



★  
Colorado  
Academic Standards

# Dance



Proposed for SBE Adoption



**COLORADO**  
Department of Education

ALL STUDENTS • ALL STANDARDS

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# Dance Standards Review and Revision Committee

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## Standards in Dance

Standards are the topical organization of an academic content area.

The four standards of dance are:

### **1. Movement, Technique, and Performance**

The goal of this standard is to develop students' competence and confidence during a performance. In exploring movement vocabulary and developing skill and technique, students gain a better understanding of their bodies in relation to space, time and energy. Technical expertise and artistic expression through reflective practice, study, and self-evaluation of one's own abilities and the abilities of others is essential to developing movement skills for performance.

### **2. Create, Compose and Choreograph**

Creating in dance involves using the dance elements of space, time, and energy to explore, improvise, and develop movement phrases, sequences and dances. Choreography is the art of dance making using meaning, intent, and principles of structure and design. In dance, there are a number of levels or stages in the creative process that define and are involved in solving artistic problems in order to present a completed work of art. These stages include: observing or studying the stimulus or intent, becoming engaged with that intent; tapping into feelings, memories and the imagination that relate to the intent, problem solving by creating a shorter dance study or longer dance, and using critical thinking skills to analyze and evaluate the finished product.

### **3. Historical and Cultural Context**

This standard focuses on understanding the global and cultural relevance of dance. The goal is to 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**

This standard focuses on reflecting upon dance, connecting it with other disciplines, responding to it to discuss and analyze dance as art. Critique and analysis of new dance works, reconstructions, masterworks allows for distinguishing and understanding of aesthetic values and artistic intent.

## Purpose of Fundamental and Extended 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.

### Prepared Graduates:

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

### Preschool Learning and Development Expectation:

1. Demonstrate simple phrases of movement safely in time and space

### Indicators of Progress

*By the end of the preschool experience (approximately 60 months/ 5 years old) students may:*

- a. Safely practice simple locomotor and non-locomotor movements
- b. Explore movement in time and space using shape, size, level, direction, stillness and transference of weight (stepping)
- c. Explore movement to encourage (kinesthetic) body awareness
- d. Explore simple phrases of movement to experience rhythm, clapping and moving to music in relationship to others

### Examples of High-Quality Teaching and Learning Experiences

#### *Supportive Teaching Practices/ Adults May:*

1. Provide ample time daily for children to use their bodies to move in a variety of ways, both indoors and outdoors.
2. Arrange for large open spaces where children can move freely and small spaces (i.e. carpet squares, hula hoops, low balance beam) for children to practice more controlled movements.
3. Enjoy participating alongside children in planned and spontaneous movement and dance activities.
4. Model and integrate different movements (e.g., twist, bend, hop, slide, roll, stretch) into the daily routines.
5. Use correct vocabulary when referring to movements (e.g., gallop, twist, stretch, balance).
6. Include movements that children with physical disabilities can perform with different parts of their bodies.
7. Challenge children to think of specific ways to travel to various areas.
8. Bring attention to a child's created movements and invite others to observe, imitate and suggest their individual ideas.

#### *Examples of Learning/ Children May:*

1. March and dance to music or rhythmical sounds.
2. Suggest a way to move (i.e., like a butterfly) during the transition from outdoors to indoors.
3. Participate in jumping/leaping over 'rivers' spread around the room.

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### Prepared Graduates:

4. Apply elements of dance in movement improvisation

### Preschool Learning and Development Expectation:

1. Explore simple ideas and stories through movement

### Indicators of Progress

*By the end of the preschool experience (approximately 60 months/ 5 years old) students may:*

- a. Create movements in response to sensory ideas (textures, colors, smells) and images from nature
- b. Move to express different feelings in personal and general space
- c. Explore movement while moving with objects (scarves, feathers, balls)
- d. Transfer same movements to different body parts and use repetition

### Examples of High-Quality Teaching and Learning Experiences

#### *Supportive Teaching Practices/ Adults May:*

1. Provide an environment that encourages children to use movement to recognize and understand feelings.
2. Invite children to move in ways that demonstrate how a character in a story might feel or move in response to a problem.
3. Ask children to recall a familiar activity such as a field trip, daily routine or special event using movement to represent the experience.
4. Provide a variety of props to inspire children to explore or make up their own creative movements.
5. Connect movement or dance to a curriculum study and integrate throughout the daily routine.
6. In reading stories, look for words and images that suggest movement, pause and encourage children to use movement to represent the word/image.
7. Model patterns of movements, starting simply and increasing complexity as appropriate.

#### *Examples of Learning/ Children May:*

1. Can you describe why you chose those specific movements to express a certain feeling?
2. Demonstrate a creative movement in pretend play (i.e. a cat pouncing on a ball, a fish swimming in the classroom aquarium, a rocket ship lifting off)
3. Participate moving creatively to instrumental music
4. Lead a simple movement pattern for others to copy

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**Prepared Graduates:**

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

**Preschool Learning and Development Expectation:**

1. Begin to recognize dances in relation to cultures represented by the people in their daily surroundings.

**Indicators of Progress**

*By the end of the preschool experience (approximately 60 months/ 5 years old) students may:*

- a. Explore how dance expresses ideas and emotions
- b. Explore occasions for dance across different cultures
- c. Explore shapes, levels, and patterns in a dance, and describe the actions

**Examples of High-Quality Teaching and Learning Experiences**

*Supportive Teaching Practices/ Adults May:*

1. Ask families to share traditional music and dances from their cultures.
2. Invite family members and community groups to the classroom to speak about and teach children a dance.
3. Provide a range of music such as classical, jazz, rock, rap, salsa and props from various cultures to imitate dance experiences
4. Use photographs, short video and books about dance/movement performed by various groups of people
5. Ask children to share personal stories about times in which they have seen or participated in cultural dances

*Examples of Learning/ Children May:*

1. Bring in a photo to show and/or talk about an occasion in which they experienced dance
2. Watches a performance with interest and begins to copy a movement observed in a dance

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**Prepared Graduates:**

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

**Preschool Learning and Development Expectation:**

1. Observe and identify different dance genres

**Indicators of Progress**

*By the end of the preschool experience (approximately 60 months/ 5 years old) students may:*

- a. Experience the joy of seeing and responding to dance
- b. Demonstrate movement to express emotion
- c. Express what is seen and felt in a movement with different tempos, rhythms and genres

**Examples of High-Quality Teaching and Learning Experiences**

*Supportive Teaching Practices/ Adults May:*

1. Plan opportunities in the classroom for children to observe and respond to a variety of dance genres performed by peers, family members, local community groups or professionals
2. Model asking a question or sharing a thought about a creative movement or dance
3. Model using words or actions to describe what was liked about a particular performance
4. Integrate a range of music in daily routine for children to listen and freely move to

*Examples of Learning/ Children May:*

1. Clap following a dance performance by a classmate or guest
2. Imitate a movement seen in a dance performance
3. Tell what was enjoyed in a particular dance

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**Prepared Graduates:**

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

**Preschool Learning and Development Expectation:**

2. Attentively observe a dance performance

**Indicators of Progress**

*By the end of the preschool experience (approximately 60 months/ 5 years old) students may:*

- a. View a performance with attention
- b. Describe the dance in your own words
- c. Show your favorite dance move to the performers or each other

**Examples of High-Quality Teaching and Learning Experiences**

*Supportive Teaching Practices/ Adults May:*

1. Invite a special guest or group to the classroom to demonstrate a creative movement or dance performance
2. Attend performances in settings outside the classroom such as a trip to a local rehearsal or performance
3. Model and talk about appropriate audience behaviors of watching, listening and showing appreciation
4. Model describing or responding to a space of a particular dance work

*Examples of Learning/ Children May:*

1. Show excitement to watch a creative movement or dance performance
2. Comment on or imitate a movement that was observed in a dance
3. Explore the process of creating an art work in response to a dance performance (i.e., drawing, painting, invented movement)
4. Clap in appreciation of a performance

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# DANCE

## Kindergarten, Standard 1. Movement, Technique, and Performance



### Prepared Graduates:

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

### Grade Level Expectation:

1. Perform simple movements safely

### Evidence Outcomes

#### *Students Can:*

- a. Move the body safely in time and space
- b. Move safely in personal and general space
- c. Perform simple movement sequences and dances

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Stories and rhythms allow dancers to explore and experiment with movements and newly developed ideas for dance. (Entrepreneurial)
2. Movement and dancing are important elements of communication. (Civic/Interpersonal)
3. Students can use information presented visually that support the words in a text. (Entrepreneurial)

#### *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 can you move with only isolated parts of the body?
4. How do you feel when you move?
5. What is the difference between moving and dancing?

#### *Nature of Dance:*

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

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### Prepared Graduates:

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

### Grade Level Expectation:

2. Move safely while developing kinesthetic awareness in space and time

### Evidence Outcomes

#### *Students Can:*

- a. Develop basic kinesthetic awareness
- b. Respond to music in different ways

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Improvising using existing knowledge is how new ideas are formed. (Entrepreneurial)
2. Working with partners creates opportunities to expand ideas and develop solutions to problems. (Civic/Interpersonal)
3. Students can follow rules for discussions, set goals, fulfill roles in collaborative groups. (Personal)

#### *Inquiry Questions:*

1. How can you move safely, stay in your personal space and be aware of others?
2. How can you show rhythm with your movements?

#### *Nature of Dance:*

1. Dancers move with confidence.

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### Prepared Graduates:

4. Apply elements of dance in movement improvisation

### Grade Level Expectation:

1. Explore movement in response to an intent such as music or other sources

### Evidence Outcomes

#### *Students Can:*

- a. Explore pedestrian movements like walking and daily activities
- b. Explore movement while moving with objects such as scarves, feathers, and balls
- c. Explore movement in response to shapes, colors and words

### Academic Context and Connections

#### *Colorado Essential Skills:*

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. (Entrepreneurial)
2. Creating movement that relates to objects and situations aids learners in understanding the world around them. (Civic/Interpersonal)
3. Students can follow rules for discussions, set goals, fulfill roles in collaborative groups. (Personal)

#### *Inquiry Questions:*

1. How can you show a percussion beat with your body?
2. How do you relate your body shapes to nature and other stories?

#### *Nature of Dance:*

1. Dance is movement in time and space
2. To dance is to create

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### Prepared Graduates:

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

### Grade Level Expectation:

2. Translate simple ideas and stories into movement using movement in different ways

### Evidence Outcomes

#### *Students Can:*

- a. Use elements of movement to communicate and idea or show an expression to share with others
- b. Create a movement sequence to convey simple concepts such as cooperation, feelings, or stories
- c. Learn to transpose movement to different parts of the body

### Academic Context and Connections

#### *Colorado Essential Skills:*

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. (Personal)
2. Working with others in collaboration builds a foundational awareness of how personal choices affect others. (Civic/Interpersonal)
3. Students can synthesize information from multiple sources to demonstrate understanding of a topic. (Entrepreneurial)

#### *Inquiry Questions:*

1. How will you chose movement to express a simple story or idea?
2. What types of movement do you see when you listen to a piece of music or sound?
3. Can you explore using movement in different ways?

#### *Nature of Dance:*

1. Dance is a language of expression.
2. Dance communicates ideas and stories.
3. Varied patterns move in time and space in different ways.
4. To dance is to create.

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**Prepared Graduates:**

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

**Grade Level Expectation:**

1. Explore social dances

**Evidence Outcomes**

*Students Can:*

- a. Demonstrate movements found in simple social dances from around the world
- b. Dance cooperatively with others when performing simple social dances
- c. Recognize the floor patterns in social dances

**Academic Context and Connections**

*Colorado Essential Skills:*

1. Understanding folk dances and their origins brings insights into the many diverse cultures that immigrated to America. (Civic/Interpersonal)
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, social studies, visual art, and literacy. (Civic/Interpersonal)
3. Students can follow rules for discussions, set goals, fulfill roles in collaborative groups. (Personal)

*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 cultures?
3. Can you describe a social dance in terms of costume, pattern, music, story, etc.?

*Nature of Dance:*

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

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### Prepared Graduates:

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

### Grade Level Expectation:

1. Compare and contrast different dance genres

### Evidence Outcomes

#### *Students Can:*

- a. Observe different dance genres
- b. Describe a movement using dance vocabulary
- c. Create a symbol or drawing to describe a movement(s) observed in a dance

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Understanding why it is important for performers to share space appropriately builds foundational collaborative skills needed in many activities and vocations. (Civic/Interpersonal)
2. Finding a personal connection to 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. (Personal)
3. Students can follow rules for discussions, set goals, fulfill roles in collaborative groups. (Personal)

#### *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?

#### *Nature of Dance:*

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

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### Prepared Graduates:

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

### Grade Level Expectation:

2. Understand the roles of an audience and performer during a performance

### Evidence Outcomes

#### *Students Can:*

- a. Demonstrate appropriate etiquette at a dance performance
- b. Respond to a performance appropriately
- c. Discuss and respond to reactions about the performance

### Academic Context and Connections

#### *Colorado Essential Skills:*

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. (Personal)
2. Finding connections to dances and topics of study increases long-term memory and sequencing abilities, which are crucial to language development. (Entrepreneurial)

#### *Inquiry Questions:*

1. Can you describe what you see when watching a dance?
2. What are you thinking about when you view the dance?
3. Why is it important to watch respectfully during a live dance performance?

#### *Nature of Dance:*

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

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### Prepared Graduates:

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

### Grade Level Expectation:

1. Move safely with kinesthetic awareness

### Evidence Outcomes

#### *Students Can:*

- a. Demonstrate correct alignment and basic joint actions while moving
- b. Demonstrate control, coordination, and balance while performing basic sequences alone and with others
- c. Demonstrate focus and concentration while moving

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Developing proper body control and posture leads to lifelong wellness. (Personal)
2. Students can follow rules for discussions, set goals, fulfill roles in collaborative groups. (Personal)

#### *Inquiry Questions:*

1. What is body awareness?
2. What is rhythm? And how do you move with rhythmic changes?
3. Can you describe the shapes you see in others' dances?
4. How does it feel when you are focusing and in control when you are dancing?
5. Describe what it looks like to perform a dance in unison or when one dancer is leading and another is following or when two dancers are meeting and parting.

#### *Nature of Dance:*

1. Dancers perform and appreciate dance in multiple ways.

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### Prepared Graduates:

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

### Grade Level Expectation:

2. Accurately demonstrate simple movement sequences, using elements of movement

### Evidence Outcomes

#### *Students Can:*

- a. Demonstrate accuracy in the use of space
- b. Demonstrate different timing and rhythm in movement
- c. Demonstrate movement quality/energy in movement

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. The Language of Movement is the foundation of learning in dance. (Civic/Interpersonal)
2. Dance can communicate emotion and feelings. (Civic/Interpersonal)
3. Students can synthesize information from multiple sources to demonstrate understanding of a topic. (Entrepreneurial)

#### *Inquiry Questions:*

1. Explain how you can use the Language of Movement in different ways?
2. Does movement help you to process and/or change your feelings?
3. How does energy affect the quality of the movement?

#### *Nature of Dance:*

1. Dancers use the Language of Movement in different ways when they perform.

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### Prepared Graduates:

4. Apply elements of dance in movement improvisation

### Grade Level Expectation:

1. Use space, time and energy to explore movement based on personal ideas and concepts from other sources

### Evidence Outcomes

#### *Students Can:*

- a. Explore variations of non-locomotor and locomotor movements
- b. Explore movements based on external sources which are natural or man-made
- c. Develop simple movements based on a mood or feeling

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Promoting thinking through movements of the body demonstrates the body as a personal instrument of expression and ways to communicate without words. (Civic/Interpersonal)
2. Connecting a simple dance sequence to a simple sentence provides a multi-modality approach to basic sentence structure. (Entrepreneurial)
3. Awareness of similar patterns that happen in writing, reading, and moving pictures provides an understanding that people communicate in many ways. (Civic/Interpersonal)
4. Students can analyze and use information presented visually that support the words in a text. (Entrepreneurial)

#### *Inquiry Questions:*

1. Where do movement ideas come from?
2. How do you select an inspiration for a dance?
3. How does the movement of a particular dance make you feel?
4. What do you like about a particular dance and why?
5. Does your dance have a beginning, middle, and an ending?

#### *Nature of Dance:*

1. Dance is a language of expression. Dance communicates ideas and stories. Dance is the human body moving in time and space - expressive movement.

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### Prepared Graduates:

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

### Grade Level Expectation:

2. Create simple movement sequences with a beginning, middle and end

### Evidence Outcomes

#### *Students Can:*

- a. Incorporate changes in space, time and energy to create movement sequences
- b. Create a beginning, middle and end within a movement sequence
- c. Use rhythms and repetition to create movement sequences

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Creating a movement sequence based on space and time as well as our feelings utilizes all aspects of learning. (Entrepreneurial)
2. Exploration of movement and sound connects the senses of seeing, hearing and feeling together to show how bodies react to various surroundings. (Personal)
3. Students can synthesize information from multiple sources to demonstrate understanding of a topic. (Entrepreneurial)

#### *Inquiry Questions:*

1. How can movement express a feeling or story?
2. What do you like about the movement of a particular dance?
3. Can you describe a particular dance using your movement vocabulary?
4. What shapes and actions help you to understand the story, feelings, and idea?

#### *Nature of Dance:*

1. Moving patterns change in time and space.
2. Movement sequences or phrases are drawn from human experience and the very act of moving.

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**Prepared Graduates:**

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

**Grade Level Expectation:**

1. Explore social and folk dances from various cultures

**Evidence Outcomes**

*Students Can:*

- a. Identify formations and movements in social or folk dances
- b. Identify the country of origin of the dances studied
- c. Describe how different social or folk dances use different types of costumes

**Academic Context and Connections**

*Colorado Essential Skills:*

1. Identifying the origins of a dance leads to an understanding of the social and cultural background from which the dance comes, providing important information about a certain time in history or culture. (Civic/Interpersonal)
2. Recognizing pathways and patterns in simple dances relates to sequencing and patterning in other disciplines. (Entrepreneurial)
3. Students can follow rules for discussions, set goals, fulfill roles in collaborative groups. (Personal)

*Inquiry Questions:*

1. Dance is one of the oldest forms of celebration or ritual. Why do you think this is?
2. What do you notice that is similar or different in the various dances from different cultures?
3. Can you identify the purpose or story behind the dance?
4. What kinds of music, costume, props were used and why?

*Nature of Dance:*

1. Social and cultural dances represent a society's past, present, and future.
2. Dance can build a students' global and cultural awareness.

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**Prepared Graduates:**

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

**Grade Level Expectation:**

2. Recognize that dance is performed throughout history

**Evidence Outcomes**

*Students Can:*

- a. Identify how dance has changed throughout history all over the world
- b. Describe differences in music, movements and costumes/props from varying times in history
- c. Practice dances from different cultures and historical periods, using basic postures, footwork, and gestures demonstrated in the dances

**Academic Context and Connections**

*Colorado Essential Skills:*

1. Dance is a global communication that transcends language. (Civic/Interpersonal)
2. Scientists and historians study the use of dance and rituals of diverse cultures to understand the similarities and differences in cultures and societal norms. (Civic/Interpersonal)
3. Students can pose and respond to questions and contribute to the discussion about a topic in order to advance the dialogue. (Personal)

*Inquiry Questions:*

1. Dance is one of the oldest forms of celebration or ritual. Why do you think this is?
2. What kind of stories do different cultures tell through movement?
3. How has dance changed through time?
4. What do you notice that is similar or different in the various cultural or historical dances?
5. Can you identify the purpose or story behind the dance?
6. What kinds of music, costumes, props were used and why?

*Nature of Dance:*

1. Dancers express their lives through movement.

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**Prepared Graduates:**

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

**Grade Level Expectation:**

1. Describe different dance genres using basic dance vocabulary and make connections to other academic content

**Evidence Outcomes**

*Students Can:*

- a. Describe the movements and gestures that stand out in a particular dance work
- b. Use words, pictures or various mediums to compare different dance genres
- c. Find similarities or comparisons in a dance that relate to student's own life

**Academic Context and Connections**

*Colorado Essential Skills:*

1. Using dance vocabulary and understanding connects to vocabulary and understanding in other disciplines such as reading, music, history, etc. (Entrepreneurial)
2. Demonstrating the relationship between movement and storytelling builds a foundational awareness of how historical cultures preserved their traditions in the absence of the printed word. (Civic/Interpersonal)
3. Observing and learning about dance genres promotes diversity awareness. (Personal)

*Inquiry Questions:*

1. What did you like about the dance? Can you describe why? What else did you observe?
2. How are dances different from each other?
3. How does each style communicate its meaning?
4. How does a dance communicate feelings or thoughts?
5. Can there be multiple interpretations of a dance?

*Nature of Dance:*

1. Choreographers create, analyze and document dances to capture their stories.

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**Prepared Graduates:**

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

**Grade Level Expectation:**

2. Discuss the roles of an audience and performer during a performance

**Evidence Outcomes**

*Students Can:*

- a. Use correct dance and theatrical vocabulary to describe a dance performance
- b. Discuss reactions to dances or make drawings in terms of emotional responses
- c. Describe how the selected accompaniment fits the mood and idea of a dance

**Academic Context and Connections**

*Colorado Essential Skills:*

1. Enjoying and appreciating dance works are the result of hard work and good teaching. (Personal)
2. Using technology makes available a variety of dance performances that would otherwise be difficult to attend in person. It also aids in learning how to view a performance. (Civic/Interpersonal)
3. Identifying connections of music and dance builds foundational skills, enhances learning and integrates with other academic topics. (Entrepreneurial)
4. Students can follow rules for discussions, set goals, fulfill roles in collaborative groups. (Personal)

*Inquiry Questions:*

1. Why is it important to watch respectfully during a live dance performance?
2. Why does an audience applaud?
3. Describe what you liked about the dance and why.
4. How do the basic elements of dance communicate feelings and thoughts?

*Nature of Dance:*

1. Dancers can describe what they see in dances in order to understand and learn from them.

Proposed for SBE Adoption





### Prepared Graduates:

1. Apply Technical Dance Skills and Language of Movement to retain and execute choreography
2. Apply kinesthetic awareness to develop life-long and safe movement practices

### Grade Level Expectation:

1. Perform simple dances with technical competency and movement skill

### Evidence Outcomes

#### *Students Can:*

- a. Demonstrate basic technique appropriate to the genre
- b. Demonstrate knowledge of time, space and energy/quality in a variety of ways
- c. Perform simple dances from memory for an audience

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Like other academic content areas, learning a dance vocabulary is important to advance knowledge and execution of movement. (Civic/Interpersonal)
2. When we dance with technical proficiency and accuracy, we promote a healthy body. (Personal)
3. Students can synthesize information from multiple sources to demonstrate understanding of a topic. (Entrepreneurial)

#### *Inquiry Questions:*

1. What does it mean to be in control of your body?
2. Can dancing communicate and what is the language we use?
3. What is it like to dance with others? To music?

#### *Nature of Dance:*

1. Through a variety of performance experiences, dancers learn to appreciate different ways of moving.
2. Dancers are both athletes and artists.

Proposed for SBE Adoption





### Prepared Graduates:

1. Apply Technical Dance Skills and Language of Movement to retain and execute choreography
2. Apply kinesthetic awareness to develop life-long and safe movement practices

### Grade Level Expectation:

2. Develop awareness of personal alignment and interpersonal space

### Evidence Outcomes

#### *Students Can:*

- a. Demonstrate appropriate posture and joint actions
- b. Demonstrate control, coordination, and balance while performing movement sequences
- c. Perform simple dances in response to a variety of rhythms and move in ways that encourage a healthy body

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Patterns in dance mirror patterns in life using space, time and energy. (Entrepreneurial)
2. Students can integrate multimedia as effective tools for presenting and clarifying information. (Civic / Interpersonal)

#### *Inquiry Questions:*

1. How do changes in mood and feelings help you to learn a dance?
2. How can you remember the movement of a dance?
3. How do you learn the movement of a dance?
4. Do you learn a dance more quickly by watching it, or doing it?

#### *Nature of Dance:*

1. Dances require variety and contrast in movement to show intent.

Proposed for SBE Adoption



### Prepared Graduates:

4. Apply elements of dance in movement improvisation

### Grade Level Expectation:

1. Explore movement based on a variety of inspirations alone and with others

### Evidence Outcomes

#### *Students Can:*

- a. Explore movements or movement sequences that tell a story
- b. Explore movement based on visual art, words, mathematical concepts, etc.
- c. Choose stimuli such as auditory, visual, tactile, or kinesthetic and create movements and movement sequences with a partner(s)

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Movement improvisation is a way to communicate without words and sets a foundational understanding of the notion of “body language.” (Civic/Interpersonal)
2. Connecting dance phrases to build a short dance is similar to connecting short phrases in literature to build a paragraph. This connects a concrete structure to a more abstract structure in dance (Entrepreneurial)
3. Students can synthesize information from multiple sources to demonstrate understanding of a topic. (Entrepreneurial)

#### *Inquiry Questions:*

1. What kinds of inspiration can you use to create dances?
2. How can the language of dance improve a movement phrase when creating?
3. How can working with a partner help create a dance?
4. Are the patterns in the music an inspiration for creating movement?
5. How do you know a dance is finished?
6. Why is one movement phrase more successful in telling a story than another?

#### *Nature of Dance:*

1. Variety and contrast make dance interesting.
2. Creating a dance is based on original movements, not on preformed or set movements and are drawn from human experience.
3. Dance can be social and involve creating with others.

Proposed for SBE Adoption



### Prepared Graduates:

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

### Grade Level Expectation:

2. Organize expressive movements into simple dances alone and with a partner(s)

### Evidence Outcomes

#### *Students Can:*

- a. Select and organize movement into a simple dance with a beginning, middle and end
- b. Vary the movement created that has meaning or relevance to the idea
- c. Develop a “two-part” (AB) dance with a partner, and use contrast to display variation and differences in movement quality

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Understanding how one movement phrase can tell a better story than another movement phrase builds a foundational understanding of the ability to compare and contrast and use findings to make meaning. (Civic/Interpersonal)
2. Choosing stimuli to inspire a dance provides a critical link to structuring a dance. (Entrepreneurial)
3. Building two part dances alone and with a partner provides an opportunity to employ self-direction and collaboration skills at a foundational level. (Personal)
4. Students can analyze and use information presented visually that support the words in a text. (Entrepreneurial)

#### *Inquiry Questions:*

1. How does exploration with the elements of dance develop expressive movement?
2. How does the form of dance help to tell a story?
3. How does a movement sequence or phrase contribute to a dance?
4. How do you know you are finished creating a dance?

#### *Nature of Dance:*

1. Structure and form of a dance are integral to conveying the choreographer's intent.

Proposed for SBE Adoption



**Prepared Graduates:**

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

**Grade Level Expectation:**

1. Identify unique ways social and folk dances express the culture of origin

**Evidence Outcomes**

*Students Can:*

- a. Discuss the origins of social or folk dances
- b. Describe the mood or feeling of the accompaniment of different cultural and social dances
- c. Describe the significance or meaning of costumes, masks, and accessories in different cultural and social dances

**Academic Context and Connections**

*Colorado Essential Skills:*

1. Recognizing that dances can be built around specific rhythmic patterns connects movement and musical skills. (Entrepreneurial)
2. Identifying how costumes, masks, and headpieces are used within dance styles builds an understanding of the purpose of the dance style and the cultural traditions it symbolizes (Civic/Interpersonal)
3. Students can pose and respond to questions and contribute to the discussion about a topic in order to advance the dialogue. (Personal)

*Inquiry Questions:*

1. Why are music and costumes so important in expressing cultural dance?
2. What kinds of cultural dances do you see around you?
3. For what social reasons do people dance?

*Nature of Dance:*

1. Social dances combine music and traditional dress to bring people together to celebrate their culture.
2. Dance is an important component of global and cultural awareness.

Proposed for SBE Adoption



### Prepared Graduates:

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

### Grade Level Expectation:

2. Describe how dance contributes to a community in present day or a time in history

### Evidence Outcomes

#### *Students Can:*

- a. Understand that different historical periods have unique styles of dance based on their cultural influences
- b. Compare and contrast the difference between dances of the past and dances of the present, using movement vocabulary

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Understanding that culture produces shared customs, beliefs, words, and artifacts, as well as movement styles and activities provides an awareness of the many purposes of dance such as tribal traditions, festivals, rites of passages, and entertainment. (Civic/Interpersonal)
2. Dance patterns can build a kinesthetic connection to mathematical patterns. (Entrepreneurial)
3. Documenting dances, dancers, and the ways that world communities respond to dance can be done with contemporary tools such as photography, video and communication devices. (Civic/Interpersonal)

#### *Inquiry Questions:*

1. What kinds of social dances do you do with your family?
2. Why might different people interpret the same dance differently?
3. How will learning movement patterns help to learn dance?

#### *Nature of Dance:*

1. Dance is a product of the creator's personality, and the social and historical context in which it was created.

Proposed for SBE Adoption



### Prepared Graduates:

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

### Grade Level Expectation:

1. Respond to dance using movement vocabulary and relate it to other aspects of life

### Evidence Outcomes

#### *Students Can:*

- a. Understand and describe the meaning of movements in a dance
- b. Identify and describe how a movement is similar to or different from a movement in everyday life
- c. Identify movements in a dance that could be used to communicate or relate to other academic topics such as science, math or language arts

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Demonstrating the ability to compare and contrast dance styles builds foundational problem-solving and classification skills needed in science, social studies, reading, writing, and visual arts, and leads to a variety of vocations. (Entrepreneurial)
2. Articulating the order, structure, and design elements of dance works creates foundational discernment abilities needed to build reading and writing skills such as sequencing and structuring stories. (Entrepreneurial)

#### *Inquiry Questions:*

1. How are dances different from each other?
2. How does each dance style communicate its meaning?
3. How do the elements of dance communicate feelings and thoughts?

#### *Nature of Dance:*

1. Appreciating dance requires one to recognize the use of space, time and energy and the many ways a dance is designed and performed.

Proposed for SBE Adoption



### Prepared Graduates:

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

### Grade Level Expectation:

2. Discuss the roles of an audience and performer during a performance

### Evidence Outcomes

#### *Students Can:*

- a. Discuss a performance using dance and theatrical vocabulary
- b. Describe the audience's reaction to a dance

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. The development of self-discipline and personal feelings when observing dance works creates strong self-direction skills and promotes internal dialogue required in beginning reading skills. (Personal)
2. Mass media and the entertainment industry rely on the emotional connection and excitement that dance works, competitions, and events foster to improve viewer numbers. (Civic/Interpersonal)
3. Students can follow rules for discussions, set goals, fulfill roles in collaborative groups. (Personal)

#### *Inquiry Questions:*

1. How does one know what the dancers are feeling? Have you ever felt that way?
2. How does an informed vocabulary help in describing a dance?
3. How do you know what a particular dance is saying?

#### *Nature of Dance:*

1. Behaviors surrounding a dance performance such as audience participation and dancers' preparation may be as important as the performance itself.

Proposed for SBE Adoption







### Prepared Graduates:

1. Apply Technical Dance Skills and Language of Movement to retain and execute choreography
2. Apply kinesthetic awareness to develop life-long and safe movement practices

### Grade Level Expectation:

1. Perform movement with technical competency and skill

### Evidence Outcomes

#### *Students Can:*

- a. Develop technique appropriate to the genre
- b. Move with a refined use of posture and gesture as appropriate to the genre
- c. Accurately reproduce movement sequences

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Dancers use their knowledge of body movement and structure to develop proper technique. (Professional)
2. The sequential and precise warm-up dancers use to prepare for performance helps them to organize and maintain structure in everyday life. (Personal)
3. Students can synthesize information from multiple sources to demonstrate understanding of a topic. (Entrepreneurial)

#### *Inquiry Questions:*

1. How do we prepare our bodies for dancing?
2. How do your muscles control your movements?
3. How does control over my body make me more confident?
4. How can improved technique enhance a performance?

#### *Nature of Dance:*

1. Dancers pursue higher levels of technical proficiency to develop deeper artistic expression.

Proposed for SBE Adoption



# DANCE

## Third Grade, Standard 1. Movement, Technique, and Performance



### Prepared Graduates:

1. Apply Technical Dance Skills and Language of Movement to retain and execute choreography
3. Participate in the dance production process in multiple roles

### Grade Level Expectation:

2. Apply knowledge of personal alignment and interpersonal space

### Evidence Outcomes

#### *Students Can:*

- a. Participate in warm-ups with an understanding of proper progression
- b. Develop strength, flexibility and control in movement
- c. Identify the major bones and muscles used in basic dance technique

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Performing different dance forms such as AB, ABA, and canon are similar to repeating patterns represented in math. (Entrepreneurial)
2. Students can synthesize information from multiple sources to demonstrate understanding of a topic. (Entrepreneurial)

#### *Inquiry Questions:*

1. How can your movements tell a story?
2. How can your body show expression?
3. Can you dance safely without hurting yourself or others?
4. How do the elements of dance give meaning to the movement?

#### *Nature of Dance:*

1. Dancers use the elements of dance in simple dance studies to communicate the intent during a performance.

Proposed for SBE Adoption



### Prepared Graduates:

4. Apply elements of dance in movement improvisation
5. Compose a dance study applying the knowledge of the Elements of Dance, and Principles of Choreography within the creative process

### Grade Level Expectation:

1. Create movement based on a variety of stimuli

### Evidence Outcomes

#### *Students Can:*

- a. Create movements that reflect an understanding of themes from a range of sources
- b. Respond to a variety of motivational stimuli in movement to communicate ideas and feelings
- c. Communicate ideas in solo, duet, and group formations

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. The ability to respond to a variety of stimuli builds a multi-sensory awareness of the world and builds skills in multi-sensory processing. (Personal)
2. Creating and manipulating movement to solve a movement problem mirrors a similar process in other academic disciplines. (Entrepreneurial)
3. Students can synthesize information from multiple sources to demonstrate understanding of a topic. (Entrepreneurial)

#### *Inquiry Questions:*

1. Why is it important to design a dance? Is it like writing a story? Or designing a painting?
2. What is the difference between exploring movement and making a dance?
3. Do my chosen movements project my meaning?

#### *Nature of Dance:*

1. Creating and performing are forms of self-expression and convey the choreographer's intent.

Proposed for SBE Adoption



### Prepared Graduates:

4. Apply elements of dance in movement improvisation
5. Compose a dance study applying the knowledge of the Elements of Dance, and Principles of Choreography within the creative process

### Grade Level Expectation:

2. Create a short dance using choreographic devices

### Evidence Outcomes

#### *Students Can:*

- a. Recognize the order, organization, and structure of a dance
- b. Create dances that have order, organization and structure
- c. Explore and improvise with choreographic devices to create a short dance using basic dance forms

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Using improvisation to explore ways to communicate without words sets a foundational understanding of the notion of “body language.” (Entrepreneurial)
2. Creating movement sequences and connecting them together to build dance studies can compare to taking short phrases in literature and connecting them to build a paragraph. (Entrepreneurial)
3. Students can analyze and use information presented visually that support the words in a text. (Entrepreneurial)

#### *Inquiry Questions:*

1. How can a dance study tell a story?
2. Can you describe the steps to composing a dance study using choreographic principles
3. How can understanding dance forms help you to create a dance study?

#### *Nature of Dance:*

1. Creating and performing are forms of self-expression and convey the choreographer's intent.

Proposed for SBE Adoption



**Prepared Graduates:**

6. Research, perform, identify, and differentiate the Language of Movement from various cultures and eras
7. Investigate and synthesize how dance developed in terms of the culture or era in which it is experienced

**Grade Level Expectation:**

1. Compare and contrast social and folk dances from different cultures

**Evidence Outcomes**

*Students Can:*

- a. Compare and contrast different cultural dances based on the elements of dance (space, time, and energy)
- b. Describe the cultural and geographical origins of selected cultural dances
- c. Describe distinguishing characteristics of social and cultural dances based on use of postures, gestures and formations

**Academic Context and Connections**

*Colorado Essential Skills:*

1. The variation of elements of dance found in social, cultural, or historical dances leads to understanding that the emphasis on a dance element can fundamentally change the focus and message of a dance. (Entrepreneurial)
2. The spatial awareness skills that are important in dance transfer to important lifelong skills such using space in a crowd, architecture, visual art, and design. (Personal)
3. Dance and dance making transcends language and communicates universally. (Civic/Interpersonal)
4. Students can analyze different cultures to compare and contrast points of view, and differences in the discipline. (Entrepreneurial)

*Inquiry Questions:*

1. How does performing a dance differ from viewing a dance?
2. What is the connection between the movements in a dance and a particular culture?
3. How is dance used in different cultures?

*Nature of Dance:*

1. Dances of a culture can tell much about the values of its people.

Proposed for SBE Adoption

**Prepared Graduates:**

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

**Grade Level Expectation:**

2. Recognize the connection between dance and history

**Evidence Outcomes**

*Students Can:*

- a. Contrast the differences in dances of different eras
- b. Describe examples of modern or contemporary dance in terms of gestures, designs, music or props used
- c. Compare and contrast popular dance genres (hip hop, salsa, country line, etc.) to concert dance

**Academic Context and Connections**

*Colorado Essential Skills:*

1. Masterworks are often heavily influenced by a cultural event that has had a great impact on society. (Civic/Interpersonal)

*Inquiry Questions:*

1. Where is dance performed?
2. What makes a dance interesting?
3. What makes theatrical or performance dance different from a social or ritual dance?

*Nature of Dance:*

1. Dance provides a cross-cultural collaboration.

Proposed for SBE Adoption

### Prepared Graduates:

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

### Grade Level Expectation:

1. Respond to masterworks using dance vocabulary

### Evidence Outcomes

#### *Students Can:*

- a. Recognize dance as a performance-based, social, or traditional art form
- b. Describe dances using genre specific vocabulary
- c. Compare and contrast social dance to concert dance

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Utilizing dance research skills builds problem-solving and self-direction skills that are needed in many disciplines such as reading, writing, science, and social studies. (Entrepreneurial)
2. Recognizing the contributions and importance of well-known choreographers builds appreciation for the roles choreographers play in today's society. (Civic/Interpersonal)

#### *Inquiry Questions:*

1. How does one identify a dance genre?
2. What might influence a choreographer to choose to create in a particular style?
3. What other aspects of the choreographer's life influenced her/his dance making?

#### *Nature of Dance:*

1. Understanding a choreographer's life story gives insight into his or her style.
2. Appreciating dance includes having a clear picture of the movement, number of dancers, performance environment, costumes, and sound.

Proposed for SBE Adoption



### Prepared Graduates:

8. Critique, analyze, reflect upon, and understand new works, reconstructions, and masterworks using the Language of Movement
9. Analyze connections between all content areas, mass media, and careers

### Grade Level Expectation:

2. Evaluate the use of dance skills, training and rehearsal as they contribute to a performance

### Evidence Outcomes

#### *Students Can:*

- a. Describe the effectiveness of adequate preparation for performance
- b. Describe how the choice of costumes, number of dancers, and movements can change the mood and feeling in a dance
- c. Identify how training and developing skills used in other content areas is similar to the same processes used in dance

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Demonstrating the ability to deconstruct a dance work utilizes the same kinds of skills needed to decode unfamiliar words, identify the steps within a math problem, or find details in a painting or photograph. (Professional)
2. Recognizing and identifying movement elements in a dance work provides critical analysis abilities used in many vocations. (Entrepreneurial)
3. Utilizing film and digital reproduction of dance works enables a viewer to review and analyze a large variety of dance works and compositional elements. (Entrepreneurial)
4. Students can synthesize information from multiple sources to demonstrate understanding of a topic. (Entrepreneurial)

#### *Inquiry Questions:*

1. How do the elements of dance communicate the choreographer's intent?
2. How do the principles of choreographic craft help communicate feelings and thoughts?
3. How does experience in a variety of genres help one to understand a dance?
4. Can you make connections between dance and other subjects that you study in school?

#### *Nature of Dance:*

1. How a choreographer uses the elements of dance can become his or her signature style.

Proposed for SBE Adoption





# DANCE

## Fourth Grade, Standard 1. Movement, Technique, and Performance



### Prepared Graduates:

1. Apply Technical Dance Skills and Language of Movement to retain and execute choreography
2. Apply kinesthetic awareness to develop life-long and safe movement practices

### Grade Level Expectation:

1. Perform dances accurately from at least two different dance genres with different structures

### Evidence Outcomes

#### *Students Can:*

- a. Perform dances from a selected dance genre with accuracy, using the elements of dance
- b. Perform simple dances from memory in pairs and groups
- c. Perform simple dances based on compositional forms

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Manipulating space, time, and energy in a movement phrase demonstrates a dancer's ability to adapt to change. (Entrepreneurial)
2. Exploring and practicing movement can enhance learning in other academic disciplines and can contribute to overall health and well being. (Professional)
3. Students can synthesize information from multiple sources to demonstrate understanding of a topic. (Entrepreneurial)

#### *Inquiry Questions:*

1. When performing a dance, how does the Language of Movement communicate an idea or concept?
2. How is it different dancing alone, in a pair, or in groups?

#### *Nature of Dance:*

1. Dancers know that dedicated practice improves performance.
2. Dancing can improve self-awareness and self-management skills which can lead to school and life success.

Proposed for SBE Adoption



### Prepared Graduates:

1. Apply Technical Dance Skills and Language of Movement to retain and execute choreography
2. Apply kinesthetic awareness to develop life-long and safe movement practices
3. Participate in the dance production process in multiple roles

### Grade Level Expectation:

2. Perform dances while observing safe movement practices and further develop technical abilities

### Evidence Outcomes

#### *Students Can:*

- a. Develop strength, flexibility, control with functional alignment in movement
- b. Perform simple dances from another dance genre with accuracy in gestures, posture, timing, rhythm, and use of the elements of dance
- c. Perform simple dance studies using compositional form (AB, ABA, canon, rondo)

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Perform movements accurately to communicate the desired intent. (Civic/Interpersonal)
2. Dancing in pairs or groups promotes collaboration and teamwork. (Civic/Interpersonal)
3. Performing dances can increase body awareness and promote risk taking. (Personal)
4. Students can synthesize information from multiple sources to demonstrate understanding of a topic. (Entrepreneurial)

#### *Inquiry Questions:*

1. How can we accurately perform different dance styles and genres?
2. What makes one genre different from another in terms of elements of movement?
3. What helps you to remember dances?

#### *Nature of Dance:*

1. Dancers use structured patterns as a means to communicate intent.

Proposed for SBE Adoption





### Prepared Graduates:

4. Apply elements of dance in movement improvisation
5. Compose a dance study applying the knowledge of the Elements of Dance, and Principles of Choreography within the creative process

### Grade Level Expectation:

1. Create simple group dances based on intent

### Evidence Outcomes

#### *Students Can:*

- a. Plot an outline for a dance study based on content and intent
- b. Improvise based on an intent and create a short movement sequence for two or more dancers
- c. Develop and extend the length of the movement sequence

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Dance works can mirror a story, history, or music and can create a seamless connection to these disciplines. (Civic/Interpersonal)
2. Digital and visual stimuli, as well as music, set and props can be used to provide ideas and inform decisions in the dance-making process. (Entrepreneurial)
3. Creating dances in small groups develops communication, social, and problem-solving skills. (Entrepreneurial)
4. Students can follow rules for discussions, set goals, fulfill roles in collaborative groups. (Personal)

#### *Inquiry Questions:*

1. What method will you use to build a short dance study?
2. How does composing help you to create and solve problems?
3. What helps your dance to communicate your intent?

#### *Nature of Dance:*

1. Creating and performing dances are forms of self-expression and convey the choreographer's intent.

Proposed for SBE Adoption



### Prepared Graduates:

4. Apply elements of dance in movement improvisation
5. Compose a dance study applying the knowledge of the Elements of Dance, and Principles of Choreography within the creative process

### Grade Level Expectation:

2. Create a dance using choreographic principles (form/structure and design)

### Evidence Outcomes

#### *Students Can:*

- a. Manipulate or vary movement sequences using dance elements
- b. Organize movements created into a short dance based on additional dance forms such as AB, ABA, Canon, and narrative
- c. Edit and refine a dance to clarify intent. Perform it for an audience

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. The creative process is universal and can be explored and practiced in all aspects of learning. (Entrepreneurial)
2. Students can synthesize information from multiple sources to demonstrate understanding of a topic. (Entrepreneurial)

#### *Inquiry Questions:*

1. What tools will you use to create dances?
2. How will you structure your dance?
3. How do using the principles of dance making help you tell a story, present your ideas or solve a movement problem?
4. How do compositional forms in dance mirror compositional form in music, literacy, etc.?

#### *Nature of Dance:*

1. Creating and performing dances are forms of self-expression and convey the choreographer's intent.
2. Dance is composed of original expressive movement in time and space.

Proposed for SBE Adoption





### Prepared Graduates:

6. Research, perform, identify, and differentiate the Language of Movement from various cultures and eras
7. Investigate and synthesize how dance developed in terms of the culture or era in which it is experienced

### Grade Level Expectation:

1. Understand and demonstrate that dances communicate cultural norms

### Evidence Outcomes

#### *Students Can:*

- a. Perform dances from different cultures and describe them based on steps, gestures, and formations
- b. Compare and contrast dances from one's own culture to dances from different cultures
- c. Describe examples of the importance of dance through history and across cultures

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Social dances of today can be found in many diverse cultures and eras such as the courts of Europe, and international society and tribal cultures. The role and purpose of social dances have evolved over time. (Civic/Interpersonal)
2. Understanding the importance of the connection of communication and dance provides insight into reasons why dance forms evolve as societal needs evolve. (Entrepreneurial)

#### *Inquiry Questions:*

1. How do costumes influence the meaning of a dance?
2. What is the significance of the music chosen for a dance?
3. Does dance define culture, or does culture define dance?

#### *Nature of Dance:*

1. Cultural and social dances share common elements and purpose.

Proposed for SBE Adoption





### Prepared Graduates:

6. Research, perform, identify, and differentiate the Language of Movement from various cultures and eras
7. Investigate and synthesize how dance developed in terms of the culture or era in which it is experienced

### Grade Level Expectation:

2. Recognize ideas and styles in dance masterworks

### Evidence Outcomes

#### *Students Can:*

- a. Research and identify the intent behind a dance masterwork
- b. Identify some of the choreographic principles used in a dance masterwork
- c. Create several movement sequences based on ideas found in a dance masterwork

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Connecting the similarities in many diverse styles provides insight to the universality of dance as communication. (Entrepreneurial)
2. Observing and analyzing a masterwork can give us insight into the history and culture of a community through time. (Civic/Interpersonal)

#### *Inquiry Questions:*

1. Do you see dance differently when you know dance vocabulary?
2. Does dance have boundaries, in terms of social and physical interactions?
3. How have technology and the mass media affected dance?
4. How does dance movement provide emotional responses in an audience?
5. What makes a dance masterwork a masterwork?

#### *Nature of Dance:*

1. Observers of dance see and feel the difference in masterworks based on the choreographer's intent.

Proposed for SBE Adoption



### Prepared Graduates:

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

### Grade Level Expectation:

1. Compare and contrast the work of well-known choreographers

### Evidence Outcomes

#### *Students Can:*

- a. Describe a choreographer's movement vocabulary
- b. Compare and contrast the movement vocabulary of different choreographers
- c. Compare two works from two different genres based on the above criteria using movement notation

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Dance criticism in society serves the purpose of furthering knowledge and increasing the depth of response that is possible when observing and evaluating dance works. (Civic/Interpersonal)
2. Media such as video, film, and the Internet that are used to view dance works of well-known choreographers provide ample opportunities to analyze, re-create, and discuss work. (Entrepreneurial)
3. Recognize that people have different opinions and responses to works of art. (Personal)
4. Students can analyze different dance works to compare and contrast competing theories, points of view, and styles in the discipline. (Entrepreneurial)

#### *Inquiry Questions:*

1. How does one identify with a style?
2. Why does the choreographer choose to create in a particular style?
3. How do past choreographers influence present-day choreographers?
4. How can dance notation help one to better understand the choreographer's intent?

#### *Nature of Dance:*

1. Appreciating dance includes having a clear picture of the movement, number of dancers, performance environment, costumes, and sound.
2. Dance, as well as other art forms, allows for subjective opinions.

Proposed for SBE Adoption





### Prepared Graduates:

8. Critique, analyze, reflect upon, and understand new works, reconstructions, and masterworks using the Language of Movement
9. Analyze connections between all content areas, mass media, and careers

### Grade Level Expectation:

2. Evaluate the use of dance skills, training and rehearsal as they contribute to a performance

### Evidence Outcomes

#### *Students Can:*

- a. Evaluate how the quality of dance training and the frequency of rehearsals can affect a performance
- b. Analyze how preparation is used in other content areas and compare these processes to those used in dance

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Rehearsing and training consistently to produce a desired outcome develops strong self-direction and collaboration skills that can be transferred to many vocations. (Personal)
2. Being aware of quality production and performance builds inquiry and analysis skills needed for lifelong endeavors. (Personal)

#### *Inquiry Questions:*

1. What activities go into training for dance?
2. How would you describe a dancer that is successful in their work?
3. What historical factors contributed to the American dance style?
4. How does one know when he or she is ready for performance?
5. How do you feel when you have accomplished your goals in dance?

#### *Nature of Dance:*

1. Appreciating dance includes having a clear picture of the movement, number of dancers, performance environment, costumes, and sound.
2. Dance, as well as other art forms, allows for subjective opinions.

Proposed for SBE Adoption







### Prepared Graduates:

1. Apply Technical Dance Skills and Language of Movement to retain and execute choreography
2. Apply kinesthetic awareness to develop life-long and safe movement practices

### Grade Level Expectation:

1. Develop and increase dance skills in multiple genres

### Evidence Outcomes

#### *Students Can:*

- a. Demonstrate foundational dance skills and execute choreography
- b. Demonstrate strength, flexibility and body awareness when performing dances from multiple genres
- c. Incorporate dynamics and clarity to enhance the language of movement and performance expression

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Imagery simulates the movement in practice and enhances performance quality. (Entrepreneurial)
2. Connecting musicality with dance requires applying the nuances of rhythm and style. (Entrepreneurial)
3. Students can analyze different genres to compare and contrast points of view in the discipline. (Entrepreneurial)

#### *Inquiry Questions:*

1. Can you identify the elements of dance visible in a particular dance genre?
2. How does one use a sense of rhythm and style when performing varied dances?
3. How do simple sequences support the big idea or theme in a dance performance?

#### *Nature of Dance:*

1. Dancers are considered both athletes and artists.

Proposed for SBE Adoption



# DANCE

## Fifth Grade, Standard 1. Movement, Technique, and Performance



### Prepared Graduates:

3. Participate in the dance production process in multiple roles

### Grade Level Expectation:

2. Demonstrate foundational dance skills and execute choreography with accuracy

### Evidence Outcomes

#### *Students Can:*

- a. Perform a dance in which the elements of dance are varied
- b. Perform at least two dances each of which has a different intent
- c. Accurately perform one or more dances in which the use of parts of the body changes or involves a different number of performers

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Dancers interpret meaning just as readers interpret literary works, or musicians interpret a composer's intended message. (Entrepreneurial)
2. Students can pose and respond to questions and contribute to the discussion about a topic or text in order to advance the dialogue. (Personal)

#### *Inquiry Questions:*

1. How do you begin to interpret an idea?
2. What does intent mean? How is it communicated in a dance performance?
3. How does movement notation aid in communicating the meaning of a dance?
4. How is it possible to communicate without words in a dance performance?

#### *Nature of Dance:*

1. Dancers utilize rhythm and style to produce original dance works.

Proposed for SBE Adoption



**Prepared Graduates:**

4. Apply elements of dance in movement improvisation

**Grade Level Expectation:**

1. Create group dances based on personal experiences or external stimuli

**Evidence Outcomes**

*Students Can:*

- a. Create a movement sequence based on a variety of stimuli
- b. Apply the elements of choreography to effectively tell a story or other type of narrative or medium
- c. Improvise and solve movement problems when working alone, with partners or in small groups

**Academic Context and Connections**

*Colorado Essential Skills:*

1. When we work with others, we learn as much about ourselves as we do about others. (Civic/Interpersonal)
2. Shared inquiry builds an appreciation of diverse opinions and styles. (Civic/Interpersonal)
3. Dance form and design parallel the structure in creative writing. (Entrepreneurial)
4. A strong understanding of mathematical concepts such as numeracy and geometry are used when developing dance studies. (Entrepreneurial)
5. Students can synthesize information from multiple sources to demonstrate understanding of a topic. (Entrepreneurial)

*Inquiry Questions:*

1. How can you use shape, space, timing and rhythm when working in a group?
2. How do the chosen movements project the intent?
3. How do you know you are finished?

*Nature of Dance:*

1. Creating and performing dances are forms of self-expression and convey the choreographer's intent.
2. Dance reinvents itself with new works at every opportunity.

Proposed for SBE Adoption

### Prepared Graduates:

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

### Grade Level Expectation:

2. Demonstrate more advanced choreographic skills such as more complex dance forms or organizational structures other than unison

### Evidence Outcomes

#### *Students Can:*

- a. Create movement phrases using compositional elements
- b. Demonstrate an understanding of form and structure to create dances through improvisation
- c. Create smooth transitions between movement sequences to strengthen intent

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Collaboration fosters understanding of self and others. (Civic/Interpersonal)
2. A thinking body is a personal instrument of expression. (Personal)
3. Video playbacks aid in determining effective use of space, time, and energy and help to assess the aesthetic qualities of a dance work. (Civic/Interpersonal)
4. Students can follow rules for discussions, set goals, fulfill roles in collaborative groups. (Personal)

#### *Inquiry Questions:*

1. How do you begin to create a new phrase of movement?
2. How do the elements of dance reflect an understanding of a dance?
3. How do you know when you are finished?

#### *Nature of Dance:*

1. Creating and performing dances are forms of self-expression and convey the choreographer's intent.
2. Dance is composed of original expressive movement in time and space, not imitated steps from traditional dance styles.

Proposed for SBE Adoption



**Prepared Graduates:**

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

**Grade Level Expectation:**

1. Compare and contrast dances from a variety of cultures

**Evidence Outcomes**

*Students Can:*

- a. Identify universal dance themes found throughout the world
- b. Describe the relationship between music and dance when learning dances from around the world
- c. Explore the use of formations and spatial groupings in cultural and social dances based on the era

**Academic Context and Connections**

*Colorado Essential Skills:*

1. Socially and historically specific attitudes toward the use of the body to communicate messages are diverse and depend on many cultural and societal norms. (Civic/Interpersonal)
2. Dance changes with the time, the country, and even the weather. Dance does not have one history, but many. (Civic/Interpersonal)
3. Technological media allow for the study of various cultural dances such as historical or cultural documentary films and musicals of varying eras. (Civic/Interpersonal)
4. Students can analyze different cultures to compare and contrast points of view, and differences in the discipline. (Entrepreneurial)

*Inquiry Questions:*

1. How does the past influence the present?
2. How does music influence movement?
3. What do floor patterns, costumes and formations in social dances tell us about a culture?

*Nature of Dance:*

1. Societies express their unique qualities through dance.

Proposed for SBE Adoption

**Prepared Graduates:**

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

**Grade Level Expectation:**

2. Observe and analyze dances from different historical periods

**Evidence Outcomes**

*Students Can:*

- a. Compare and contrast dances of the past and dances of the present
- b. Compare and contrast the influence of social and economic values in dances from different eras
- c. Identify and describe choreographic principles used in masterworks from different historical periods

**Academic Context and Connections**

*Colorado Essential Skills:*

1. Dance reveals socially and historically specific attitudes in its body language. For example, many cultures use social dances to celebrate births, commemorate deaths, and mark special events using gestures and movements drawn from their everyday lives. (Civic/Interpersonal)
2. Electronic media such as television, the Internet, and film provide a window to view the many diverse cultural and societal uses of dance. They also provide an ability to see similarities and differences among traditional dance techniques. (Professional)

*Inquiry Questions:*

1. What cultural influences do you see in present day dances that you like?
2. How does a dance from a past era tell us about the people of that time? The environment, the music, the subject matter, etc.
3. How have historical events affected or influenced dance styles?

*Nature of Dance:*

1. Dance reflects history through movement.

Proposed for SBE Adoption



**Prepared Graduates:**

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

**Grade Level Expectation:**

1. Analyze theme, meaning and structure in a variety of dance works

**Evidence Outcomes**

*Students Can:*

- a. Describe traditional dance vocabulary
- b. Identify movement choices to determine whether the choreographer's intent is clear
- c. Describe the movement content of a particular dance work and the effect each component has on the work

**Academic Context and Connections**

*Colorado Essential Skills:*

1. Imagination and creativity reminds the dancer and the viewer that dance is an art form that can and should be enjoyed (Entrepreneurial)
2. Dance analysis and critique of performances provides a structure to frame interpretations from around the world. This framework increases one's engagement and reflection in the work. (Entrepreneurial)

*Inquiry Questions:*

1. Describe what you understand about the dance?
2. How does a particular dance compare with other dances?
3. How do the elements of dance clarify the intent?
4. How can appropriate dance terminology help one to describe the feelings in a particular dance?

*Nature of Dance:*

1. Appreciating dance allows one to develop opinions about art and performance, developing an aesthetic sense.
2. When reviewing dance, one must be objective, and give reasons for opinions by providing evidence to support an interpretation.

Proposed for SBE Adoption

**Prepared Graduates:**

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

**Grade Level Expectation:**

2. Discover personal connections through dance to other academic content and a broader creative community

**Evidence Outcomes**

*Students Can:*

- a. Explore how dance relates to a variety of other academic content areas
- b. Describe the impact of dance in a variety of social media settings
- c. Analyze how arts in the community are related to one another

**Academic Context and Connections**

*Colorado Essential Skills:*

1. Utilizing appropriate vocabulary and principles develops a literate dancer, choreographer, and viewer, much like musicians, actors, and artists use the vocabulary of the trade to communicate. (Civic/Interpersonal)
2. Analyzing dance works builds critique and evaluation skills for becoming adept at problem-solving. (Entrepreneurial)
3. Students can follow rules for discussions, set goals, fulfill roles in collaborative groups.

*Inquiry Questions:*

1. How are movements inspirational?
2. How can appropriate dance terminology help one to describe the structure and design of a dance?
3. How does one determine what genre he or she prefers?

*Nature of Dance:*

1. Interpretation of a dance requires understanding the character of a dance, its subject matter, and the qualities that personify the big idea.

Proposed for SBE ADOPTION





### Prepared Graduates:

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

### Grade Level Expectation:

1. Perform Intermediate dance movements/technique

### Evidence Outcomes

#### *Students Can:*

- a. Demonstrate alignment appropriate to the genre
- b. Distinguish the qualities required for dynamic expression in movement
- c. Perform movement sequences with clarity of movement and attention to detail

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. The experienced dancer knows how to apply the knowledge and skills to function in the real world. (Civic/Interpersonal)
2. Dancers with a solid classical foundation in technique or movement skills have excellent control of their bodies and movement execution. (Personal)
3. The elements of dance are fundamental in the creation and application of the art form. (Entrepreneurial)
4. Students can synthesize information from multiple sources to demonstrate understanding of a topic. (Entrepreneurial)

#### *Inquiry Questions:*

1. How does proper alignment change the ability to dance and execute steps?
2. How do the movement qualities alter expression in a dance? How does sequencing provide clarity to the big idea?

#### *Nature of Dance:*

1. Dancers in all genres understand that the alignment, expression, and interpretation are essential in the final performance.

Proposed for SBE Adoption





### Prepared Graduates:

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

### Grade Level Expectation:

2. Develop techniques to produce a strong center

### Evidence Outcomes

#### *Students Can:*

- a. Develop self-awareness of how the body moves
- b. Demonstrate flexibility and placement
- c. Refine body control, and develop technique skills

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Varied levels of daily practice are required to support the necessary technique in performance. (Personal)
2. Spatial awareness is applicable in movement and all respects of life. (Civic/Interpersonal)
3. Students can synthesize information from multiple sources to demonstrate understanding of a topic. (Entrepreneurial)

#### *Inquiry Questions:*

1. How does spatial awareness show the dancer how to move the body?
2. How does flexibility, placement, and body control develop technical skills in the dancers?

#### *Nature of Dance:*

1. Nature of Dance Professionals can adapt the necessary skills to support the work in progress.

Proposed for SBE Adoption



# DANCE

## Sixth Grade, Standard 1. Movement, Technique, and Performance



### Prepared Graduates:

3. Participate in the dance production process in multiple roles

### Grade Level Expectation:

3. Perform dances with specific, given intents

### Evidence Outcomes

#### *Students Can:*

- a. Accurately performs dances and demonstrates clarity of intent
- b. Apply the elements of dance to the choreography given
- c. Apply spatial awareness across multiple settings

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Understand the importance of production elements and performance skills. (Entrepreneurial)
2. Students can synthesize information from multiple sources to demonstrate understanding of a topic. (Entrepreneurial)

#### *Inquiry Questions:*

1. How are the music, drama, and decor relevant to the final performance?

#### *Nature of Dance:*

1. Professionals have the knowledge and skills to implement the intent.

Proposed for SBE Adoption



### Prepared Graduates:

4. Apply elements of dance in movement improvisation

### Grade Level Expectation:

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

### Evidence Outcomes

#### *Students Can:*

- a. Experiment with movement elements in a variety of combinations
- b. Develop basic improvisational skills and techniques
- c. Identify patterns, connections, and individual creative choices which will apply to movement studies

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Modern technology allows dancers and choreographers to review work in order to highlight specifics that support intent. (Civic/Interpersonal)
2. Dancers need various techniques in order to work with the choreographers of today. (Civic/Interpersonal)
3. Students can synthesize information from multiple sources to demonstrate understanding of a topic. (Entrepreneurial)

#### *Inquiry Questions:*

1. How does improvisation help in providing a variety of movement combinations?
2. How does technique improve improvisational skills.

#### *Nature of Dance:*

1. Improvisation and exploration are essential ingredients to begin the creative process.

Proposed for SBE Adoption

### Prepared Graduates:

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

### Grade Level Expectation:

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

### Evidence Outcomes

#### *Students Can:*

- a. 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
- b. Design a movement sequence that serve the artistic intent
- c. Identify and compare the creative choices made in choreography

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Altering the elements of dance can change the dynamics of the dance. (Entrepreneurial)
2. Order of operation within the creative process is necessary to produce an original dance. (Entrepreneurial)
3. Students can pose and respond to questions and contribute to the discussion about a topic or text in order to advance the dialogue. (Personal)

#### *Inquiry Questions:*

1. Why is it important to have a beginning, middle, and end to a movement phrase?
2. How does a movement sequence serve the artistic intent?

#### *Nature of Dance:*

1. Creativity, practice, and performance highlight the essential ingredients of the choreography.
2. Choreographers create dances through a process of trial and error that requires the ability and discipline to self-analyze and self-correct.

Proposed for SBE Adoption



**Prepared Graduates:**

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

**Grade Level Expectation:**

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

**Evidence Outcomes**

*Students Can:*

- a. Define the Language of Movement specific to a culture and era
- b. Using existing knowledge to identify movement of cultures and eras
- c. Perform movements specific to various cultures and eras

**Academic Context and Connections**

*Colorado Essential Skills:*

1. Each unique dance speaks volumes of the culture. (Entrepreneurial)
2. Students can synthesize information from multiple sources to demonstrate understanding of a topic. (Entrepreneurial)

*Inquiry Questions:*

1. How does the movement reflect the culture?

*Nature of Dance:*

1. The ability to integrate the traditional with the new is what keeps dance vital.
2. Dancers preserve traditions with their ability to replicate the movement and intent of choreographers who precede them, and to teach the movement to the next generation.

Proposed for SBE Adoption



**Prepared Graduates:**

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

**Grade Level Expectation:**

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

**Evidence Outcomes**

*Students Can:*

- a. Identify the origins of selected dances throughout history
- b. Investigate the development and evolution of selected dances
- c. Identify and draw conclusions about contributions of dance to its culture or era

**Academic Context and Connections**

*Colorado Essential Skills:*

1. Concepts in science require memorization and an understanding of traditional processes in order to comprehend how interactions work. (Entrepreneurial)
2. Theatre productions use traditional costumes, music, and movement to convey a sense of time and place. (Entrepreneurial)
3. Software for databases, word processing, and spreadsheets require one to learn traditional industry standards of practice. (Civic/Interpersonal)
4. Geography impacts how traditional dances are created. (Entrepreneurial)

*Inquiry Questions:*

1. How do cultural forms reflect current trends in dance?
2. How does learning about another culture inform your perception of your own?
3. How does understanding a culture make learning a dance more meaningful?

*Nature of Dance:*

1. Dancers value traditional and cultural dance forms, which serve as the foundation for new and cutting-edge choreography.

Proposed for SBE Adoption



### Prepared Graduates:

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

### Grade Level Expectation:

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

### Evidence Outcomes

#### *Students Can:*

- a. Critique self and peers application of alignment, dynamic expression, clarity of movement, and attention to detail
- b. Analyze the effectiveness of the Elements of Movement and Principles of Choreography to convey choreographic themes
- c. Analyze and critique a variety of performance using the Language of Movement

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Connecting technology that can be used to simulate venues, lighting, and costume designs to provide a feel for what work would look like in a professional setting. (Professional)
2. Connecting visual artist and graphic design which capture ideas in images. (Entrepreneurial)

#### *Inquiry Questions:*

1. How does writing a critique clarify one's individual preferences and biases?
2. In what ways do costumes, lighting, music, and performance spaces contribute to or detract from a dance's theme?
3. How did dancers document and keep a record of dances before video?

#### *Nature of Dance:*

1. Dancers observe dance works on a global scale.
2. Dance allows observers to experience personal moments.
3. Dance critics provide evidence to support their interpretations.

Proposed for SBE Adoption





# DANCE

## Sixth Grade, Standard 4. Reflect, Connect, and Respond



### Prepared Graduates:

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

### Grade Level Expectation:

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

### Evidence Outcomes

#### *Students Can:*

- a. Identify the relationship between music, visual art, video, other school subjects and dance
- b. Show similarities and differences between dance, other art forms and school subjects
- c. Describe the impact of dance within individual communities

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Understanding the connections of dance to other disciplines allows for an appreciation of the art form. (Civic/Interpersonal)
2. Students can synthesize information from multiple sources to demonstrate understanding of a topic. (Entrepreneurial)

#### *Inquiry Questions:*

1. How does dance reflect and relate to other disciplines?
2. How would one show when a dance is complete work?
3. How does dance affect the individual community?

#### *Nature of Dance:*

1. A professional uses input from various contents, media, and careers to make connections and understand how dance relates in the real world.

Proposed for SBE Adoption





### Prepared Graduates:

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

### Grade Level Expectation:

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

### Evidence Outcomes

#### *Students Can:*

- a. Refine alignment to demonstrate appropriate artistic expression
- b. Apply the qualities required for dynamic expression in movement
- c. Perform movement sequences with clarity of movement, attention to detail, and artistic expression

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. The Language of Dance is a foundation for exploration and improvisation in the choreographic process. (Entrepreneurial)
2. Technical skills provide a framework for execution and performance of the work. (Personal)
3. The performance of the basic structures of choreographed works develops confidence to take risks. (Entrepreneurial)
4. Students can pose and respond to questions and contribute to the discussion about a topic in order to advance the dialogue. (Personal)

#### *Inquiry Questions:*

1. How can essential dance skills aid in the interpretation of dance?
2. How important is the Language of Movement in executing choreography?

#### *Nature of Dance:*

1. Dancers are trained to be immediately responsive to both internal and external stimuli and to communicate the big idea.
2. Dancers who study the foundational dance forms are highly versatile performers.

Proposed for SBE Adoption





### Prepared Graduates:

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

### Grade Level Expectation:

2. Demonstrate alignment and control while moving

### Evidence Outcomes

#### *Students Can:*

- a. Apply body self-awareness to safe body movement
- b. Develop core strength to increase coordination, flexibility and placement
- c. Demonstrate how a well-planned kinesthetic warm-up maintains dance technique and endurance in performance

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. The ability to respond mindfully to being thrown off center reflects a flexibility of thought that can be applied in any life situation where the unexpected occurs such as maneuvering a crowded sidewalk. (Personal)
2. Dancers use body alignment much like vocalists use proper vocal alignment to provide agility and stability. (Personal)
3. Video playbacks can be used to assess proper alignment. (Civic/Interpersonal)
4. Performance skills develop a dancer's self-direction and problem-solving abilities. (Entrepreneurial)
5. Students can synthesize information from multiple sources to demonstrate understanding of a topic. (Entrepreneurial)

#### *Inquiry Questions:*

1. How are some architectural structures suspended?
2. How is the connection between a strong center and choreographic designs relevant?
3. How does kinesthetic awareness apply to technique?

#### *Nature of Dance:*

1. It is the goal of dance performance to impart meaning and elevate awareness.
2. Because the body is a dancer's instrument, it is vital that it be treated well for maximum performance and endurance.
3. Prevention is better than cure in taking care of the body

Proposed for SBE Adoption



# DANCE

## Seventh Grade, Standard 1. Movement, Technique, and Performance



### Prepared Graduates:

3. Participate in the dance production process in multiple roles

### Grade Level Expectation:

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

### Evidence Outcomes

#### *Students Can:*

- a. Applies technique to enhance artistic performance
- b. Embodies the elements of dance in choreography
- c. Adapts movements to varying performance areas
- d. Recall appropriate production terminology, and explain how the production elements would be handled in different situations

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Because most people move in a parallel orientation, technique leads to better body and kinesthetic awareness. (Personal)
2. Students can analyze and use information presented visually that support the words in a text. (Entrepreneurial)

#### *Inquiry Questions:*

1. How do jobs or careers involve public performances?
2. How is the dancing in class and dancing in a production different?

#### *Nature of Dance:*

1. Dancers employ artistic investigation to enhance kinesthetic growth, cross training, and muscular balance.

Proposed for SBE Adoption





### Prepared Graduates:

4. Apply elements of dance in movement improvisation

### Grade Level Expectation:

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

### Evidence Outcomes

#### *Students Can:*

- a. Apply movement elements in various combinations
- b. Apply basic improvisational skills and techniques
- c. Identify reasons for movement and structural choices

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Studying video of various dance sequences can inspire ideas to incorporate into an improvised or original dance work. (Professional)
2. Students can follow rules for discussions, set goals, fulfill roles in collaborative groups. (Personal)

#### *Inquiry Questions:*

1. How is memorized choreography different from improvisation?
2. How can you change existing choreography to make it more interesting?
3. How does the intent of a dance alter when the music is changed, even if the movement remains the same?

#### *Nature of Dance:*

1. Dancers adapt to ever-changing situations

Proposed for SBE Adoption





### Prepared Graduates:

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

### Grade Level Expectation:

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

### Evidence Outcomes

#### *Students Can:*

- a. Create, refine, and perform dance studies which demonstrate clarity of artistic intent
- b. Utilize multiple movement sequences with a variety of choreographic forms and elements of dance
- c. Compare and articulate the creative choices made in choreography

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Using video playbacks, dancers can assess their ability to employ the choreographic elements (Entrepreneurial)
2. Understanding the relationship among space, time, and energy helps scientists and dancers to develop feasible hypotheses. (Entrepreneurial)
3. Students can synthesize information from multiple sources to demonstrate understanding of a topic. (Entrepreneurial)

#### *Inquiry Questions:*

1. How does the creator diversify the use of choreographic elements in a dance work?
2. How is a dance space different when working with only one body versus groups?

#### *Nature of Dance:*

1. Choreographers know that the choreographic elements connect structure with meaning.

Proposed for SBE Adoption



**Prepared Graduates:**

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

**Grade Level Expectation:**

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

**Evidence Outcomes**

*Students Can:*

- a. Recall the Language of Movement specific to a culture and era
- b. Compare movement between cultures and eras using existing knowledge
- c. Perform movements specific to multiple cultures and eras

**Academic Context and Connections**

*Colorado Essential Skills:*

1. The ability to take vocabulary from one culture and use it in another requires and deepens understandings of both cultures. (Entrepreneurial)
2. People express through their dances what they value as a culture. (Civic/Interpersonal)
3. Digital media allow us to experience authentic performances from a variety of world cultures. (Civic/Interpersonal)
4. Students can analyze different cultures to compare and contrast points of view, and differences in the discipline. (Entrepreneurial)

*Inquiry Questions:*

1. How would youth from other cultures learn our dances?
2. How are movements similar across cultures and eras?

*Nature of Dance:*

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

Proposed for SBE Adoption

**Prepared Graduates:**

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

**Grade Level Expectation:**

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

**Evidence Outcomes**

*Students Can:*

- a. Research historical contexts which contributed to the development of different dance styles
- b. Discuss movement characteristics or qualities in a specific era or culture and how different perspectives are communicated
- c. Compare and discuss dances performed by people in various localities or communities

**Academic Context and Connections**

*Colorado Essential Skills:*

1. Re-creating a historical scene is an engaging way to experience another time period. (Entrepreneurial)
2. Videotaping allows for careful comparisons between originals and re-creations. (Professional)

*Inquiry Questions:*

1. How is the work of some choreographers easier to perform than the work of others?
2. How did some dances become popular in their day?
3. How are popular dances today similar and different from historical social dances?
4. How do dances of given eras reflect the manners and morals of that era?

*Nature of Dance:*

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

Proposed for SBE Adoption





### Prepared Graduates:

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

### Grade Level Expectation:

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

### Evidence Outcomes

#### *Students Can:*

- a. Critique self and peers application of stimuli, various choreographic forms, clarity of intent and artistic expression
- b. Compare and contrast the use of the Elements of Movement and Principles of Choreography to convey intent and meaning
- c. Describe specific aesthetic differences and similarities among styles and artists using the language of dance

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Rehearsals improve the analysis of the work and progress. (Personal)
2. Dancers use the Language of Dance to create and analyze a work. (Entrepreneurial)
3. One's own biases can influence our perception of intent and quality of a piece of choreography. (Personal)
4. Dance-focused websites provide archives of dance reviews and resources. (Civic/Interpersonal)
5. Students can analyze and use information presented visually that support the words in a text. (Entrepreneurial)

#### *Inquiry Questions:*

1. Why must one analyze the dance in the first place?
2. Why do different dance styles require different critique criteria?

#### *Nature of Dance:*

1. Dancers need to use interpret and analyze the work to inform their audience.

Proposed for SBE Adoption



**Prepared Graduates:**

**Grade Level Expectation:**

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

**Evidence Outcomes**

*Students Can:*

- a. Analyze the relationships between music, visual art, video, other school subjects and dance
- b. Analyze the similarities and differences between music, visual art, video, other school subjects and dance
- c. Analyze the impact of dance within individual communities

**Academic Context and Connections**

*Colorado Essential Skills:*

1. To videotape and critique one's performance in practice situations improves real world applications. (Professional)
2. Collaboration amongst different areas of study can foster new revelations in self, artistic vision, and investigation. (Civic/Interpersonal)
3. Tools developed through analysis can be used and applied in all job areas. (Entrepreneurial)

*Inquiry Questions:*

1. How can analyzing dance and other subjects assist in building a stronger artistic presence in the community?

*Nature of Dance:*

1. Dance professionals can actively use analysis to reach beyond their medium to share and present dance works in a variety of relatable ways.

Proposed for SBE Adoption

### Prepared Graduates:

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

### Grade Level Expectation:

1. Perform Intermediate dance movements/technique with artistic expression

### Evidence Outcomes

#### *Students Can:*

- a. Embody technical dance skills to demonstrate appropriate artistic expression
- b. Apply energy and dynamics in such a way that movement is textured.
- c. Perform movements in relation to other dancers, objects, and environment.

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Using technology such as video and movie maker provides the ability to demonstrate a broad range of dance styles for building a portfolio and improving the work itself. (Professional)
2. Applying multiple approaches in dance through the personalization of movement demonstrates a dancer's ability to think critically and problem-solve. (Entrepreneurial)
3. Following a prescribed choreographic work gives dancers a foundation for understanding basic dance sequence and structure. (Personal)
4. Choreographic structures have many similarities to music, theatre, and literary structures. (Professional)
5. Students can synthesize information from multiple sources to demonstrate understanding of a topic. (Entrepreneurial)

#### *Inquiry Questions:*

1. How does adaptation of various dance styles demonstrate knowledge?
2. Why is it important to know more than one style or movement approach to dance?
3. How would you describe your own personal style of dance?

#### *Nature of Dance:*

1. Innovative dancers are skilled in more than one dance style.

Proposed for SBE Adoption



**Prepared Graduates:**

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

**Grade Level Expectation:**

2. Embody alignment and control while moving

**Evidence Outcomes**

*Students Can:*

- a. Embody self-awareness during movement
- b. Apply core strength to increase coordination, flexibility and placement
- c. Identify practices of injury prevention and methods for personal improvement

**Academic Context and Connections**

*Colorado Essential Skills:*

1. Because the human body was designed for motion, anatomical awareness learned in dance can be applied to all effort actions as a means to grasp concepts in physics and body sciences. (Professional)
2. Video images and split-screen presentation boards can be used to show real-world photos of movement with overlays of muscle groups and bones that are used for captured movement. (Civic/Interpersonal)
3. Dancers can use scientific principles and concepts to understand muscular development and proper conditioning to improve movement. (Professional)
4. How do bones and muscles work together? (Personal)
5. Students can analyze and use information presented visually that support the words in a text. (Entrepreneurial)

*Inquiry Questions:*

1. How would you move if you had no muscles or bones?
2. How do bones and muscles work together?
3. Which muscles initiate a given dance movement such as grand jeté?

*Nature of Dance:*

1. Dancers understand that the infrastructures of the thinking and moving body (a dancer's instrument) have greatly improved the teaching of dance and the learning of choreography.

Proposed for SBE Adoption

# DANCE

## Eighth Grade, Standard 1. Movement, Technique, and Performance



### Prepared Graduates:

3. Participate in the dance production process in multiple roles

### Grade Level Expectation:

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

### Evidence Outcomes

#### *Students Can:*

- a. Articulate personal performance goals and practice to reach goals
- b. Collaborate with peers to embody the elements of dance in choreography
- c. Apply production terminology, and collaborate to design and execute production elements that would intensify and heighten the artistic intent of a dance performance

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Using spreadsheet programs like Microsoft Excel and charting software programs can provide for a healthy lifestyle. (Civic/Interpersonal)
2. Students can follow rules for discussions, set goals, fulfill roles in collaborative groups. (Personal)

#### *Inquiry Questions:*

1. How does the individual performer become athlete and artist in a work?
2. How does a dancer maintain a healthy lifestyle?

#### *Nature of Dance:*

1. Making healthy choices leads to a sustainable career in the art form.

Proposed for SBE Adoption



### Prepared Graduates:

4. Apply elements of dance in movement improvisation

### Grade Level Expectation:

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

### Evidence Outcomes

#### *Students Can:*

- a. Arrange movement elements to convey artistic intent
- b. Apply intermediate improvisational skills and techniques
- c. Select and justify personal preferences for movement and structural choices

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Engineers, like dancers, can create based on a design idea for which they “choreograph” each step of building or bridge until they reach an end or accomplish the intent. (Entrepreneurial)
2. Laptops with styli allow for quick notation when reviewing for consistency in intent. (Civic/Interpersonal)
3. Writers and dancers rely on thematic elements as a means to develop intent. (Entrepreneurial)
4. Students can synthesize information from multiple sources to demonstrate understanding of a topic. (Entrepreneurial)

#### *Inquiry Questions:*

1. How do you explain the intent of your dance in relation to the movements you have chosen?
2. How can improvisation drive the intent?

#### *Nature of Dance:*

1. Dance speaks the language of communities in space and time.

Proposed for SBE Adoption



### Prepared Graduates:

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

### Grade Level Expectation:

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

### Evidence Outcomes

#### *Students Can:*

- a. Revise choreography collaboratively or independently based on artistic criteria, self-reflection, and the feedback of others
- b. Implement movement from a variety of stimuli to develop an original dance study
- c. Articulate the process for making movement and structural choices

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Many art disciplines rely on abstract interpretation to communicate an idea. (Entrepreneurial)
2. Movement contains a distinct shape and can be used to help the viewer to visualize meaning. (Civic/Interpersonal)
3. The use of theme variations in music is a similar process to creating abstract movement in dance (Entrepreneurial)
4. Students can pose and respond to questions and contribute to the discussion about a topic or text in order to advance the dialogue. (Personal)

#### *Inquiry Questions:*

1. How does one compare and contrast a dance without a plot with a narrative?
2. Why are the depictions of a dance without a plot considered odd or difficult for an audience to understand?
3. How can music, observed dance, literary forms, notation, natural phenomena, persona experience/recall, current news or social events influence dance composition?

#### *Nature of Dance:*

1. Dancers create original dance studies using a variety of choreographic forms.

Proposed for SBE Adoption



**Prepared Graduates:**

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

**Grade Level Expectation:**

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

**Evidence Outcomes**

*Students Can:*

- a. Analyze the Language of Movement specific to a culture and era
- b. Analyze and discuss, how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people
- c. Explain and demonstrate how the elements of dance are used in a variety of genres, styles, or cultural movement practices to communicate intent

**Academic Context and Connections**

*Colorado Essential Skills:*

1. Current societal issues are common themes in artistic presentations. (Civic/Interpersonal)
2. Technological resources give access to research journals, primary sources, and dance literature that provide in-depth research on historical dance figures. (Civic/Interpersonal)
3. Students can analyze different cultures to compare and contrast points of view, and differences in the discipline. (Entrepreneurial)

*Inquiry Questions:*

1. How have historical dance figures contributed to the development of dance and dance styles?
2. How is the work of historical dance figures relevant today?
3. How has music influenced traditional dance forms?

*Nature of Dance:*

1. Dancers reflect their world through movement.

Proposed for SBE Adoption



**Prepared Graduates:**

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

**Grade Level Expectation:**

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

**Evidence Outcomes**

*Students Can:*

- a. Analyze and discuss, how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people
- b. Relate connections found between different dances and discuss the relevance of the connections to the development of one's personal perspectives
- c. Formulate possible reasons why similarities and differences developed in relation to the ideas and perspectives important to each social group

**Academic Context and Connections**

*Colorado Essential Skills:*

1. Traditional dress, dances, foods, music, and rituals are ways that cultures express what is most important in their communities. (Civic, Interpersonal)
2. Real-time media allow us to experience authentic performances from a variety of world cultures simultaneously. (Civic/Interpersonal)

*Inquiry Questions:*

1. How is dance considered "world culture?"
2. How does the American dance styles compare to others countries in world culture?
3. How do world cultures exist within your own community?

*Nature of Dance:*

1. Dance serves as an expression of what a culture values most.
2. The dance is the culture.

Proposed for SBE Adoption

### Prepared Graduates:

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

### Grade Level Expectation:

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

### Evidence Outcomes

#### *Students Can:*

- Explain how artistic expression is achieved through relationships among the elements of movement, dance technique and context
- Cite evidence in the dance to support interpretations using genre specific dance terminology
- Use artistic criteria to determine what makes an effective performance

### Academic Context and Connections

#### *Colorado Essential Skills:*

- Every discipline has its own language, and dance is no exception. For example, in math one learns the meaning and application of fractions. In dance one learns the meaning and application of body alignment. (Entrepreneurial)
- Software programs that computerize notation aid in long-term dance preservation (Civic/Interpersonal)
- Students can participate in collaborative discussions by coming to discussions prepared. (Civic / Interpersonal)

#### *Inquiry Questions:*

- How could dance be considered a “universal” language?
- How do other art forms document or preserve their work?
- How should one use personal opinion when critiquing a dance work?

#### *Nature of Dance:*

- Dancers understand that to preserve a dance, it must be documented in writing and through the use of technology.

Proposed for SBE Adoption

### Prepared Graduates:

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

### Grade Level Expectation:

2. Identify how other art forms, school subjects, and communities are used in dance

### Evidence Outcomes

#### *Students Can:*

- a. Demonstrate the use of music, visual art, video, and other school subjects in dance
- b. Discover connections to social activities, mass media, and careers
- c. Predict how communities impact dance

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Database archives offer thousands of dance critiques to review. (Civic/Interpersonal)
2. The study of dance literature requires the reader to draw inferences and conclusions based on the perceived intent of the dancers. (Entrepreneurial)

#### *Inquiry Questions:*

1. How might one's personal tastes alter reviewing a dance work within the community?
2. How does one evaluate the qualities of a performer within a group situation?

#### *Nature of Dance:*

1. Dancers analyze the structural elements of dance works and how it fits within the community setting.

Proposed for SBE Adoption



### Prepared Graduates:

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

### Grade Level Expectation:

1. Perform Intermediate/advanced dance movements/technique with artistic expression

### Evidence Outcomes

#### *Students Can:*

- a. Embody technical dance skills with artistic expression
- b. Develop total body awareness so that movement phrases demonstrate variances of energy and dynamics
- c. Dance alone and with others while maintaining relationships through focus and intentionality

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Developing technical proficiency in any endeavor requires self-discipline, the ability to self-correct, and perseverance. (Personal)
2. Space, time, and energy are basic elements of dance. (Entrepreneurial)
3. Students can synthesize information from multiple sources to demonstrate understanding of a topic. (Entrepreneurial)

#### *Inquiry Questions:*

1. Why do dancers consider their bodies “body instruments?”
2. How do dancers work with space, time and energy to communicate artistic expression?
3. How does a dancer's expression change as their technical abilities increase?
4. How do dance techniques become “genres” or globally accepted styles?

#### *Nature of Dance:*

1. Dancers perform a variety of dance styles with distinctive characteristics.

Proposed for SBE Adoption



**Prepared Graduates:**

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

**Grade Level Expectation:**

2. Identify and apply anatomical principles and healthful practices to a range of technical dance skills

**Evidence Outcomes***Students Can:*

- a. Identify important anatomical structures to dance
- b. Apply core strength to achieve fluency of movement
- c. Apply practices of injury prevention and methods for personal improvement

**Academic Context and Connections***Colorado Essential Skills:*

1. Kinesiologists and physical therapists study body movement to understand the intricacies of human musculature, and to treat and prevent injuries (Professional)
2. Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression. (Personal)
3. Fitness and wellness software and online resources can provide tools for monitoring diet, exercise, and one's general health and wellness. (Civic/Interpersonal)
4. Students can synthesize information from multiple sources to demonstrate understanding of a topic. (Entrepreneurial)

*Inquiry Questions:*

1. How does maintaining a strong center support arm and leg extensions?
2. How does one feel differently about his or her body when participating in dance class?
3. How can a dancer do to prepare the mind and body for artistic expression?
4. How does a dancer make informed choices about his or her health and wellness that may be different than a non-dancer?

*Nature of Dance:*

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

Proposed for SBE Adoption



### Prepared Graduates:

3. Participate in the dance production process in multiple roles

### Grade Level Expectation:

3. Apply strategies for performance accuracy, clarity, and expressiveness

### Evidence Outcomes

#### *Students Can:*

- a. Create and apply personal performance goals
- b. Collaborate with peers on rehearsal processes with attention to technique and artistry
- c. Evaluate possible designs for the production elements of a performance and select and execute the ideas that would intensify and heighten the artistic intent of the dances.
- d. Demonstrate audience etiquette and discuss their role during a performance

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Successful performers use expressive, nonverbal cues to communicate important ideas. (Civic/Interpersonal)
2. Music can evoke emotions and encourage self-expression through dance. (Personal)
3. Exploring prominent artists in dance through online resources helps build background knowledge to better artistic expression. (Entrepreneurial)
4. The production of a dance performance requires strategically using audio, digital, lighting, and mechanical technologies to provide a variety of presentation possibilities. (Civic/Interpersonal)
5. Students can follow rules for discussions, set goals, fulfill roles in collaborative groups. (Personal)

#### *Inquiry Questions:*

1. How does a dancer heighten artistry in a public performance?
2. How does a performer plan and rehearse a dance work?
3. How does one interpret music as a dancer?
4. How does dance performance heighten and amplify interactions between performer, production elements, and audience?

#### *Nature of Dance:*

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

Proposed for SBE Adoption



## Prepared Graduates:

4. Apply elements of dance in movement improvisation

## Grade Level Expectation:

1. Experiment with the elements of movement to explore personal preferences and strengths through improvisation

## Evidence Outcomes

### *Students Can:*

- a. Investigate individual connections with movement
- b. Apply intermediate/advanced improvisational skills and techniques
- c. Evaluate personal preferences for movement

## Academic Context and Connections

### *Colorado Essential Skills:*

1. Dancers are aware of their kinesthetic and aesthetic likes and dislikes and can communicate those feelings. (Civic/Interpersonal)
2. Through improvisation dancers can engage in novel approaches to movement, direction, ideas, and/or perspectives. (Entrepreneurial)
3. Within the improvisational process dancers assess personal strengths and limitations, with a well-grounded sense of confidence, optimism, and a 'growth mindset'. (Personal)
4. Students can pose and respond to questions and contribute to the discussion about a topic or text in order to advance the dialogue. (Personal)

### *Inquiry Questions:*

1. Why is it important for me to expand my movement vocabulary through improvisation?
2. Why should dancers take risks to discover unexpected solutions?
3. How can I modify my movement to make it more expressive?

### *Nature of Dance:*

1. The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for improvisation.
2. Dancers translate meaning into physical movement.

Proposed for SBE Adoption



**Prepared Graduates:**

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

**Grade Level Expectation:**

2. Clarify the artistic intent of a dance by manipulating choreographic forms and structures

**Evidence Outcomes***Students Can:*

- a. Refine choreography collaboratively or independently based on artistic criteria, self-reflection, and the feedback of others.
- b. Analyze the process and the relationship between the stimuli and the movement.
- c. Analyze and evaluate impact of choices made in the revision process.

**Academic Context and Connections***Colorado Essential Skills:*

1. Creative process in dance mirrors many of the processes used in other art forms. (Entrepreneurial)
2. Dancers use media arts and technology to highlight and refine the ideas of a dance work. (Civic/Interpersonal)
3. Collaboration in dance-making by learning or inventing dances is enhanced by using elements and skills from other disciplines. (Civic/Interpersonal)
4. The use of principles of choreography to effectively communicate ideas gives a choreographer many options when creating dance works. (Entrepreneurial)
5. Students can follow rules for discussions, set goals, fulfill roles in collaborative groups. (Personal)

*Inquiry Questions:*

1. How does one decide what movements to keep and what to cut in a dance work?
2. How is it different to create a dance for a solo compared to creating an ensemble piece?
3. How do choreographers manipulate space, time, and energy to compose dance?
4. How can choreographic devices be adapted based on needs and intent?
5. Why is an understanding of intent important when performing?

*Nature of Dance:*

1. Dancers and choreographers use critical thinking, creativity, collaboration, and process systems to create dance and make dance works.
2. A new dance emerges from a choreographer as a new story emerges from an author.

Proposed for SBE Adoption





### Prepared Graduates:

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

### Grade Level Expectation:

1. Research and differentiate cultural and historical dance forms and traditions through the lens of the society they represent

### Evidence Outcomes

#### *Students Can:*

- a. Connect historical dances to their role in society
- b. Compare and contrast the functions of dance in society
- c. Analyze cultural traditions as represented through dance

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Increasing knowledge of different cultures by understanding their dance forms gives insights to the cultural traditions and purposes of dance. (Entrepreneurial)
2. Using dance as a connection to social studies provides social awareness of contemporary and historical culture. (Civic/Interpersonal)
3. Using technology to research and discover another culture's dance forms or traditions opens doors to familiar and unfamiliar cultures. (Civic/Interpersonal)
4. Dancing communicates important ideas and shares new perspectives. (Entrepreneurial)
5. Students can analyze content-specific texts to distinguish the factual evidence offered, reasoned judgments made and conclusions drawn, and speculative ideas offered in the text. (Entrepreneurial)

#### *Inquiry Questions:*

1. How does a historical dance form relate to the culture in which it was created?
2. How has dance been affected by events in history?
3. How has dance affected events in history?
4. How could a traditional dance be adapted into a contemporary context?
5. Why do people dance?

#### *Nature of Dance:*

1. Dance transcends cultural and linguistic boundaries.
2. Every culture dances.

Proposed for SBE Adoption



### Prepared Graduates:

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

### Grade Level Expectation:

2. Identify and interpret universal themes through the language of movement

### Evidence Outcomes

#### *Students Can:*

- a. Identify themes common in historical, cultural and performance dance
- b. Compare and contrast the language of movement used to portray themes in dance with one's personal perspective
- c. Interpret personal connections with dance through the language of movement

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. The knowledge of different universal themes provides understanding of different dance forms from diverse societies. (Civic/Interpersonal)
2. Technology is used to research and discover interconnections between dance and society. (Civic/Interpersonal)
3. Every era of history has dance, which is considered the first art form in history. (Civic/Interpersonal)
4. Students can generate questions to guide their research, gather information from print and digital sources, determine biases and credibility of sources, cite sources accurately, and use evidence to answer their research question. (Entrepreneurial)

#### *Inquiry Questions:*

1. How does dance deepen our understanding of ourselves, other knowledge, and events around us?
2. Why is it important to incorporate cultural and historical traditions into contemporary performance?
3. How can dance use positive communication and social skills to interact effectively with others?

#### *Nature of Dance:*

1. Culture and history live through dance.

Proposed for SBE Adoption





### Prepared Graduates:

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

### Grade Level Expectation:

1. Respond, reflect, and analyze new dance works, reconstructions, or master-works

### Evidence Outcomes

#### *Students Can:*

- a. Respond to dances using appropriate language of movement and technical terminology
- b. Reflect on personal connections to the work viewed
- c. Analyze the structure, technique and choreographic intent of the work viewed

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Demonstrating knowledge of a subject or situation provides credibility to one's critique or review. (Personal)
2. Technology can be utilized to capture movement in a digital form. (Civic/Interpersonal)

#### *Inquiry Questions:*

1. How does dance evoke an emotional response in a viewer?
2. Why is a personal interpretation of the creative process valuable?
3. How is dance understood?

#### *Nature of Dance:*

1. Dancers and choreographers constantly respond to, reflect upon, and analyze the relevance and significance of their own work and the work of others.
2. Dancers and choreographers use self-reflection and critical analysis to consider how to improve their own skills.

Proposed for SBE Adoption



### Prepared Graduates:

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

### Grade Level Expectation:

2. Connect other art forms, school subjects, and the community to dance

### Evidence Outcomes

#### *Students Can:*

- a. Integrate the use of music, visual art, video, and other school subjects in dance
- b. Create connections to social activities, mass media, and careers with dance
- c. Connect communities to create an impact with dance

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Using inspiration from the world around us as stimuli for creating work creates connections. (Entrepreneurial)
2. Using reactions to other disciplines as inspiration for dance work (and vice versa) provides ways to use dance to inspire or change the world around us. (Entrepreneurial)
3. Describing one similarity between dance and the sciences or humanities sparks awareness of the interdisciplinary connections to dance. (Civic/Interpersonal)
4. Students can analyze different similarities in subjects to compare and contrast competing theories, points of view, and arguments in other disciplines. (Entrepreneurial)

#### *Inquiry Questions:*

1. How can ideas from other academic content areas be used to inspire dance or create dance?
2. How can social media enhance or detract from dance?
3. How is dance a “universal language?”
4. How can dancers use community connections to make informed choices about performance and choreography?

#### *Nature of Dance:*

1. Dancers have great sensitivity to the details of the world. They relate issues, events, and daily occurrences to physical movement.

Proposed for SBE Adoption



**Prepared Graduates:**

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

**Grade Level Expectation:**

1. Perform advanced choreography with technical proficiency and artistic expression

**Evidence Outcomes***Students Can:*

- a. Refine technical dance skills applying artistic interpretation and projection
- b. Apply total body awareness to clearly express intent and dynamic range.
- c. Perform alone and with others to establish relationships with other dancers and audience as appropriate to the dance

**Academic Context and Connections***Colorado Essential Skills:*

1. Practicing dance technique cultivates self-discipline and leads to a high level of fluency in performance. (Personal)
2. Digital media can be used to create and integrate visual and auditory cues with dance. (Civic/Interpersonal)
3. The ability to self-correct during rehearsal and performance demonstrates a dancer's developing ability to understand and appropriately present a choreographer's intent. (Personal)
4. Developing a systematic method for memorizing dance steps and movement can be translated into countless uses in daily and work life. (Civic/Interpersonal)
5. Students can follow rules for discussions, set goals, fulfill roles in collaborative groups. (Personal)

*Inquiry Questions:*

1. How can basic technique in one dance form improve with the study of multiple dance forms?
2. How does one see music in movement?
3. How does a performer who dances with artistic interpretation and projection differ from one who exhibits only technical proficiency?

*Nature of Dance:*

1. Dancers must combine technical proficiency and kinesthetic body awareness with artistic interpretation in order to become world-class dancers.
2. Dancers traverse cultural and linguistic boundaries to communicate important ideas by performing with musicality and expression.

Proposed for SBE Adoption



**Prepared Graduates:**

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

**Grade Level Expectation:**

2. Apply and evaluate kinesthetic awareness to create healthful practices in dance

**Evidence Outcomes***Students Can:*

- a. Self-evaluate anatomical structures and apply kinesiological concepts while dancing
- b. Apply body-mind principles to technical dance skills in complex choreography
- c. Create individualized practices of injury prevention and methods for personal improvement.

**Academic Context and Connections***Colorado Essential Skills:*

1. Individuals who develop kinesthetic body awareness skills have a heightened awareness of their surroundings. For example, they sense dangerous situations and easily maneuver through crowds. (Personal)
2. Using appropriate software to further understand the anatomy and kinesiology of the body provides a scientific basis for proper use of musculature. (Civic/Interpersonal)
3. Students can synthesize information from multiple sources to demonstrate understanding of a topic. (Entrepreneurial)

*Inquiry Questions:*

1. How can dancers integrate breath phrasing with metric and kinesthetic phrasing?
2. How do dancers use inward and outward focus to clarify movement and intent?
3. How can mind-body techniques develop the body as an instrument for artistry and artistic expression?

*Nature of Dance:*

1. Dancers have an in-depth understanding of how the human body moves in space.

Proposed for SBE Adoption

**Prepared Graduates:**

3. Participate in the dance production process in multiple roles

**Grade Level Expectation:**

3. Create strategies for performance accuracy, clarity, and expressiveness

**Evidence Outcomes***Students Can:*

- a. Analyze and re-evaluate personal performance goals
- b. Create a professional portfolio that documents the rehearsal and performance process with fluency in professional dance terminology and production terminology
- c. Create designs for the production of a performance while selecting and executing the ideas that would intensify and heighten the artistic intent of the dances.
- d. Analyze the intended role of the audience and discuss their role during a performance

**Academic Context and Connections***Colorado Essential Skills:*

1. Multi-step processes in performance preparation utilizing problem-solving skills. (Entrepreneurial)
2. Dance professionals must develop a detailed schedule for creating and implementing a project to ensure its timely and quality completion. (Entrepreneurial)
3. During productions dance professionals use their knowledge of technical theatre terminology and skills to create a well-rounded production. (Personal)
4. Students can follow rules for discussions, set goals, fulfill roles in collaborative groups. (Personal)

*Inquiry Questions:*

1. How does a choreographer make a dance work accessible and interesting for an audience?
2. How does a dancer properly prepare for a performance?
3. How can a resume, audition video, or professional portfolio lead to a career as a dance professional?
4. When casting for a role, would you choose the strongest technically proficient dancer, or the one who has greater stage presence or artistic interpretation skills and why?

*Nature of Dance:*

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

Proposed for SBE Adoption



### Prepared Graduates:

4. Apply elements of dance in movement improvisation

### Grade Level Expectation:

1. Apply and analyze the elements of movement to explore personal preferences and strengths through improvisation

### Evidence Outcomes

#### *Students Can:*

- a. Create artistic choices with improvisational movement
- b. Apply advanced improvisational skills and techniques
- c. Evaluate personal preferences for movement in self and others

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Use of technology and media arts can inform dance movement. (Civic/Interpersonal)
2. Improvisation with concentration and commitment communicates meaning and builds self-esteem and confidence. (Entrepreneurial)
3. Students can pose and respond to questions and contribute to the discussion about a topic or text in order to advance the dialogue. (Personal)

#### *Inquiry Questions:*

1. How do my personal movement preferences and strengths inform my improvisation choices?
2. How would you explain the meaning of an abstract movement to a non-dancer?
3. Why is it important to expand my movement vocabulary through improv?

#### *Nature of Dance:*

1. Dancers reinterpret the world around them, and translate it into physical movement.
2. Dancers use critical thinking, creativity, collaboration, and process systems to create dance and make dance works.

Proposed for SBE Adoption





### Prepared Graduates:

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

### Grade Level Expectation:

2. Demonstrate fluency of choreographic elements, structures and processes

### Evidence Outcomes

#### *Students Can:*

- a. Refine and transform choreography collaboratively or independently based on artistic criteria, self-reflection, and the feedback of others.
- b. Develop creative process strategies that consider complex relationships of movement components and/or diverse choreographic sources for a dance composition
- c. Analyze, evaluate and synthesize the impact of choices made during the revision process

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Choreography and movement sequences are used to interpret complex and simple concepts. (Entrepreneurial)
2. Insight into the deeper meaning and intent within a dance work comes from providing justification. (Entrepreneurial)
3. Choreography is aesthetically driven. (Professional)
4. Culture and community influences decision-making in the choreographic process. (Civic/Interpersonal)
5. Students can pose and respond to questions and contribute to the discussion about a topic or text in order to advance the dialogue. (Personal)

#### *Inquiry Questions:*

1. How does one use intent to create and develop a dance work?
2. How does learning to perform phrases from the masterwork help one to comprehend the full, expressive power of that movement?
3. How much can you change a dance before it becomes another dance?

#### *Nature of Dance:*

1. Dancers and choreographers can offer new insights or perspectives to their audiences.
2. There are many dynamics within the components of choreography.

Proposed for SBE Adoption



**Prepared Graduates:**

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

**Grade Level Expectation:**

1. Analyze cultural and historical dance forms and traditions

**Evidence Outcomes*****Students Can:***

- a. Compare and synthesize contrasting viewpoints and identify the tensions between them.
- b. Analyze the functions of dance as a reflection of culture and society
- c. Analyze choreography through the relationship to the context that contributed to the creation of movement

**Academic Context and Connections*****Colorado Essential Skills:***

1. Knowledge of different cultures leads to an understanding of their dance forms. (Entrepreneurial)
2. Technology can be used to research and discover other culture's dance forms and traditions. (Civic/Interpersonal)
3. Dance is an important ritual in many cultures. (Civic/Interpersonal)
4. Students can analyze and use information presented visually in a text that support the words in a text. (Entrepreneurial)

***Inquiry Questions:***

1. What dance traditions interest you the most and why?
2. How do the costumes, sets, lighting, and sound complement or support a dance?
3. How do changes in the steps, movement style, and body posture change the message?
4. How have individuals influenced historical, cultural or concert styles of dance?

***Nature of Dance:***

1. Dancers transcend cultural and linguistic boundaries.
2. Dancers communicate important ideas or perspectives, and share with their peers and audiences.
3. Dance fosters an awareness of cultural issues and respect for human dignity and differences.

Proposed for SBE Adoption



### Prepared Graduates:

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

### Grade Level Expectation:

2. Analyze the language of movement across cultures and eras

### Evidence Outcomes

#### *Students Can:*

- a. Analyze the role of dance and it's ability to communicate across cultures
- b. Synthesize the language of movement used in dance with one's personal perspective
- c. Create personal connections with dance through the language of movement

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. An increase in knowledge of different cultures and eras of history demonstrates an understanding of various dance forms. (Civic/Interpersonal)
2. Dance provides an interpersonal connection. (Civic/Interpersonal)
3. Students can synthesize information from multiple sources to demonstrate understanding of a topic. (Entrepreneurial)

#### *Inquiry Questions:*

1. How do different cultures communicate through dance?
2. Why is individual perspective important in the development and appreciation of art?
3. How can dance function to make important contributions to society?

#### *Nature of Dance:*

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

Proposed for SBE Adoption



### Prepared Graduates:

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

### Grade Level Expectation:

1. Critique new dance works, reconstructions, or master works

### Evidence Outcomes

#### *Students Can:*

- a. Analyze dances using appropriate language of movement, technical terminology, and critical response
- b. Analyze personal connections to the work viewed
- c. Critique the structure, technique and choreographic intent of the work viewed

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. The practice of responding to the work of others and being able to critique one's own work helps us to develop our own value set. (Personal)
2. The opinion of critics is valued only when the critic exhibits depth of knowledge and demonstrates expertise in the topic they review. (Civic/Interpersonal)

#### *Inquiry Questions:*

1. How does descriptive language change when viewing dance from a different perspective, performer, critic, historian, anthropologist, or choreographer, and why?
2. How does context affect a dance work?
3. To what extent is a dance work dependent upon the performer's versus the viewer's point of view?
4. How do societal and personal values affect critiques and interpretations of dance?

#### *Nature of Dance:*

1. Dancers are able to relate issues, events, and daily occurrences to physical movement, and communicate them with audiences.
2. Dancers constantly respond to, reflect upon, and analyze the relevance and significance of their own work and the work of others.
3. Dancers consider how to improve their own skills through self-reflection and critical analysis with others.

Proposed for SBE Adoption





### Prepared Graduates:

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

### Grade Level Expectation:

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

### Evidence Outcomes

#### *Students Can:*

- a. Analyze and synthesize the use of music, visual art, video, and other school subjects in dance
- b. Analyze connections to social activities, mass media, and careers with dance
- c. Analyze how communities impact dance

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Interpersonal connections provide dancers with the intuition to drive intent and meaning within a dance work. (Civic/Interpersonal)
2. Connections for kinesthetic learners come from relating dance sequence to the sequencing in math, science, arts, and language arts. (Entrepreneurial)
3. Students can analyze different similarities in subjects to compare and contrast competing theories, points of view, and arguments in other disciplines. (Entrepreneurial)

#### *Inquiry Questions:*

1. How can the connections between dance and other academic content areas be used for choreography and interdisciplinary learning?
2. Why is dance considered a “universal language?”
3. How can information be shared through dance works?

#### *Nature of Dance:*

1. Dancers communicate their sensitivity about the world through movement.

Proposed for SBE Adoption

