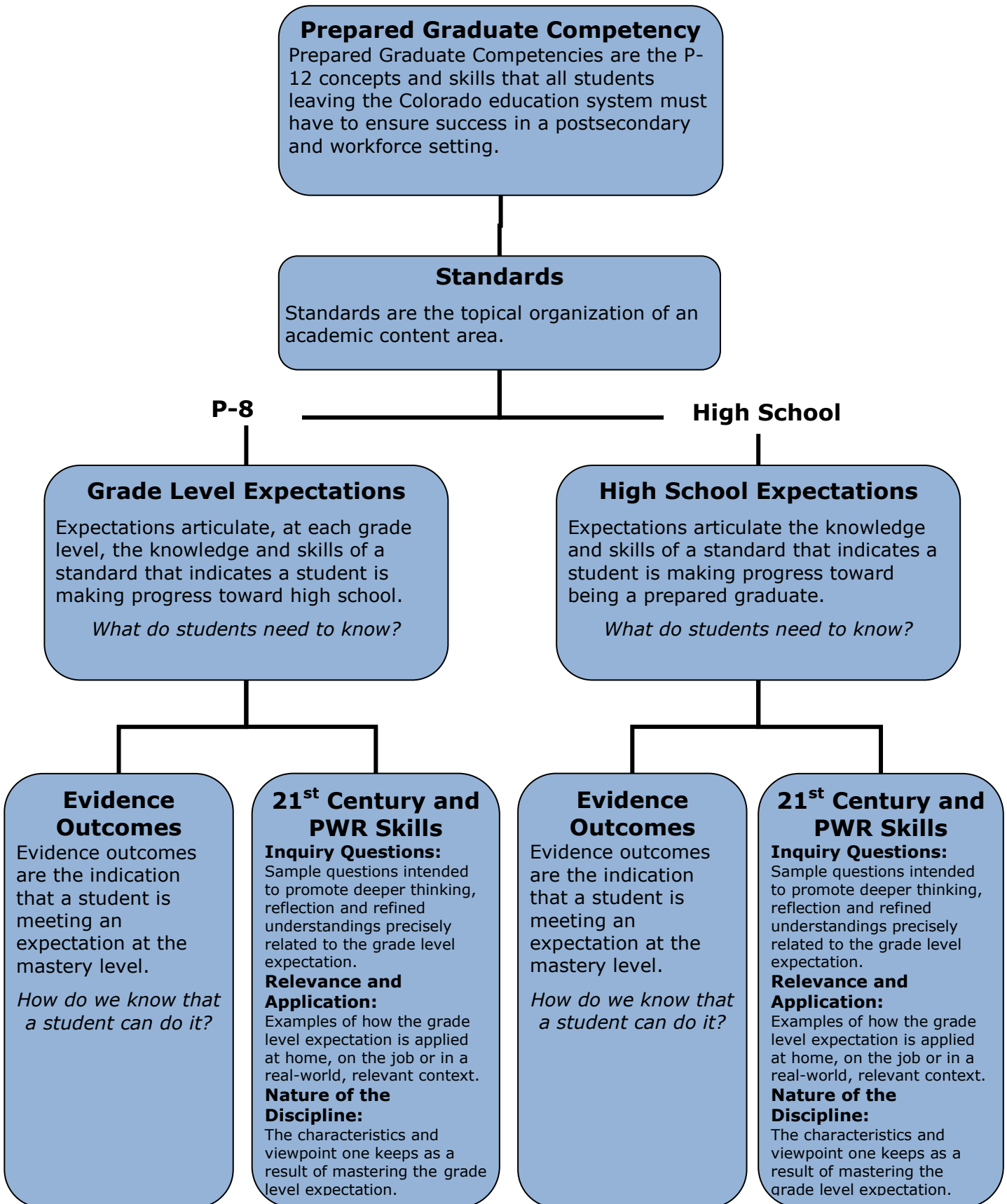
**Grade Level Expectations:** The articulation (at each grade level), concepts, and skills of a standard that indicate a student is making progress toward being ready for high school. *What do students need to know from preschool through eighth grade?*

**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**

### Kindergarten

|                                         |                                                                                                                                                                                                  |
|-----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Movement, Technique, and Performance | <ol style="list-style-type: none"> <li>1. Demonstrate simple phrases of movement in time and space</li> <li>2. Move with intent to music and other stimuli</li> </ol>                            |
| 2. Create, Compose and Choreograph      | <ol style="list-style-type: none"> <li>1. Improvise movement to music and other stimuli</li> <li>2. Translate simple ideas and stories into movement phrases alone and with a partner</li> </ol> |
| 3. Historical and Cultural Context      | <ol style="list-style-type: none"> <li>1. Perform simple social dances that communicate an idea</li> </ol>                                                                                       |
| 4. Reflect, Connect, and Respond        | <ol style="list-style-type: none"> <li>1. Observe different dance styles, and describe one movement you remember</li> <li>2. Demonstrate appropriate etiquette at a dance performance</li> </ol> |

### Preschool

|                                         |                                                                                                                                                      |
|-----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Movement, Technique, and Performance | <ol style="list-style-type: none"> <li>1. Demonstrate simple phrases of movement in time and space</li> </ol>                                        |
| 2. Create, Compose and Choreograph      | <ol style="list-style-type: none"> <li>1. Translate simple ideas and stories into movement</li> </ol>                                                |
| 3. Historical and Cultural Context      | <ol style="list-style-type: none"> <li>1. Recognize dances from around the world</li> </ol>                                                          |
| 4. Reflect, Connect, and Respond        | <ol style="list-style-type: none"> <li>1. Observe and identify different dance genres</li> <li>2. Attentively observe a dance performance</li> </ol> |



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

# 1. Movement, Technique, and Performance

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

## **Prepared Graduates**

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

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

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

**Content Area: Dance**

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

**Prepared Graduates:**

- Understand that dance performance requires technical competency

**Grade Level Expectation: Kindergarten**

**Concepts and skills students master:**

1. Demonstrate simple phrases of movement in time and space

**Evidence Outcomes**

**Students can:**

- a. Move the body safely in time and space (DOK 1-2)
- b. Identify body parts used in basic locomotor movements such as walk, run, hop, jump, leap, gallop, slide, and skip (DOK 1-2)
- c. Explore movement in personal and general space using shape, size, level, direction, stillness, and transference of weight (stepping) (DOK 1-3)
- d. Practice shapes in space alone and in groups using high, middle, and low levels; and travel forwards, backwards, sideways, diagonally – and turn (DOK 1-2)
- e. Perform simple phrases of movement to experience movements in sequence, rhythm, and relationships (DOK 1-2)
- f. Perform simple folk dances (DOK 1)
- g. Identify simple movement notation symbols (DOK 1)

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

**Inquiry Questions:**

1. How many different ways can you get from one side of the room to another?
2. How can you move with your whole body?
3. How do you feel when you move?
4. What is the difference between moving and dancing?

**Relevance and Application:**

1. Stories and rhythms from other cultures allow dancers to explore and experiment with movements and newly developed ideas for dance.
2. Movement and dancing are exciting elements of communication in all cultures.

**Nature of Dance:**

1. Dancers use time and space in different ways to create new dance phrases and movements.

**Content Area: Dance**

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

**Prepared Graduates:**

- Understand that dance performance requires technical competency

**Grade Level Expectation: Kindergarten**

**Concepts and skills students master:**

- 2. Move with intent to music and other stimuli

**Evidence Outcomes**

**Students can:**

- a. Improvise in silence to varying rhythms and to music in many tones and genres (DOK 2-3)
- b. Improvise to express a feeling or mood (DOK 1-3)
- c. Improvise in response to shapes, colors, and words (DOK 1-3)
- d. Imitate movement from nature such as animals, trees, and clouds (DOK 1-2)
- e. Improvise with objects such as scarves, feathers, and balls (DOK 1-2)
- f. Improvise with a partner (DOK 1-3)

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

**Inquiry Questions:**

- 1. How does music make you want to move?
- 2. How can you show with your body that you are happy? Sad? Angry?

**Relevance and Application:**

- 1. Improvising using existing knowledge is how new ideas are formed.
- 2. Working collaboratively with partners and in groups creates opportunities to expand ideas and develop solutions to problems.

**Nature of Dance:**

- 1. Dancers move with confidence.

**Content Area: Dance**

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

**Prepared Graduates:**

- Understand that dance performance requires technical competency

**Grade Level Expectation: Preschool**

**Concepts and skills students master:**

1. Demonstrate simple phrases of movement in time and space

**Evidence Outcomes**

**Students can:**

- a. Practice how to move with action movements to action words (movement vocabulary) using simple non-locomotor body actions such as bend, stretch, twist, turn, shake, and stretch, and simple locomotor body actions such as travel, jump, run, hop, and roll (DOK 1-2)
- b. Explore movement in personal and general space using shape, size, level, direction, stillness, and transference of weight (stepping) (DOK 1-3)
- c. Explore how to move using qualities of movement (DOK 1-3)
- d. Perform simple phrases of movement to experience movements in sequence, rhythm, and relationships (DOK 1-2)

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

**Inquiry Questions:**

1. Where is your space?
2. Why is it important to have our own space when we're moving?
3. How many different ways can you move?
4. What kind of shapes can you make with your body?
5. How do you feel when you are moving your body?

**Relevance and Application:**

1. Demonstrating respect for another's personal space shows attention to the feelings of others.

**Nature of Dance:**

1. Dancers are active and physically fit.

## 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**

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

**Grade Level Expectation: Kindergarten**

**Concepts and skills students master:**  
1. Improvise movement to music and other stimuli

| <b>Evidence Outcomes</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>21<sup>st</sup> Century Skills and Readiness Competencies</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Students can:</b></p> <ul style="list-style-type: none"><li>a. Explore movement qualities and emphasize the difference between percussive and smooth (DOK 1-2)</li><li>b. Explore body part movement in isolation and in various combinations (DOK 1-2)</li><li>c. Improvise in silence, sounds (drums, tambourines, and claps), varying rhythms, and music in many tones and genres (DOK 2-3)</li><li>d. Improvise to express a feeling or mood (DOK 2-3)</li><li>e. Improvise in response to shapes, colors, and words (DOK 2-3)</li><li>f. Improvise movement from nature such as animals, trees, and clouds (DOK 2-3)</li><li>g. Improvise with objects such as scarves, feathers, balls, beanbags, and ribbons (DOK 2-3)</li><li>h. Improvise alone, with a partner, and in a group (DOK 2-3)</li><li>i. Mirror movement and expression with a partner (DOK 1-2)</li><li>j. Respond in movement to a variety of stimuli, including everyday sounds, musical instruments, and action words (DOK 1-2)</li><li>k. Explore imagery that translates into body movement in time and space with energy, or in relationships (DOK 1-3)</li></ul> | <p><b>Inquiry Questions:</b></p> <ul style="list-style-type: none"><li>1. How can you show a musical beat with your body?</li><li>2. How do you relate your body shapes to nature and other stories?</li></ul> <p><b>Relevance and Application:</b></p> <ul style="list-style-type: none"><li>1. Understanding that silence and lack of movement can express a powerful feeling just as a large movement or loud sound can express a powerful feeling builds an awareness of how bodies communicate a message.</li><li>2. Connecting movement to objects and situations aids concrete learners in understanding the world around them.</li></ul> <p><b>Nature of Dance:</b></p> <ul style="list-style-type: none"><li>1. Dance is movement in time and space</li><li>2. To dance is to create</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: Kindergarten**

**Concepts and skills students master:**  
2. Translate simple ideas and stories into movement phrases alone and with a partner

| <b>Evidence Outcomes</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>21<sup>st</sup> Century Skills and Readiness Competencies</b>                                                                                                                                                                                                                                                                                                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Students can:</b></p> <ul style="list-style-type: none"><li>a. Explore and experiment with movement that expresses different feelings in personal and general space (DOK 1-4)</li><li>b. Create a “one-part” movement phrase (beginning, middle, and end) with a partner to convey simple concepts such as cooperation and working together (DOK 2-3)</li><li>c. Use movement to show an expression to share with others (DOK 1-3)</li><li>d. Use repetition to create simple movement phrases during an instructor-directed exercise (DOK 1-2)</li><li>e. Learn to transpose movement to different body parts (DOK 1-2)</li><li>f. Use sensory stimuli and real-life situations as an impetus for moving and creating original work (DOK 1-3)</li></ul> | <p><b>Inquiry Questions:</b></p> <ul style="list-style-type: none"><li>1. What movement should you use?</li><li>2. What do you see when you listen to music?</li><li>3. What do you need to do to copy someone’s dance movement?</li><li>4. Where does movement come from?</li></ul>                                                                                                                        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p><b>Relevance and Application:</b></p> <ul style="list-style-type: none"><li>1. Using individual ideas to create a movement or dance provides an authentic and unique personal connection between what is heard or seen to what is felt.</li><li>2. Using collaboration to build movements and improvise dances provides a foundational awareness of personal needs and how they affect others.</li></ul> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p><b>Nature of Dance:</b></p> <ul style="list-style-type: none"><li>1. Dance is the language of expression.</li><li>2. Dance communicates ideas and stories.</li><li>3. Patterns move in time and space.</li><li>4. To dance is to create.</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: Preschool**

**Concepts and skills students master:**  
1. Translate simple ideas and stories into movement

| <b>Evidence Outcomes</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>21<sup>st</sup> Century Skills and Readiness Competencies</b>                                                                                                                                                                                                                                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Students can:</b></p> <ul style="list-style-type: none"><li>a. Explore with movement that expresses different feelings in personal and general space (DOK 1-3)</li><li>b. Experience different shapes, sizes, levels, and directions to make simple patterns of movements in space and time (DOK 1-3)</li><li>c. Select some movements out of many, and create a simple movement phrase to encourage self-expression (DOK 1-3)</li><li>d. Use sensory stimuli and real-life situations as an impetus for moving and creating original work (DOK 1-3)</li></ul> | <p><b>Inquiry Questions:</b></p> <ul style="list-style-type: none"><li>1. What movement should you use?</li><li>2. How do you make your movements different?</li><li>3. What are the differences between a low, middle, and high shape in your own space?</li><li>4. How do you change shapes when you are moving in space?</li><li>5. What do you imagine when you move?</li></ul>                       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p><b>Relevance and Application:</b></p> <ul style="list-style-type: none"><li>1. Connecting varying sizes, shapes and levels provides a beginning level understanding of differences.</li><li>2. Understanding how movement can describe and illustrate everyday situations provides an awareness of the many ways people communicate such as visually, aurally, verbally and kinesthetically.</li></ul> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p><b>Nature of Dance:</b></p> <ul style="list-style-type: none"><li>1. Dance is the language of expression.</li><li>2. Dance communicates ideas and stories.</li><li>3. Dance uses a moving and thinking body.</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

**Grade Level Expectation: Kindergarten**

**Concepts and skills students master:**  
1. Perform simple social dances that communicate an idea

| <b>Evidence Outcomes</b> | <b>21<sup>st</sup> Century Skills and Readiness Competencies</b> |
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**Students can:**

- a. Dance cooperatively with others (DOK 1-3)
- b. Recognize that social dances are designed in circles, lines, and free formations (DOK 1-2)
- c. Recognize the movements in performance of historical, cultural, social, sacred, and theatrical dances (DOK 1)

**Inquiry Questions:**

- 1. How does dance help us to think about people from the past?
- 2. How does dance help us to learn about other people?
- 3. How do you know what is happening in a dance?

**Relevance and Application:**

- 1. Understanding folk dances and their origins brings insights into the many diverse cultures that immigrated to America.
- 2. Identifying and performing using dance shapes and formations builds collaboration and self-direction skills, and connects shape and form in other disciplines such as mathematics, visual art, and stories.

**Nature of Dance:**

- 1. Dancers see patterns and structures in dances of all kinds.

**Content Area: Dance**  
**Standard: 3. Historical and Cultural Context**

**Prepared Graduates:**  
 ➤ Understand and appreciate a dance in terms of the culture in which it is performed

**Grade Level Expectation: Preschool**

**Concepts and skills students master:**  
 1. Recognize dances from around the world

| <b>Evidence Outcomes</b> | <b>21<sup>st</sup> Century Skills and Readiness Competencies</b> |
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**Students can:**

- a. View dances from around the world, and explore the country of origin (DOK 1-2)
- b. Explore dance as a way for people to express themselves (DOK 1-2)
- c. Demonstrate how people in different cultures move in similar and different ways (DOK 1-2)
- d. Explore occasions for dance across different cultures (DOK 1-2)
- e. Explore shapes, levels, and patterns in a dance, and describe the actions (DOK 1-3)

**Inquiry Questions:**

1. How do people today express themselves through dance?
2. What feelings can dance create?
3. Why do different cultures have different dances?

**Relevance and Application:**

1. Identifying the special occasions and festive events that use dancing provides an understanding that dance can serve a specific purpose.
2. Identifying how dance is used to express feelings provides opportunities to explore individual feelings.

**Nature of Dance:**

1. Dancers share their life experiences through movement.

## 4. Reflect, Connect, and Respond

Reflect upon dance to stimulate the imagination and challenge the intellect; connect it with other disciplines to enrich and enhance the spectrum of knowledge; and respond to it to deepen and refine one's emotional nature. Represent dance as art in oral and written communications. Critique and analyze new dance works, reconstructions, and masterpieces. Distinguish the aesthetic values of dance, and discover the artistic intent.

### **Prepared Graduates**

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

#### **Prepared Graduate Competencies in the Reflect, Connect, and Respond Standard are:**

- Use criticism and analysis to reflect upon and understand new works, reconstructions, and masterpieces
- Discover connections to academic content areas, social activities, mass media, and careers
- Demonstrate thinking skills such as describing, analyzing, interpreting, evaluating, and problem-solving through dance movement and verbal discussion

**Content Area: Dance**

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

**Prepared Graduates:**

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

**Grade Level Expectation: Kindergarten**

**Concepts and skills students master:**

1. Observe different dance styles, and describe one movement you remember

| <b>Evidence Outcomes</b> | <b>21<sup>st</sup> Century Skills and Readiness Competencies</b> |
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**Students can:**

- a. Describe in writing or with a drawing the movement and mood of a particular dance work (DOK 1-4)
- b. Describe a favorite movement from a dance (DOK 1-2)
- c. Enjoy participating in and observing a variety of dance styles (DOK 1)
- d. Respond to a dance with language of dance symbols or other types of symbols, and relate them to a favorite movement (DOK 1-3)
- e. Describe the performer’s use of space in a favorite movement from a dance (DOK 1-2)

**Inquiry Questions:**

1. How are characters portrayed in dance?
2. How do movement and music differ from one culture to another?
3. How do the basic elements of dance communicate feelings and thoughts?

**Relevance and Application:**

1. Understanding why it is important for performers to share space appropriately builds foundational collaborative skills needed in many activities and vocations.
2. Finding a personal connection to or a specific element of a dance work builds strong identification skills and self-direction, enabling personal decision-making and appropriate use of space in collaborative tasks.

**Nature of Dance:**

1. Dancers observe the movement of others, and create something new based on that knowledge.

**Content Area: Dance**

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

**Prepared Graduates:**

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

**Grade Level Expectation: Kindergarten**

**Concepts and skills students master:**

2. Demonstrate appropriate etiquette at a dance performance

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

**Students can:**

- a. View and respond to a performance in a positive manner
- b. Describe a favorite movement to the dance performer using basic vocabulary
- c. Discuss and critique short dance works that relate to the topics being studied in dance class

**Inquiry Questions:**

- 1. What does movement say?
- 2. What is a dancer?
- 3. How does a dance make one think about the dancers?
- 4. Why is it important to watch respectfully during a live dance performance?

**Relevance and Application:**

- 1. Employing personal response skills and utilizing descriptive language when viewing a dance work provides an authentic venue for building verbal skills and audience participation skills.
- 2. Finding connections to dances and topics of study increases long-term memory and sequencing abilities, which are crucial to language development.

**Nature of Dance:**

- 1. Enjoying and appreciating dance requires audiences to observe and respond based on what they see and feel.



**Content Area: Dance**

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

**Prepared Graduates:**  
➤ Demonstrate thinking skills such as describing, analyzing, interpreting, evaluating, and problem-solving through dance movement and verbal discussion

**Grade Level Expectation: Preschool**

**Concepts and skills students master:**  
1. Observe and identify different dance genres

| <b>Evidence Outcomes</b> | <b>21<sup>st</sup> Century Skills and Readiness Competencies</b> |
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**Students can:**

- a. Experience the joy of seeing and responding to dance
- b. Demonstrate movement to express emotion
- c. Describe what is seen and felt in a movement by speaking or drawing a picture

**Inquiry Questions:**

- 1. How does dance help to convey feelings?
- 2. How does dance help us to learn about other people?
- 3. What movements and objects are seen in a particular dance work?
- 4. What do you like or dislike about a particular dance?

**Relevance and Application:**

- 1. Observing dance works and discussing the emotions a dance creates builds foundational language development skills.
- 2. Connecting emotions to dance builds foundational abilities to that recognize ideas and messages are shared in many ways.

**Nature of Dance:**

- 1. Dance provides the opportunity for people to express their ideas and feelings through movement.

**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: Preschool**

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| <b>Concepts and skills students master:</b><br>2. Attentively observe a dance performance |
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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. View a performance with attention (DOK 1)</li><li>b. Clap to show joy and appreciation of a dance (DOK 1)</li><li>c. Draw on paper the movement seen in the space of a particular dance work (DOK 1-2)</li></ul> | <b>Inquiry Questions:</b> <ul style="list-style-type: none"><li>1. How is dance used in everyday life?</li><li>2. What do you love about dance?</li><li>3. Why is it important to watch respectfully during a live dance performance?</li></ul> <b>Relevance and Application:</b> <ul style="list-style-type: none"><li>1. Demonstrating appropriate audience behavior builds foundational self-direction skills for many societal events such as live performances, movie showings, public events, and presentations.</li><li>2. Transferring movement that is observed to a drawing on a paper builds foundational fine motor skills.</li></ul> <b>Nature of Dance:</b> <ul style="list-style-type: none"><li>1. Choreographers create dances that have meaning, but people often find their own meaning in those dances.</li></ul> |

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