

Fifth Grade

Dance



Colorado Academic Standards Dance

"The truest expression of a people is in its dances...Bodies never lie." ~Agnes De Mille

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*"Dance is the only art in which we ourselves are the stuff of which it is made." ~Ted Shawn*

Dance as art represents creative self-expression through the medium of human movement. The essence of dance is to feel, create, compose, interpret, perform, and respond. Dance is the physical expression of an idea developed through a process of research, inquiry, and movement discovery. As students inquire into dance, they gain skills in creating, performing, viewing, and responding. Improvisation and selection lead to the product of dance works using traditional materials or the latest technologies. Participation in dance endows students with the knowledge and skills necessary to succeed in the 21st century workforce. For example, dance-making or doing choreography involves beginning with an intent or inspiration followed by framing the intent as a movement problem to be solved – a set of skills that can be extended to problem-solving in other aspects of life. Dance students also display skills in world and historical dance, educational dance, aesthetic education, and expressive dance together with the characteristics of determination, self-direction, perseverance, dedication, risk taking, and team work that are the hallmarks of the dance artist.

The purpose of dance education in preschool through high school is to broadly educate all students in dance as an art form and to promote physical activity for fitness. Students demonstrate competence and confidence in a variety of genres and styles. They perform across cultural and professional boundaries. They communicate and inspire. They take responsibility and show initiative at the expected moment. Investigating the meanings and significance of the works of artists, choreographers, and technicians across time and space provides for the examination of ideas across disciplines. Students connect the concepts of dance to history, science, politics, religion, literature, drama, music, visual arts, and physical fitness. Dance can provide connections with any subject matter and help students to understand concepts important in other disciplines. Analyzing and critiquing dances – past and present – supports understanding of the relevance of the work in its time and culture.

Aesthetic inquiry leads students to make discriminating choices about what they do and see in dance. Appreciating aesthetic values increases a student's capacity to perform with expression, create dance with clarity and authenticity, and communicate verbally and in writing the intent and context of dance works. Students participating in school-based dance programs gain confidence in communicating and defending their ideas and decisions. They demonstrate a strong sense of self-worth and satisfaction.

## Standards Organization and Construction

As the subcommittee began the revision process to improve the existing standards, it became evident that the way the standards information was organized, defined, and constructed needed to change from the existing documents. The new design is intended to provide more clarity and direction for teachers, and to show how 21<sup>st</sup> century skills and the elements of school readiness and postsecondary and workforce readiness indicators give depth and context to essential learning.

The “Continuum of State Standards Definitions” section that follows shows the hierarchical order of the standards components. The “Standards Template” section demonstrates how this continuum is put into practice.

The elements of the revised standards are:

**Prepared Graduate Competencies:** The preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

**Standard:** The topical organization of an academic content area.

**High School Expectations:** The articulation of the concepts and skills of a standard that indicates a student is making progress toward being a prepared graduate. *What do students need to know in high school?*

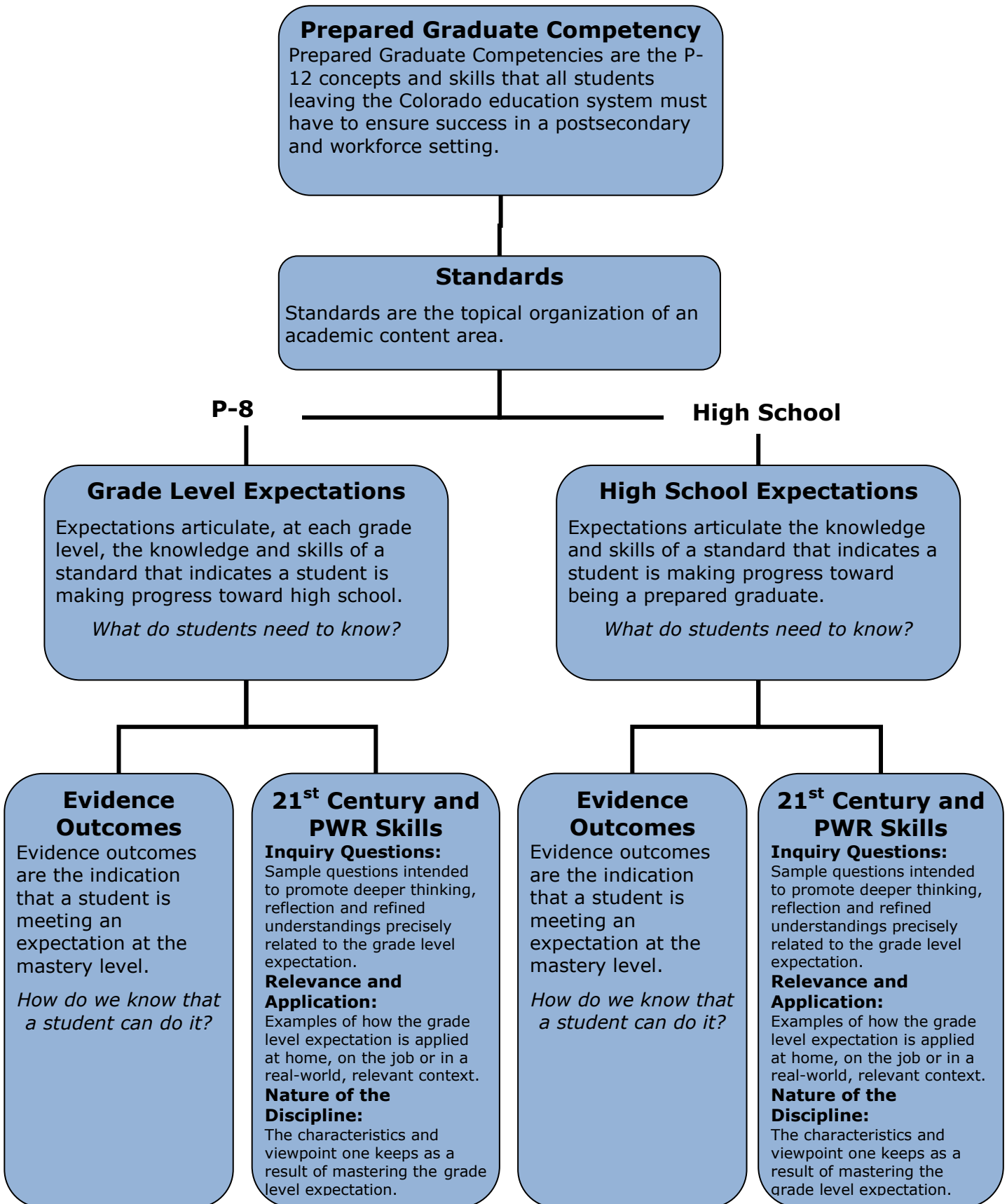
**Grade Level Expectations:** The articulation (at each grade level), concepts, and skills of a standard that indicate a student is making progress toward being ready for high school. *What do students need to know from preschool through eighth grade?*

**Evidence Outcomes:** The indication that a student is meeting an expectation at the mastery level. *How do we know that a student can do it?*

**21<sup>st</sup> Century Skills and Readiness Competencies:** Includes the following:

- ***Inquiry Questions:***  
Sample questions are intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectation.
- ***Relevance and Application:***  
Examples of how the grade level expectation is applied at home, on the job or in a real-world, relevant context.
- ***Nature of the Discipline:***  
The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.

## Continuum of State Standards Definitions



## STANDARDS TEMPLATE

**Content Area: NAME OF CONTENT AREA**

**Standard:** The topical organization of an academic content area.

**Prepared Graduates:**

- The P-12 concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting

### High School and Grade Level Expectations

**Concepts and skills students master:**

Grade Level Expectation: High Schools: The articulation of the concepts and skills of a standard that indicates a student is making progress toward being a prepared graduate.

Grade Level Expectations: The articulation, at each grade level, the concepts and skills of a standard that indicates a student is making progress toward being ready for high school.

*What do students need to know?*

**Evidence Outcomes**

**Students can:**

Evidence outcomes are the indication that a student is meeting an expectation at the mastery level.

*How do we know that a student can do it?*

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

**Inquiry Questions:**

Sample questions intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectation.

**Relevance and Application:**

Examples of how the grade level expectation is applied at home, on the job or in a real-world, relevant context.

**Nature of the Discipline:**

The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.

## Prepared Graduate Competencies in Dance

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

Prepared graduates in dance:

- Understand that dance performance requires technical competency
- Demonstrate competence and confidence in performing a variety of dance styles and genres
- Demonstrate awareness of fitness, wellness, and the body's potential for movement
- Demonstrate and use the principles and practices of choreography in the creative process
- Improvise and create movement based on an intent or meaning
- Demonstrate an understanding of form and structure to create dances
- Participate in a dance production
- Understand and appreciate a dance in terms of the culture in which it is performed
- Explore and perform dance styles from various cultures and eras
- Use criticism and analysis to reflect upon and understand new works, reconstructions, and masterpieces
- Discover connections to academic content areas, social activities, mass media, and careers
- Demonstrate thinking skills such as describing, analyzing, interpreting, evaluating, and problem-solving through dance movement and verbal discussion

## Colorado Academic Standards in Dance

Standards are the topical organization of an academic content area.

The four standards of dance are:

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

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

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

Creative dance involves using the dance elements of space, time, and energy to explore, improvise, and make movement phrases. The degree of sophistication in the choreographic process is evident in Composition, which is a shorter work of art in progress. Choreography is the art of making dance using meaning, intent, and principles of structure and design. In dance, there are three levels of creativity that define and solve artistic problems in presenting a work of art – notation, movement vocabulary, and style.

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

The Historical and Cultural Context in dance focuses on understanding the relevance of dance. The aim is to know dance from a variety of cultures; understand how dance shapes and reflects cultures and history over time; and acknowledge dance in society as creative, expressive, communicable, and social.

### 4. **Reflect, Connect, and Respond**

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

## Pathways in Dance

**Fundamental Pathway** – When approaching the revision of the Colorado Academic Standards for Dance, all subcommittee members were adamant that instruction in dance is fundamental to the education of all students preschool through high school. The fundamental pathway is meant to enrich each student in movement literacy and expression and to be accessible to anyone entering the pathway at any stage of their education. Graduate competencies for the fundamental pathway ensure that all graduates have dance in their personal repertoire to apply toward life-building decisions and experiences.

**Extended Pathway** – The extended pathway is intended to provide students who are seeking a possible career in dance opportunities to be better prepared to meet the requirements relative to postsecondary options such as university, professional, and apprenticeships. Graduate competencies for the extended pathway ensure that public school graduates in the state of Colorado are competitive in their field for further advancement.

# Dance

## Grade Level Expectations at a Glance

**Standard**                      **Grade Level Expectation**

| <b>Fifth Grade</b>                      |                                                                                                                            |
|-----------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| 1. Movement, Technique, and Performance | 1. Perform basic dance movements<br>2. Perform a movement phrase, or dance with a variety of intent                        |
| 2. Create, Compose and Choreograph      | 1. Create group studies<br>2. Create a dance incorporating compositional elements                                          |
| 3. Historical and Cultural Context      | 1. Dances from different cultures have similarities and differences<br>2. Observe dances from different historical periods |
| 4. Reflect, Connect, and Respond        | 1. Analyze and evaluate dance works<br>2. Use basic dance vocabulary to analyze dance work                                 |



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

# 1. Movement, Technique, and Performance

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

## **Prepared Graduates**

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

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

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

**Content Area: Dance**

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

**Prepared Graduates:**  
➤ Understand that dance performance requires technical competency

**Grade Level Expectation: Fifth Grade**

**Concepts and skills students master:**  
1. Perform basic dance movements/technique

| <b>Evidence Outcomes</b>                                                                                                                                                                                                                                                            | <b>21<sup>st</sup> Century Skills and Readiness Competencies</b>                                                                                                                                                                                                                           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Students can:</b></p> <ul style="list-style-type: none"><li>a. Demonstrate a dance, and then identify its basic dance movements (DOK 1-2)</li><li>b. Perform a dance from memory (DOK 1)</li><li>c. Notate a dance or phrase using basic dance vocabulary (DOK 1-2)</li></ul> | <p><b>Inquiry Questions:</b></p> <ul style="list-style-type: none"><li>1. What elements of dance are visible in a particular performance?</li><li>2. What does it mean to dance with a sense of rhythm and style?</li><li>3. How do simple sequences aid in a dance performance?</li></ul> |
|                                                                                                                                                                                                                                                                                     | <p><b>Relevance and Application:</b></p> <ul style="list-style-type: none"><li>1. Using imagery to simulate the practice of movement enhances performance quality.</li><li>2. Connecting musicality with dance requires applying the nuances of rhythm and style.</li></ul>                |
|                                                                                                                                                                                                                                                                                     | <p><b>Nature of Dance:</b></p> <ul style="list-style-type: none"><li>1. Dancers are considered both athletes and artists.</li></ul>                                                                                                                                                        |

**Content Area: Dance**

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

**Prepared Graduates:**

- Understand that dance performance requires technical competency

**Grade Level Expectation: Fifth Grade**

**Concepts and skills students master:**

- 2. Perform a movement phrase, or dance with a variety of intent

**Evidence Outcomes**

**Students can:**

- a. Use variety of stimuli to vary the same phrase or dance (DOK 1-3)
- b. Identify how the intent of phrase or dance can be altered by stimuli (DOK 1-3)

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

**Inquiry Questions:**

- 1. What is interpretation?
- 2. How is intent demonstrated in dance?
- 3. How does movement notation aid in communication?
- 4. How is it possible to communicate without words?

**Relevance and Application:**

- 1. Dancers interpret meaning just as readers interpret literary works, or musicians interpret a composer's intended message.

**Nature of Dance:**

- 1. Dancers interpret rhythm and style to produce original dance works.

## 2. Create, Compose and Choreograph

Creative dance involves using the dance elements of space, time, and energy to explore, improvise, and make movement phrases. The degree of sophistication in the choreographic process is evident in Composition, which is a shorter work of art in progress. Choreography is the art of making dance using meaning, intent, and principles of structure and design. In dance, there are three levels of creativity that define and solve artistic problems in presenting a work of art – notation, movement vocabulary, and style.

### **Prepared Graduates**

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

#### **Prepared Graduate Competencies in the Create, Compose and Choreograph Standard are:**

- Demonstrate and use the principles and practices of choreography in the creative process
- Improvise and create movement based on an intent or meaning
- Demonstrate an understanding of form and structure to create dances
- Demonstrate thinking skills such as describing, analyzing, interpreting, evaluating, and problem-solving through dance movement and verbal discussion

**Content Area: Dance**

**Standard: 2. Create, Compose and Choreograph**

|                                                                                                                                                                                                                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Prepared Graduates:</b> <ul style="list-style-type: none"><li>➤ Participate in a dance production</li><li>➤ Demonstrate and use the principles and practices of choreography in the creative process</li></ul> |
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**Grade Level Expectation: Fifth Grade**

|                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------|
| <b>Concepts and skills students master:</b> <ul style="list-style-type: none"><li>1. Create group dances</li></ul> |
|--------------------------------------------------------------------------------------------------------------------|

| <b>Evidence Outcomes</b>                                                                                                                                                                                                                                                                   | <b>21<sup>st</sup> Century Skills and Readiness Competencies</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students can:</b> <ul style="list-style-type: none"><li>a. Create various group shapes and spatial settings (DOK 1-2)</li><li>b. Create a dance by using group shapes and spatial settings (DOK 3-4)</li><li>c. Evaluate a dance in terms of balance and proportion (DOK 1-4)</li></ul> | <b>Inquiry Questions:</b> <ul style="list-style-type: none"><li>1. How do you give form to group shapes in space and time?</li><li>2. Do the chosen movements project the intent?</li><li>3. How do you know you are finished?</li></ul> <b>Relevance and Application:</b> <ul style="list-style-type: none"><li>1. When we work with others, we learn as much about ourselves as we do about others.</li><li>2. Shared inquiry builds an appreciation of diverse opinions and styles.</li><li>3. Dance form and design parallel the structure in creative writing.</li><li>4. A strong understanding of mathematical concepts such as numeracy and geometry are used when developing dance studies.</li></ul> <b>Nature of Dance:</b> <ul style="list-style-type: none"><li>1. Creating and performing dances are forms of self-expression and convey the choreographer's intent.</li><li>2. Dance reinvents itself with new works at every opportunity.</li></ul> |

**Content Area: Dance**

**Standard: 2. Create, Compose and Choreograph**

|                                                                                                                                                                                                                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Prepared Graduates:</b> <ul style="list-style-type: none"><li>➤ Demonstrate and use the principles and practices of choreography in the creative process</li><li>➤ Demonstrate an understanding of form and structure to create dances</li></ul> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Grade Level Expectation: Fifth Grade**

**Concepts and skills students master:**  
2. Create a dance incorporating compositional elements

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

**Students can:**

- a. Create movement phrases using each one of the compositional elements (DOK 1-2)
- b. Consider the aesthetic quality of the design when composing (DOK 1-2)

**Inquiry Questions:**

- 1. How do you begin to create a new phrase of movement?
- 2. How do the elements of dance make sense of a dance?
- 3. How do you know when you are finished?

**Relevance and Application:**

- 1. When we work with others, we learn as much about ourselves as we do about others.
- 2. A thinking body is a personal instrument of expression.
- 3. Video playbacks aid in determining effective use of space, time, and energy and help to assess the aesthetic qualities of a dance work.

**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.



### 3. Historical and Cultural Context

The Historical and Cultural Context in dance focuses on understanding the relevance of dance in the world today. The aim is to know dance from a variety of cultures; understand how dance shapes and reflects cultures and history through time; and acknowledge dance in society as creative, expressive, communicable, and social.

#### **Prepared Graduates**

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

**Prepared Graduate Competencies in the Historical and Cultural Context Standard are:**

- Understand and appreciate a dance in terms of the culture in which it is performed
- Explore and perform dance styles from various cultures and times
- Demonstrate thinking skills such as describing, analyzing, interpreting, evaluating, and problem-solving through dance movement and verbal discussion

**Content Area: Dance**

**Standard: 3. Historical and Cultural Context**

**Prepared Graduates:**

- Explore and perform dance styles from various cultures and times

**Grade Level Expectation: Fifth Grade**

**Concepts and skills students master:**

1. Dances from different cultures have similarities and differences

**Evidence Outcomes**

**Students can:**

- a. Identify universal dance themes found throughout the world
- b. Recognize the relationship between music and dance when learning dances from around the world (DOK 1-2)
- c. Examine step patterns and use of gestures for social dances (DOK 1-2)
- d. Replicate the use of formations and spatial groupings in cultural and social dances (DOK 1-2)
- e. Discuss distinguishing characteristics such as vocabulary, basic postures, footwork, and gestures from different dance forms (DOK 1)

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

**Inquiry Questions:**

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

**Relevance and Application:**

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.
2. Dance changes with the time, the country, and even the weather. Dance does not have one history, but many.
3. Technological media allow for the study of various cultural dances such as historical or cultural documentary films and musicals of varying eras.

**Nature of Dance:**

1. Societies express their unique qualities through dance.

**Content Area: Dance**

**Standard: 3. Historical and Cultural Context**

**Prepared Graduates:**

- Understand and appreciate a dance in terms of the culture in which it is performed

**Grade Level Expectation: Fifth Grade**

**Concepts and skills students master:**

- 2. Observe dances from different historical periods

**Evidence Outcomes**

**Students can:**

- a. Describe the use of dance elements (space, time, and energy) in dances from different historical periods (DOK 1-2)
- b. Describe the use of compositional elements in dances from different historical periods (DOK 1-2)
- c. Identify contributions of major works in relation to their historical and cultural context (DOK 1-3)

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

**Inquiry Questions:**

- 1. What cultural influences do you see in popular dances that you like?
- 2. What does a dance from long ago tell us about people from the past?
- 3. How have historical events affected or influenced dance styles?

**Relevance and Application:**

- 1. Dance can reveal, in codified fashion, socially and historically specific attitudes toward use of the body for communication. 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.
- 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.

**Nature of Dance:**

- 1. Dance reflects history through movement.

## 4. Reflect, Connect, and Respond

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

### **Prepared Graduates**

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

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

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

**Content Area: Dance**

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

**Prepared Graduates:**

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

**Grade Level Expectation: Fifth Grade**

**Concepts and skills students master:**

1. Analyze and evaluate dance works

**Evidence Outcomes**

**Students can:**

- a. Describe the traditional dance vocabulary used in a dance (DOK 1)
- b. Assess the suitability of a movement, the number of dancers participating, and the length of the work to determine whether the choreographer’s intent is clear (DOK 1-4)
- c. Recognize how production factors such as poor-quality sound and props may undermine the aesthetic effect of a performance (DOK 1-2)
- d. Compare and contrast works in writing (DOK 1-2)
- e. Describe the movement content of a particular dance work and the effect each component has on the work (DOK 2-3)

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

**Inquiry Questions:**

1. What does a particular dance say?
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?

**Relevance and Application:**

1. The importance of not becoming overly analytic at the expense of engaging with the whole work and responding to it imaginatively reminds the dancer and the viewer that dance is an art form that can and should be enjoyed
2. Dance analysis of performance in society provides a structure to frame interpretations from around the world. This framework increases one’s possibilities of becoming imaginatively and creatively involved in a work.

**Nature of Dance:**

1. Appreciating dance is a process of observing separate movement components of a dance and perceiving them as related or unrelated happenings.
2. When reviewing dance, one must be objective, and give reasons for opinions by providing evidence to support an interpretation.

**Content Area: Dance**

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

**Prepared Graduates:**

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

**Grade Level Expectation: Fifth Grade**

**Concepts and skills students master:**

2. Use basic dance vocabulary to analyze dance works

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

**Students can:**

- a. Recognize how focus, time, and energy are required to create and perform quality dances (DOK 1-2)
- b. Use traditional dance vocabulary to describe aspects of space, time, and energy in a particular dance (DOK 1)
- c. Recognize how the aesthetic principles of design (sequence, contrast, repetition, and unity) increase artistic clarity (DOK 1-2)
- d. See how contrasts can hold one's attention, while sequence, transition, and unity make viewing satisfying (DOK 1-2)
- e. Describe and analyze a sequence in a dance based on basic the Laban or Benesh language of dance concepts, symbols, and vocabulary (DOK 1-3)

**Inquiry Questions:**

- 1. What movements are 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?

**Relevance and Application:**

- 1. Utilizing appropriate vocabulary and principles build toward a literate dancer, choreographer, and viewer, much like musicians, actors, and artists use the vocabulary of the trade to communicate.
- 2. Analyzing dance works builds critique and evaluation skills for becoming adept at problem-solving.

**Nature of Dance:**

- 1. Interpretation of a dance requires understanding the character of a dance, its subject matter, and the qualities that might be described.

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