

DANCE

FALL 2017 ONLINE FEEDBACK



COLORADO
Department of Education

As part of the review and revision of the Colorado Academic Standards (CAS), the Colorado Department of Education invited the public to review and give feedback to proposed revisions to the CAS. These public comments, suggestions, and indications of approval were collected through an online feedback system that was open from October 16, 2017 through December 4, 2017. Below is the public feedback submitted for Dance. Only those parts of the standards (Prepared Graduate Statements, Grade Level Expectations, Evidence Outcomes, etc.) that received feedback are listed below, and as such, some PGs/GLEs/EOs are missing from this document. For more information on the Colorado Academic Standards and the 2018 review and revision, visit <http://www.cde.state.co.us/standardsandinstruction>.

Dance Prepared Graduate Statements

PG: 1. Apply Technical Dance Skills and Language of Movement to retain and execute choreography

Agree: Nice clarity to the expected outcome

Neutral: "Language of Movement" needs to be defined before we agree to use it.

Comment: What is the Language of Movement?

Disagree: This PGS or PGC does not meet the criteria of being a classified as such. "The PGS identify the concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting for each content area." Note the qualifier of "all students who complete the Colorado education system" and "to ensure their success in postsecondary and workforce settings." ----- Now, where is the research that supports this claim? Is it CDE assertion/claim that the attributes defining a "successful" teacher, superintendent, principal, or state standards designer is dependent on their highschool mastery in the application of "Technical Dance Skills and Language of Movement to retain and execute choreography." I certainly hope not, because otherwise there are a lot of unqualified, or at least unsuccessful, educational professionals working in Colorado. Not too mention, a slew of incompetent computer programmers, surgeons, lawyers, and even a store managers out there. And, how does CDE explain all the counterclaims, of those graduates who somehow still managed to succeed despite the odds? Do you think Steve Job's mastered this PGS? How about our last three presidents? Could this be why Trump is having such a hard time at being a successful president; because he never mastered the application of these crucial concepts of technical dance? All joking aside, merely including this as a PGS or PGC undermines the crucial need for adequate resources/community support/ethical leadership connected to those PGSs that are essential for ALL students. While the application of technical dance concepts/skills, might be necessary for some students, it is neither indispensable for all; nor is it vital for even the majority of graduates. If Colorado is publically claiming otherwise, then it needs to fulfill its responsibility to provide funding and monitor compliance of the acquisition technical dance skills in all federally-funded schools. Tell me committee members, just when was the last time Colorado High-Stakes Testing included an assessment measuring our students' progress of this particular PGSs or even this content area because legally this could be construed as an obligation for both funding and evaluation.

Agree: That is a wonderful idea

Disagree: (no comment)

Agree: (no comment)

PG: 2. Apply kinesthetic awareness to develop life-long and safe movement practices

Agree: A necessary and beneficial competency for general longevity- glad to see it in the dance standards.

Agree: This standard revision allows students of all ages and abilities to participate and be successful.

Agree: (no comment)

Disagree: Where is the research that supports the claim that all students need a skill mastery and conceptual knowledge of "Apply kinesthetic awareness to develop life-long and safe movement practices?" And when was the last-time Colorado students and schools were assessed for compliance? This is not a PGS, it does not meet the criteria outlined as such.

Neutral: (no comment)

Disagree: (no comment)

Agree: (no comment)

PG: 3. Participate in the dance production process in multiple roles

Agree: Addition of the "multiple roles" comment allows for differentiation.

Disagree: This may not be a possibility depending on the dance program, teacher education, location of the program, or building/district expectations. The old language made it much easier for all students to be successful without barriers beyond their control.

Agree: (no comment)

Disagree: This is just ridiculous all graduates do NOT need to "Participate in the dance production process in multiple roles" in order to be successful. If so, where is the funding for such programs? This is a noble goal, but not a standard or a global competency required for future success. I would much rather see PGSs related to executive skills and self-regulation, which are considered crucial AND supported by research as being highly correlated to life success. Show me the research that proves the same level of correlation to students' participation of multiple dance recitals. This is a remnant of antiquated policy direction and special interest funding.

Agree: agree agree

Disagree: (no comment)

Agree: (no comment)

PG: 4. Apply elements of dance in movement improvisation

Agree: Being able to have the self esteem to move and be creative is a useful skill.

Agree: (no comment)

Disagree: This is not valid according to the definition of a PGs. How about changing it to: Apply the elements of planning and organization across multiple learning domains and to a variety of academic assignments? And placing it under a new heading of "Executive Skills," with links to examples defining ambiguous terms such as: "elements", "planning", "organization", and "academic assignments" embedded in the PGS. Along with, a popup defining the "learning domains" and integrating a link to sample lesson plans/resources illustrating the state's vision/expectations of a "variety of assignments," providing concrete examples for teachers and giving principals a usable tool to guide professional development. Essentially, creating community buy-in, ensuring levels of equitable instruction across schools, and demonstrating conscious state leadership towards the adoption of inclusive, evidence-based standards which do meet the criteria of a PGS. A simple inventory of denoting skill mastery could easily be used to track both growth and as a tool highlighting a students' individual strengths and weaknesses; further guiding both immediate and subsequent instruction.

Disagree: (no comment)

Disagree: (no comment)

Agree: (no comment)

PG: 5. Compose a dance study applying the knowledge of Element of Dance, and Principles of Choreography within the creative process

Agree: I can appreciate the application of what students have learned into a project format.

Agree: (no comment)

Agree: (no comment)

Disagree: (no comment)

Agree: (no comment)

PG: 6. Research, perform, identify, and differentiate the Language of Movement from various cultures and eras

Agree: This idea of compare and contrast is a valuable overall skill and allows for DOK to go much further.

Comment: not very clear...what is the Language of Movement? What does differentiate mean in this context? Being able to tell the difference between different types of cultural dances?

Agree: (no comment)

Disagree: (no comment)

Neutral: (no comment)

PG: 7. Investigate and synthesize how dance developed in terms of the culture or era in which it is experienced

Agree: Discovery through various resources and making connections to why and how is important.

Agree: This revision signifies the importance of dance heritage and history.

Agree: (no comment)

Disagree: (no comment)

Agree: (no comment)

PG: 8. Critique, analyze, reflect upon, and understand new works, reconstructions, and masterworks using the Language of Movement

Agree: Having the vocabulary to be able to work through analysis and using it in critiques is useful.

Comment: Again, What is the Language of Movement?

Agree: (no comment)

Disagree: (no comment)

Agree: (no comment)

PG: 9. Analyze connections between all content areas, mass media, and careers

Agree: Finding the cross connections and understanding how dance can be worked into so many mediums allows for the whole individual to really develop.

Agree: I appreciate the connections that we can connect dance to with room for new opportunities to be included as society and technology develop.

Agree: (no comment)

Agree: dance is awesome

Disagree: (no comment)

Agree: (no comment)

Dance Preschool

GLE: 1. Demonstrate phrases of movement in time and space

Supportive Teaching Practices/Adults May:

Agree: (no comment)

Standard: 4. Reflect, Connect, and Respond

GLE: 1. Observe and identify different dance genres

Agree: (no comment)

(PG Feedback) **Neutral:** it is okay

Evidence Outcome: Experience the joy of seeing and responding to dance

Agree: (no comment)

Evidence Outcome: Demonstrate movement to express emotion

Disagree: they are to yong

Evidence Outcome: Express what is seen and felt in a movement with different tempos, rhythms and genres

Agree: (no comment)

Supportive Teaching Practices/Adults May:

Agree: (no comment)

Examples of Learning/Children May:

Agree: (no comment)

GLE: 2. Attentively observe a dance performance

Agree: (no comment)

(PG Feedback) **Agree:**

Evidence Outcome: View a performance with attention

Agree: (no comment)

Evidence Outcome: Clap to show joy and appreciation of a dance

Agree: (no comment)

Evidence Outcome: Draw on paper or express the movement seen in the space of a particular dance work

Disagree: (no comment)

Disagree: (no comment)

Supportive Teaching Practices/Adults May:

Neutral: (no comment)

Examples of Learning/Children May:

Neutral: (no comment)

Dance Kindergarten

Standard: 1. Movement, Technique, and Performance

GLE: 1. Demonstrate simple sequences of movement in time and space

Agree: (no comment)

Dance Sixth Grade

Standard: 1. Movement, Technique, and Performance

GLE: 1. Perform Intermediate dance movements/technique

Agree: Intermediate level is appropriate at 6th grade

Evidence Outcome: Demonstrate alignment appropriate to the genre

Agree: Important to have this understanding.

Evidence Outcome: Distinguish the qualities required for dynamic expression in movement

Agree: adds the layers, appeal and variety- important application and tools

Evidence Outcome: Perform movement sequences with clarity of movement and attention to detail

Agree: Allows the teacher to identify who can understand and apply concepts.

Nature of Dance:

Agree: One must have this knowledge to find success in a final performance.

Colorado Essential Skills:

Agree: yes- needed

Inquiry Questions:

Agree: Love these- really allow for DOK and personal contemplation.

GLE: 2. Develop techniques to produce a strong center

Agree: A strong center or core is necessary to maintain health and prevent back problems as well as other problems.

Evidence Outcome: Develop self-awareness of how the body moves

Agree: So important as environmental awareness and what the body can do is necessary.

Evidence Outcome: Demonstrate flexibility and placement

Agree: Important for safe practice.

Evidence Outcome: Refine body control, and develop technique skills

Agree: Development comes from the body control- they go hand in hand.

Nature of Dance:

Neutral: Don't need Nature of Dance in the comment as it is in the title heading. Skills to support the process of dance as a well rounded professional are important.

Colorado Essential Skills:

Agree: essential

Inquiry Questions:

Agree: Good DOK

GLE: 3. Perform dances with specific, given intents

Evidence Outcome: Accurately performs dances and demonstrates clarity of intent

Agree: yes

Evidence Outcome: Apply the elements of dance to the choreography given

Agree: important

Evidence Outcome: Apply spatial awareness across multiple settings

Agree: needed

Nature of Dance:

Agree: Yes- one must know what and how to use intent

Colorado Essential Skills:

Agree: important to the genre

Inquiry Questions:

Agree: absolutely- need to understand how they tie and support each other.

Standard: 2. Create, Compose, and Choreograph

GLE: 1. Improvise movement based on both existing knowledge and new discoveries

Agree: using both is valuable and needed

Evidence Outcome: Experiment with movement elements in a variety of combinations

Agree: love the experimentation here

Evidence Outcome: Develop basic improvisational skills and techniques

Agree: (no comment)

Evidence Outcome: Identify patterns, connections, and individual creative choices which will apply to movement studies

Agree: (no comment)

Nature of Dance:

Agree: yes- and all areas of life can pull from the ability to be creative.

Colorado Essential Skills:

Agree: yes- being versed in multiple areas and well rounded to keep and attain jobs- is a must

Inquiry Questions:

Agree: Good DOK

GLE: 2. Create dance studies alone or in groups using the principles of choreography based on a theme

Agree: being able to work in multiple groups and sizes is important team work idea. skill for the work force

Evidence Outcome: Create, revise, and perform dance studies that demonstrate effective use of the elements of dance and that have a beginning, middle development, and an ending

Agree: (no comment)

Evidence Outcome: Design a movement sequence that serve the artistic intent

Agree: (no comment)

Evidence Outcome: Identify and compare the creative choices made in choreography

Agree: Never per say a wrong way, but justification needed.

Nature of Dance:

Agree: Like both of these.

Colorado Essential Skills:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

Standard: 3. Historical and Cultural Context

GLE: 1. Identify the Language of Movement used in dances from various cultures and eras

Agree: (no comment)

Agree: The history of dance is pivotal to the students basic understanding of dance. It needs to be integrated and upheld.

Evidence Outcome: Define the Language of Movement specific to a culture and era

Agree: (no comment)

Evidence Outcome: Using existing knowledge to identify movement of cultures and eras

Agree: (no comment)

Evidence Outcome: Perform movements specific to various cultures and eras

Agree: (no comment)

Nature of Dance:

Agree: (no comment)

Colorado Essential Skills:

Agree: Yes- tells a story

Inquiry Questions:

Agree: Huge

GLE: 2. Analyze and describe how dance contributes to a culture or era

Agree: important skills

Evidence Outcome: Identify the origins of selected dances throughout history

Agree: (no comment)

Evidence Outcome: Investigate the development and evolution of selected dances

Agree: (no comment)

Evidence Outcome: Identify and draw conclusions about contributions of dance to it's culture or era

Agree: (no comment)

Nature of Dance:

Agree: (no comment)

Colorado Essential Skills:

Agree: Nice- relation to other areas. connections

Inquiry Questions:

Agree: Deep DOK

Standard: 4. Reflect, Connect, and Respond

GLE: 1. Interpret intent and meaning in artistic work by self and others

Agree: (no comment)

(PG Feedback) Agree: Utilizing and applying critical thinking and analysis to dance is ideal.

Evidence Outcome: Critique self and peers application of alignment, dynamic expression, clarity of movement, and attention to detail

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Analyze the effectiveness of the Elements of Movement and Principles of Choreography to convey choreographic themes

Agree: (no comment)

Evidence Outcome: Analyze and critique a variety of performance using the Language of Movement

Agree: (no comment)

Nature of Dance:

Agree: (no comment)

Agree: (no comment)

Colorado Essential Skills:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

GLE: 2. Compare the relationship of dance to other art forms, school subjects, and the community

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Identify the relationship between music, visual art, video, other school subjects and dance

Agree: good cross connection

Evidence Outcome: Show similarities and differences between dance, other art forms and school subjects

Agree: (no comment)

Evidence Outcome: Describe the impact of dance within individual communities

Agree: (no comment)

Nature of Dance:

Agree: (no comment)

Colorado Essential Skills:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

Dance Seventh Grade

Standard: 1. Movement, Technique, and Performance

GLE: 1. Perform Intermediate dance movements/technique with beginning artistic expression

Agree: the added "artistic expression" is on point for this grade level and a nice scaffold to 8th grade.

Evidence Outcome: Refine alignment to demonstrate appropriate artistic expression

Agree: (no comment)

Evidence Outcome: Apply the qualities required for dynamic expression in movement

Agree: Application- higher level thinking :)

Evidence Outcome: Perform movement sequences with clarity of movement, attention to detail, and artistic expression

Agree: all important

Nature of Dance:

Agree: (no comment)

Colorado Essential Skills:

Agree: (no comment)

Inquiry Questions:

Agree: Both good questions to ponder and use current and past knowledge to find an answer to.

GLE: 2. Demonstrate alignment and control while moving

Agree: essential to life in general and especially dance

Evidence Outcome: Apply body self-awareness to safe body movement

Agree: (no comment)

Evidence Outcome: Develop core strength to increase coordination, flexibility and placement

Agree: (no comment)

Evidence Outcome: Demonstrate how a well-planned kinesthetic warm-up maintains dance technique and endurance in performance

Agree: building to sustain and allow for improved stamina and success.

Nature of Dance:

Agree: (no comment)

Colorado Essential Skills:

Agree: (no comment)

Inquiry Questions:

Neutral: possibly considering adding- and how does suspension affect movement quality and the mood of a dance piece- to inquiry question 1.

GLE: 3. Perform dances with artistic interpretation from specific, given intents

Agree: (no comment)

Evidence Outcome: Applies technique to enhance artistic performance

Neutral: Should it be apply- instead of applies?

Evidence Outcome: Embodies the elements of dance in choreography

Neutral: Should the verb here be embody- versus embodies?

Evidence Outcome: Adapts movements to varying performance areas

Neutral: Should the verb here is adapt versus adapts.?

Evidence Outcome: Recall appropriate production terminology, and explain how the production elements would be handled in different situations

Agree: (no comment)

Nature of Dance:

Agree: (no comment)

Colorado Essential Skills:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

Standard: 2. Create, Compose, and Choreograph

GLE: 1. Compare a variety of stimuli to expand movement vocabulary and artistic expression through improvisational movement

Agree: (no comment)

Evidence Outcome: Apply movement elements in various combinations

Agree: (no comment)

Evidence Outcome: Apply basic improvisational skills and techniques

Agree: (no comment)

Evidence Outcome: Identify reasons for movement and structural choices

Agree: (no comment)

Nature of Dance:

Agree: (no comment)

Colorado Essential Skills:

Agree: (no comment)

Inquiry Questions:

Neutral: inquiry 3- alter versus altered

GLE: 2. Use a variety of choreographic forms and elements of dance to develop a dance study with a clear artistic intent

Agree: (no comment)

Evidence Outcome: Create, refine, and perform dance studies which demonstrate clarity of artistic intent

Agree: (no comment)

Evidence Outcome: Utilize multiple movement sequences with a variety of choreographic forms and elements of dance

Agree: (no comment)

Evidence Outcome: Compare and articulate the creative choices made in choreography

Agree: (no comment)

Nature of Dance:

Agree: (no comment)

Colorado Essential Skills:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

Standard: 3. Historical and Cultural Context

GLE: 1. Compare the Language of Movement used in dances from various cultures and eras

Agree: (no comment)

Evidence Outcome: Recall the Language of Movement specific to a culture and era

Agree: (no comment)

Evidence Outcome: Compare movement between cultures and eras using existing knowledge

Agree: (no comment)

Evidence Outcome: Perform movements specific to multiple cultures and eras

Agree: (no comment)

Nature of Dance:

Agree: (no comment)

Colorado Essential Skills:

Neutral: number 3- allows instead of allow?

Inquiry Questions:

Agree: (no comment)

GLE: 2. Analyze similarities and differences in dance from different cultures and eras

Agree: (no comment)

Evidence Outcome: Research historical contexts which contributed to the development of different dance styles

Agree: (no comment)

Evidence Outcome: Discuss movement characteristics or qualities in a specific era or culture and how different perspectives are communicated

Agree: (no comment)

Evidence Outcome: Compare and discuss dances performed by people in various localities or communities

Agree: (no comment)

Nature of Dance:

Agree: (no comment)

Colorado Essential Skills:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

Standard: 4. Reflect, Connect, and Respond

GLE: 1. Analyze intent and meaning in artistic work by self and others

Agree: (no comment)

(PG Feedback) **Agree:**

Evidence Outcome: Critique self and peers application of stimuli, various choreographic forms, clarity of intent and artistic expression

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Compare and contrast the use of the Elements of Movement and Principles of Choreography to convey intent and meaning

Agree: (no comment)

Evidence Outcome: Describe specific aesthetic differences and similarities among styles and artists using the language of dance

Agree: (no comment)

Nature of Dance:

Neutral: add a comma after the word " use"

Agree: (no comment)

Colorado Essential Skills:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

GLE: 2. Compare and contrast dance to other art forms, school subjects, and the community

Agree: (no comment)

Evidence Outcome: Analyze the relationships between music, visual art, video, other school subjects and dance

Agree: (no comment)

Evidence Outcome: Analyze the similarities and differences between music, visual art, video, other school subjects and dance

Agree: (no comment)

Evidence Outcome: Analyze the impact of dance within individual communities

Agree: (no comment)

Nature of Dance:

Agree: (no comment)

Colorado Essential Skills:

Neutral: # 1- separate real and world to be two words.

Inquiry Questions:

Agree: (no comment)

Dance Eighth Grade

Standard: 1. Movement, Technique, and Performance

GLE: 1. Perform Intermediate dance movements/technique with artistic expression

Agree: (no comment)

Evidence Outcome: Embody technical dance skills to demonstrate appropriate artistic expression

Agree: (no comment)

Evidence Outcome: Apply energy and dynamics in such a way that movement is textured.

Agree: (no comment)

Evidence Outcome: Perform movements in relation to other dancers, objects, and environment.

Agree: (no comment)

Nature of Dance:

Agree: (no comment)

Colorado Essential Skills:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

GLE: 2. Embody alignment and control while moving

Evidence Outcome: Embody self-awareness during movement

Agree: (no comment)

Evidence Outcome: Apply core strength to increase coordination, flexibility and placement

Agree: (no comment)

Evidence Outcome: Identify practices of injury prevention and methods for personal improvement

Agree: (no comment)

Nature of Dance:

Agree: (no comment)

Colorado Essential Skills:

Neutral: Should # 4 be in the inquiry question section? Looks like # 4 here is in the inquiry section- delete from skills section.

Inquiry Questions:

Agree: (no comment)

GLE: 3. Discover strategies for achieving performance accuracy, clarity, and expressiveness

Agree: (no comment)

Evidence Outcome: Articulate personal performance goals and practice to reach goals

Agree: (no comment)

Evidence Outcome: Collaborate with peers to embody the elements of dance in choreography

Agree: (no comment)

Evidence Outcome: Apply production terminology, and collaborate to design and execute production elements that would intensify and heighten the artistic intent of a dance performance

Agree: (no comment)

Nature of Dance:

Agree: (no comment)

Colorado Essential Skills:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

Standard: 2. Create, Compose, and Choreograph

GLE: 1. Use contrasting stimuli to develop artistic expression through improvisational movement

Agree: (no comment)

Evidence Outcome: Arrange movement elements to convey artistic intent

Agree: (no comment)

Evidence Outcome: Apply intermediate improvisational skills and techniques

Agree: (no comment)

Evidence Outcome: Select and justify personal preferences for movement and structural choices

Agree: (no comment)

Nature of Dance:

Agree: (no comment)

Colorado Essential Skills:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

GLE: 2. Identify and select personal preferences to create an original dance study using a variety of choreographic forms and elements of dance.

Agree: (no comment)

Evidence Outcome: Revise choreography collaboratively or independently based on artistic criteria, self-reflection, and the feedback of others

Agree: (no comment)

Evidence Outcome: Implement movement from a variety of stimuli to develop an original dance study

Agree: (no comment)

Evidence Outcome: Articulate the process for making movement and structural choices

Agree: (no comment)

Nature of Dance:

Agree: (no comment)

Colorado Essential Skills:

Agree: (no comment)

Inquiry Questions:

Neutral: add an "l" to the end of the word persona

Standard: 3. Historical and Cultural Context

GLE: 1. Compare and contrast the Language of Movement used in dances from various cultures and eras

Agree: (no comment)

Evidence Outcome: Analyze the Language of Movement specific to a culture and era

Agree: (no comment)

Evidence Outcome: Analyze and discuss, how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people

Agree: (no comment)

Evidence Outcome: Explain and demonstrate how the elements of dance are used in a variety of genres, styles, or cultural movement practices to communicate intent

Agree: (no comment)

Nature of Dance:

Agree: (no comment)

Colorado Essential Skills:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

GLE: 2. Analyze connections and developments in dance from different cultures and eras

Agree: (no comment)

Evidence Outcome: Analyze and discuss, how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people

Agree: (no comment)

Evidence Outcome: Relate connections found between different dances and discuss the relevance of the connections to the development of one's personal perspectives

Agree: (no comment)

Evidence Outcome: Formulate possible reasons why similarities and differences developed in relation to the ideas and perspectives important to each social group

Agree: (no comment)

Nature of Dance:

Agree: (no comment)

Colorado Essential Skills:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

Standard: 4. Reflect, Connect, and Respond

GLE: 1. Reflect upon and explain the intent and meaning in artistic works by self and others

Agree: (no comment)

Agree: Self reflection is essential to improving skillset. The revisions signify the importance.

(PG Feedback) Agree:

Evidence Outcome: Explain how artistic expression is achieved through relationships among the elements of movement, dance technique and context

Agree: (no comment)

Evidence Outcome: Cite evidence in the dance to support interpretations using genre specific dance terminology

Agree: (no comment)

Evidence Outcome: Use artistic criteria to determine what makes an effective performance

Agree: (no comment)

Nature of Dance:

Agree: (no comment)

Colorado Essential Skills:

Agree: (no comment)

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

GLE: 2. Identify how other art forms, school subjects, and the community are used in dance

Agree: (no comment)

Evidence Outcome: Demonstrate the use of music, visual art, video, and other school subjects in dance

Agree: (no comment)

Evidence Outcome: Discover connections to social activities, mass media, and careers

Agree: (no comment)

Evidence Outcome: Predict how communities impact dance

Agree: (no comment)

Nature of Dance:

Agree: (no comment)

Colorado Essential Skills:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

Dance High School - Extended Pathway

GLE: 2. Analyze other art forms, school subjects, and the community to dance

Comment: Please add a question 4: "How has dance been used to express the realization, or lack of realization, of human rights in the dance creator's society or the world at large?" In support of this requested edit, I note the official position statement of the National Council for the Social Studies (NCSS) that states that human rights education (HRE) is a necessity for effective social and civic learning (please see https://www.socialstudies.org/positions/human_rights_education_2014). I believe this applies to Dance as well as Social Studies.