Overview of Changes
Dance Standards

Principles of the Standards Review Process

The Colorado Model Content Standards revision process was informed by these guiding principles:

- Begin with the end in mind; define what prepared graduates need in order to be successful using 21st century skills in our global economy.
- Align K-12 standards with early childhood expectations and higher education.
- In order to be globally competitive, international and national benchmarking strongly informs the new standards.
- Change is necessary.
- Standards will be deliberately designed for clarity, rigor, and coherence.
- There will be fewer, higher, and clearer standards.
- Standards will be actionable.

Notable Changes to the Colorado Dance Model Content Standards

The most evident changes to the Colorado standards are replacing grade-band expectations (K-4, 5-8, and 9-12) with grade-level expectations. These are explained here in addition to other changes that are apparent upon comparison between the current dance standards and the proposed changes.

1. **Impact of standards articulation by grade level**. The original Colorado Dance Model Content Standards for dance were designed to provide districts with benchmarks of learning at grades 4, 8, and 12. The standards revision subcommittee was charged with providing a more specific learning trajectory of concepts and skills across grade levels, from early school readiness to postsecondary preparedness. Articulating standards by grade level in each area affords greater specificity (clearer standards) in describing the learning path across levels (higher standards), while focusing on a few key ideas at each grade level (fewer standards).

2. **Articulation of high school standards**. The grade-by-grade articulation of expectations was expanded. Each grade features written expectations for each standard up to the high school years. High school standards are not articulated by grade level, but by standard. This is intended to support district decisions about how best to design curriculum and courses – whether through an integrated approach, a traditional course sequence, or alternative approaches such as career and technical education. The high school standards delineate what all high school students should know and be able to do in order to be well prepared for any postsecondary option. The individual standards are not meant to represent a course or a particular timeframe. All high school students should be able to reach these rigorous standards within four years. Students with advanced capability may accomplish these expectations in a shorter timeframe, leaving open options for additional dance studies.

3. **Dual Pathways for Fundamental and Extended Learning:** Beginning in high school, the expectations are divided into two pathways – fundamental and extended – so that the student is allowed either to receive dance instruction for his or her general enrichment or to specialize in the art in its more advanced, performance- or choreography-oriented form as preparation for college or a career.

4. **Integration of P-2 Council's recommendations**. The subcommittee integrated the *Building Blocks to the Colorado K-12 Content Standards* document into the P-12 standards, aligning expectations to a great degree. Important concepts and skills are defined clearly across these foundational years, detailing expectations to a much greater extent for teachers and parents.

cde
Improving
Academic
Achievement

5. **Standards are written for mastery**. The proposed revisions to standards define mastery of concepts and skills. Mastery means that a student has facility with a skill or concept in multiple contexts. This is not an indication that instruction at a grade-level expectation begins and only occurs at that grade level. Maintenance of previously mastered concepts and skills and scaffolding future learning are the domain of curriculum and instruction, not standards. Interrelationships of the standards may require some grade-level skills to appear in more than one expectation or standard.

6. **Intentional integration of 21st century skills**. Appropriate technology allows students access to concepts and skills in ways that mirror the 21st century workplace. The progression of expectations and inter-referencing of standards were clearly articulated. The emphasis on both training in the use of technology and its application to 21st century skills is articulated with each grade and standard. The cultural, interdisciplinary, and technological applications are unique to each grade level and standard and are accompanied by inquiry questions that teachers and administrators may reference. These are organized to aid teachers and administrators in the implementation of a dance program in schools.

Below is a quick guide to other changes in the dance standards:

Area	Summary of changes	
	Previous Standards	**Revised Standards**
Number of standards	Six standards	Four standards
Names of standards	**Standard 1** Students understand and demonstrate dance skills. **Standard 2** Students understand and apply the principles of choreography. **Standard 3** Students create, communicate, and problem-solve through dance. **Standard 4** Students understand and relate the role of dance in culture and history. **Standard 5** Students understand the benefits of dance for lifelong fitness. **Standard 6** Students understand the relationships and connections between dance and other disciplines.	**Standard 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. **Standard 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. **Standard 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 through time; and acknowledge dance in society as creative, expressive, communicable, and social. **Standard 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.

Area	Summary of changes	
	Previous Standards	**Revised Standards**
Integration of 21st century skills	• Not deliberately addressed in original document.	• A design feature of the revision process. • Intentionally integrated into evidence outcomes.
P-2	• Standards articulated for grade band beginning with kindergarten. • Benchmarks articulated by grade band of K-4 with most geared to upper grades.	• Pre-K included. • Grade level expectations articulated for each elementary grade. • Clear expectations articulated for grades P-2.
Number of grade level expectations (GLE)	• Average of 12 benchmarks per standard.	• Average of two to four grade level expectations per standard.