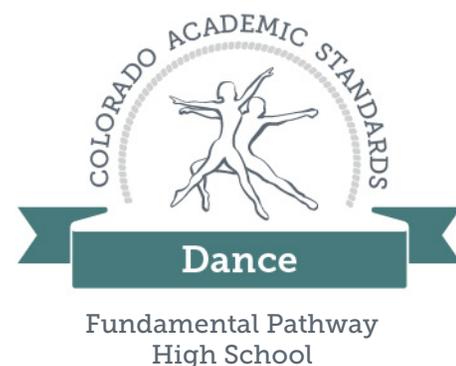


A Guide to the Colorado Academic Standards



Working Together

To support families and teachers in realizing the goals of the Colorado Academic Standards, this guide provides an overview of the learning expectations for high school dance education and offers some possible learning experiences students may engage in during this time.

Why Standards?

Created by Coloradans for Colorado students, the Colorado Academic Standards provide a grade-by-grade road map to help ensure students are ultimately successful in college, careers, and life. The standards aim to improve what students learn and how they learn in ten content areas, emphasizing critical-thinking, creativity, problem solving, collaboration, and communication as important life skills in the 21st century.

Dance Education for High Schools (9-12)

The dance standards for the high school years divide into two different pathways: fundamental and extended. In both, the focus is on advanced skill levels of technical proficiency and body mechanics and awareness, along with utilizing artistic and expressive performance skills. When embarking on the fundamental pathway students investigate, understand and demonstrate multiple choreographic principles, ideas, meanings and intent during the process of crafting dance works. Students will also understand the process of creating, rehearsing, performing and evaluating various dance works from an assortment of genres, styles and cultures.

Where can I learn more?

- Contact your school district regarding local decisions related to standards, curriculum, resources, and instruction.
- Colorado Academic Standards Booklets: <http://www.cde.state.co.us/standardsandinstruction/GradeLevelBooks.asp>
- Karol Gates, Colorado Arts Content Specialist at 720-202-9268, Gates_k@cde.state.co.us



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At the end of High School, students can...



Dance

Fundamental Pathway
High School



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The Colorado Academic Standards in Dance are organized by elements of the Creative Process:
Perform/Present → Create → Know/Comprehend → Critique/Evaluate/Refine

Dance Education Learning Expectations for a Fundamental Pathway in High School

Movement, Technique, and Performance (Perform/Present)

Demonstrate kinesthetic awareness (body mechanics); perform dance with technical proficiency, expression and artistry while understanding the components of the performance process.

Create, Compose and Choreograph (Create)

Apply the creative process (perform/create/comprehend/reflect) to dance-making; use meaning, intent, and different stimuli (story, picture, item) to craft and develop original dance works; understand that there is form (structure and planning) in choreography.

Historical and Cultural Context (Know/Comprehend)

Use knowledge of cultural and historical dance styles to translate/embed into performances.

Reflect, Connect, and Respond (Critique/Evaluate/Refine)

Respond and reflect upon new and classic works of dance.

Throughout the Fundamental Pathway in High School, you may find students successfully applying the elements of the creative process by...

- Demonstrating an advanced level of kinesthetic awareness (body mechanics) and technical proficiency while combining artistic expression to performances.
- Articulating that choreography is organized with specific form and order of execution for a reason; creating dances through application of choreographic techniques, understanding and utilizing the creative process (perform/create/comprehend/reflect) when developing new dance works.
- Translating the knowledge of cultural and historical dance into performances; articulating how world dance traditions are influenced by the values of a society.
- Responding, reflecting, and analyzing the connections of the creative process (perform/create/comprehend/reflect) to the final product of a cultural dance work or classic masterpieces.