

Eighth 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?*

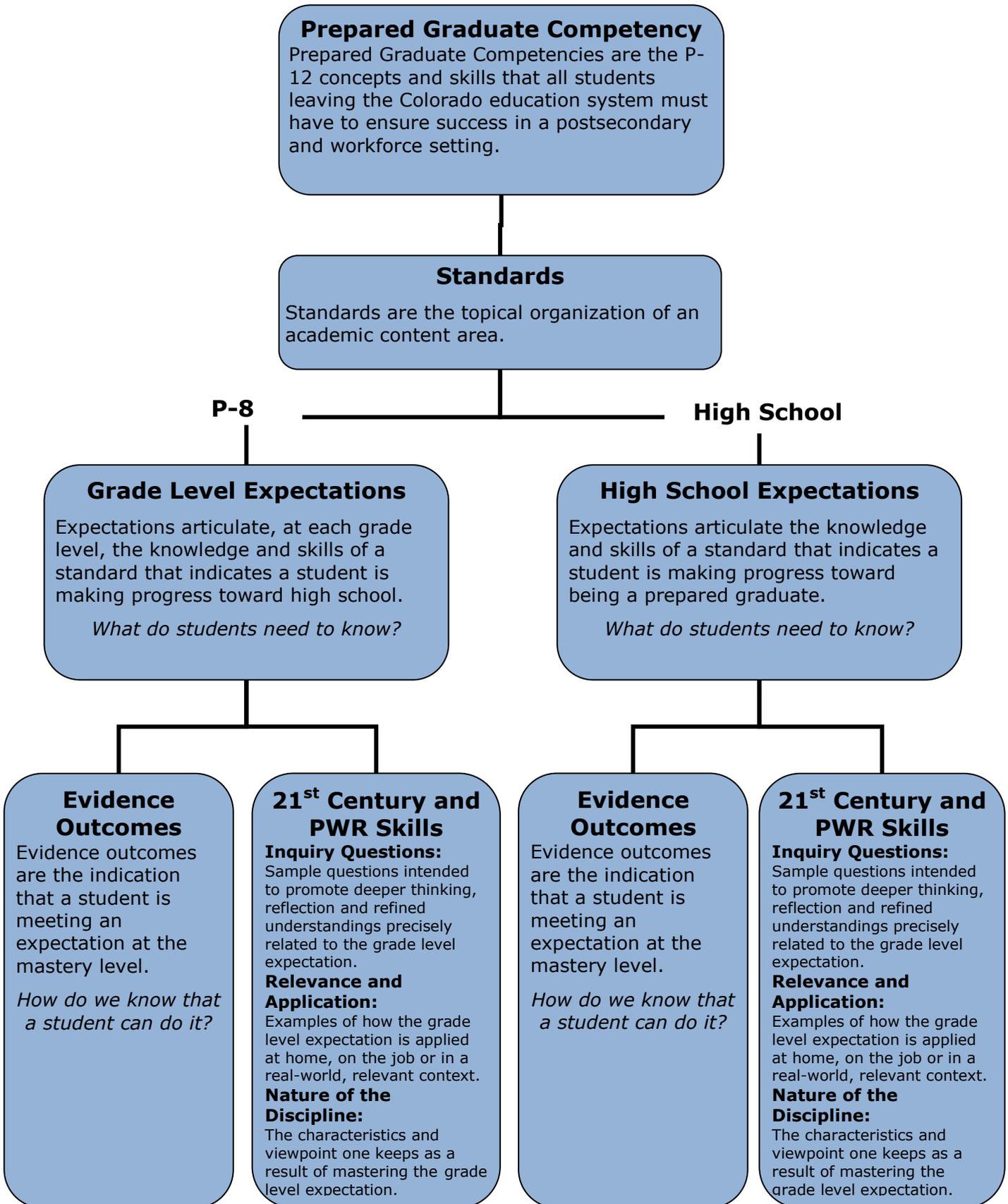
**Grade Level Expectations:** The articulation (at each grade level), concepts, and skills of a standard that indicate a student is making progress toward being ready for high school. *What do students need to know from preschool through eighth grade?*

**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**

### **Eighth Grade**

|                                         |                                                                                                                                                                                                                                                                |
|-----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Movement, Technique, and Performance | <ol style="list-style-type: none"> <li>1. Various foundational dance styles (ballet, modern, jazz, tap)</li> <li>2. Articulate correlations among anatomy, kinesiology, and dance movement</li> <li>3. Develop a proper nutrition regimen for dance</li> </ol> |
| 2. Create, Compose and Choreograph      | <ol style="list-style-type: none"> <li>1. Correlation between choreographic intent and choreographic product</li> <li>2. Create abstract movement using imagery</li> </ol>                                                                                     |
| 3. Historical and Cultural Context      | <ol style="list-style-type: none"> <li>1. Historical dance figures represent the era and society in which they lived and worked</li> <li>2. Observe and participate in a variety of dance forms from around the world</li> </ol>                               |
| 4. Reflect, Connect, and Respond        | <ol style="list-style-type: none"> <li>1. Communicate choreography through written, oral, and practical applications</li> <li>2. Formal dance critiques demonstrate an understanding of dance-making</li> </ol>                                                |

## 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**

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| <b>Prepared Graduates:</b> <ul style="list-style-type: none"><li>➤ Understand that dance performance requires technical competency</li><li>➤ Demonstrate competence and confidence in performing a variety of dance styles and genres</li><li>➤ Participate in a dance production</li></ul> |
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**Grade Level Expectation: Eighth Grade**

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| <b>Concepts and skills students master:</b> <ul style="list-style-type: none"><li>1. Various foundational dance styles (ballet, modern, jazz, tap)</li></ul> |
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| <b>Evidence Outcomes</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>21<sup>st</sup> Century Skills and Readiness Competencies</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <b>Students can:</b> <ul style="list-style-type: none"><li>a. Demonstrate adaption of movement to various dance styles (DOK 1-3)</li><li>b. Perform prescribed choreographic work from at least two different styles of dance (DOK 1-2)</li><li>c. Demonstrate increased technical rigor in more than one style of dance (DOK 1-3)</li><li>d. Assemble appropriate costumes for a dance production (DOK 1-4)</li><li>e. Demonstrate knowledge of staging procedures within a production (DOK 1-2)</li></ul> | <b>Inquiry Questions:</b> <ul style="list-style-type: none"><li>1. How does adaptation of various dance styles demonstrate knowledge?</li><li>2. Why is it important to know more than one style or movement approach to dance?</li><li>3. How would you describe your own personal style of dance?</li></ul>                                                                                                                                                                                                                                                                                                                                |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Relevance and Application:</b> <ul style="list-style-type: none"><li>1. Using technology such as video and moviemaker) provides the ability to demonstrate a broad range of dance styles for building a portfolio.</li><li>2. Applying multiple approaches in dance through the personalization of movement demonstrates a dancer’s ability to think critically and problem-solve.</li><li>3. Following a prescribed choreographic work gives dancers a foundation for understanding basic dance sequence and structure.</li><li>4. Choreographic structures have many similarities to music, theatre, and literary structures.</li></ul> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Nature of Dance:</b> <ul style="list-style-type: none"><li>1. Innovative dancers are skilled in more than one dance style.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

**Content Area: Dance**

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

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| <b>Prepared Graduates:</b> <ul style="list-style-type: none"><li>➤ Understand that dance performance requires technical competency</li><li>➤ Demonstrate awareness of fitness, wellness, and the body’s potential for movement</li></ul> |
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**Grade Level Expectation: Eighth Grade**

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| <b>Concepts and skills students master:</b><br>2. Articulate correlations among anatomy, kinesiology, and dance movement |
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| <b>Evidence Outcomes</b>                                                                                                                                                                                                                                                                                                    | <b>21<sup>st</sup> Century Skills and Readiness Competencies</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <b>Students can:</b> <ul style="list-style-type: none"><li>a. Name major muscle groups and their affect on joint movement (DOK 1-2)</li><li>b. Name major muscle groups and their <u>engaged</u> affect on joint movement (DOK 1-3)</li><li>c. Use proper anatomical vocabulary to describe muscle action (DOK 1)</li></ul> | <b>Inquiry Questions:</b> <ul style="list-style-type: none"><li>1. How would you move if you had no muscles or bones?</li><li>2. How do bones and muscles work together?</li><li>3. Which muscles initiate a given dance movement such as grand jeté?</li></ul> <b>Relevance and Application:</b> <ul style="list-style-type: none"><li>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.</li><li>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.</li><li>3. Dancers can use scientific principles and concepts to understand muscular development and proper conditioning to improve movement.</li></ul> <b>Nature of Dance:</b> <ul style="list-style-type: none"><li>1. Dancers understand that the infrastructures of the body (a dancer’s instrument) have greatly improved the teaching of dance and the learning of choreography.</li></ul> |

**Content Area: Dance**

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

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| <b>Prepared Graduates:</b> <ul style="list-style-type: none"><li>➤ Understand that dance performance requires technical competency</li><li>➤ Demonstrate awareness of fitness, wellness, and the body’s potential for movement</li></ul> |
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**Grade Level Expectation: Eighth Grade**

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| <b>Concepts and skills students master:</b><br>3. Develop a proper nutrition regimen for dance |
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| <b>Evidence Outcomes</b>                                                                                                                                                                                                                                                                                                                                                                            | <b>21<sup>st</sup> Century Skills and Readiness Competencies</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <b>Students can:</b> <ul style="list-style-type: none"><li>a. Design an appropriate dietary regimen to complement anticipated dance activity needs (DOK 2-4)</li><li>b. Design an appropriate schedule to ensure fuel intake, rest, and relaxation to support dance activities (DOK 2-4)</li><li>c. Integrate appropriate nutrition, wellness, and fitness into daily lifestyle (DOK 1-4)</li></ul> | <b>Inquiry Questions:</b> <ul style="list-style-type: none"><li>1. Are dancer’s athletes, artists – or both? Why?</li><li>2. What is a healthy dancer?</li><li>3. Do dancers require more, less, or the same caloric intake as non-dancers? Why?</li></ul> <b>Relevance and Application:</b> <ul style="list-style-type: none"><li>1. Understanding the correlation between what we eat and how we perform is a highly useful life skill.</li><li>2. Using spreadsheet programs like Microsoft Excel and charting software programs can provide clear documentation for recording nutrition/performance ratios.</li><li>3. Studying science in relation to dance identifies nutrients needed to develop muscular health.</li></ul> <b>Nature of Dance:</b> <ul style="list-style-type: none"><li>1. Dancers who practice proper nutrition generally experience greater longevity in a performing art that places great demands on the body.</li></ul> |

## 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**

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| <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>➤ Improvise and create movement based on an intent or meaning</li><li>➤ Demonstrate an understanding of form and structure to create dances</li></ul> |
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**Grade Level Expectation: Eighth Grade**

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| <b>Concepts and skills students master:</b> <ol style="list-style-type: none"><li>1. Correlation between choreographic intent and choreographic product</li></ol> |
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| <b>Evidence Outcomes</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>21<sup>st</sup> Century Skills and Readiness Competencies</b>                                                                                                                                                                                                                                                                                                                                                            |
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| <b>Students can:</b> <ol style="list-style-type: none"><li>a. Understand the relevance of form in the creative process (DOK 1-2)</li><li>b. Use choreographic principles, processes, and structures to create dance works based on intent (DOK 3-4)</li><li>c. Understand dance as a way to create and communicate meaning (DOK 1-2)</li><li>d. Articulate and explain intention consistently by using critical and creative thinking skills (DOK 2-3)</li><li>e. Manipulate the time, space, or energy of a given phrase based on a theme or intent (DOK 1-3)</li></ol> | <b>Inquiry Questions:</b> <ol style="list-style-type: none"><li>1. How would the choreographic intent change if you performed the movements in reverse order?</li><li>2. How do you explain the intent of your dance in relation to the movements you have chosen?</li></ol>                                                                                                                                                |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Relevance and Application:</b> <ol style="list-style-type: none"><li>1. Engineers 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.</li><li>2. Laptops with styli allow for quick notation when reviewing for consistency in intent.</li><li>3. Writers rely on thematic elements as a means to develop intent.</li></ol> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Nature of Dance:</b> <ol style="list-style-type: none"><li>1. All communities create their own set improvisation, which can end in a meaningful repetition or choreographed system of events and patterns.</li></ol>                                                                                                                                                                                                     |

**Content Area: Dance**

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

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| <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> |
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**Grade Level Expectation: Eighth Grade**

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| <b>Concepts and skills students master:</b> <ul style="list-style-type: none"><li>1. Create abstract movement using imagery</li></ul> |
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| <b>Evidence Outcomes</b>                                                                                                                                                                                                                                                                                                                                               | <b>21<sup>st</sup> Century Skills and Readiness Competencies</b>                                                                                                                                                                                                                                                                                                                      |
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| <b>Students can:</b> <ul style="list-style-type: none"><li>a. Create abstract phrasing based on shape (DOK 1-3)</li><li>b. Create abstract phrasing based on a single idea or form (DOK 1-3)</li><li>c. Explore imagery that is concrete and specific in concept but abstract in movement (DOK 1-3)</li><li>d. Design abstract expressive movement (DOK 1-3)</li></ul> | <b>Inquiry Questions:</b> <ul style="list-style-type: none"><li>1. When is a dance considered "abstract?"</li><li>2. How can a simple phrase be changed to create a less predictable outcome?</li><li>3. Why are some abstract depictions considered odd or difficult for an audience to understand?</li></ul>                                                                        |
|                                                                                                                                                                                                                                                                                                                                                                        | <b>Relevance and Application:</b> <ul style="list-style-type: none"><li>1. Many art disciplines rely on abstract interpretation to communicate an idea.</li><li>2. Movement contains a distinct shape and can be used to help the viewer to visualize meaning.</li><li>3. The use of theme variations in music is a similar process to creating abstract movement in dance.</li></ul> |
|                                                                                                                                                                                                                                                                                                                                                                        | <b>Nature of Dance:</b> <ul style="list-style-type: none"><li>1. Dancers create abstract forms of personal expression.</li></ul>                                                                                                                                                                                                                                                      |

### 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:**

- 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

**Grade Level Expectation: Eighth Grade**

**Concepts and skills students master:**

1. Historical dance figures represent the era and society in which they lived and worked

**Evidence Outcomes**

**Students can:**

- a. Articulate the importance of dance through history and its ability to communicate across cultures (DOK 1-2)
- b. Understand the impact of notable dancers in history (DOK 1-3)
- c. Describe the important contributions of different choreographers in selected dance styles and cultures (DOK 1-3)
- d. Demonstrate the role of dance patrons and impresarios as art through history (DOK 1-2)
- e. Use appropriate research techniques to study historical dance figures (DOK 1-3)
- f. Discuss the relationship between the social and political environment of historical dance figures and how these factors contributed to their work (DOK 2-3)
- g. Draw correlations between what is researched and what is learned in dance class (DOK 1-3)

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

**Inquiry Questions:**

1. What qualifies a dancer or choreographer as historical?
2. What contributions have historical dance figures had on the development of dance and dance styles?
3. How is the work of historical dance figures relevant today?

**Relevance and Application:**

1. Current societal issues are common themes in artistic presentations.
2. Technological resources give access to research journals, primary sources, and dance literature that provide in-depth research on historical dance figures.

**Nature of Dance:**

1. Dancers reflect their world through movement.

**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
- Explore and perform dance styles from various cultures and times

**Grade Level Expectation: Eighth Grade**

**Concepts and skills students master:**

2. Observe and participate in a variety of dance forms from around the world

**Evidence Outcomes**

**Students can:**

- a. Understand the universal themes, purposes, and functions of dance through time and across cultures (DOK 1-3)
- b. Distinguish between participation (social) dances that build community and performance-based dances that express an individual's ideas (DOK 1-2)
- c. Differentiate between dance as artistic expression and dance as entertainment (DOK 1-2)
- d. Research and participate in dances from various world cultures (DOK 1-3)
- e. Articulate through verbal and written means the significant dance elements of identified world cultures (DOK 1-3)
- f. Create and present a dance study that reflects one's synthesis of researched world cultures (DOK 1-4)

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

**Inquiry Questions:**

1. What style of dance would be considered "world culture?"
2. Are American dance styles considered world culture in other countries? Why, why not?
3. What world cultures exist within your own community?

**Relevance and Application:**

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

**Nature of Dance:**

1. Dance serves as an expression of what a culture values most.

## 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**

|                                                                                                                                                                                                                                                                                                                                         |
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| <b>Prepared Graduates:</b> <ul style="list-style-type: none"><li>➤ Discover connections to academic content areas, social activities, mass media, and careers</li><li>➤ Demonstrate thinking skills such as describing, analyzing, interpreting, evaluating, and problem-solving through dance movement and verbal discussion</li></ul> |
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**Grade Level Expectation: Eighth Grade**

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|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Concepts and skills students master:</b> <ol style="list-style-type: none"><li>1. Communicate choreography through written, oral, and practical applications</li></ol> |
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| <b>Evidence Outcomes</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>21<sup>st</sup> Century Skills and Readiness Competencies</b>                                                                                                                                                                                                                                                                                                                                |
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| <b>Students can:</b> <ol style="list-style-type: none"><li>a. Communicate choreography through the use of dance vocabulary to describe movement (DOK 1)</li><li>b. Use proper anatomical terms related to dance movements to describe the body and body parts (DOK 1)</li><li>c. Use proper kinesiology terms to describe body movement (DOK 1)</li><li>d. Use dance notation to document a dance phrase from a social, historical, or famous dance work (DOK 1-2)</li><li>e. Create notation for an original phrase (DOK 1-3)</li><li>f. Use emotional and expressive language to describe a performance (DOK 1-4)</li></ol> | <b>Inquiry Questions:</b> <ol style="list-style-type: none"><li>1. What could be considered a “universal” language?</li><li>2. How do other art forms document or preserve their work?</li><li>3. Should you use personal opinion when critiquing a dance work? Why, why not?</li></ol>                                                                                                         |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Relevance and Application:</b> <ol style="list-style-type: none"><li>1. 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.</li><li>2. Software programs that computerize notation aid in long-term dance preservation.</li></ol> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Nature of Dance:</b> <ol style="list-style-type: none"><li>1. Dancers understand that to preserve a dance, it must be documented in writing and through the use of technology.</li></ol>                                                                                                                                                                                                     |

**Content Area: Dance**

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

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| <b>Prepared Graduates:</b> <ul style="list-style-type: none"><li>➤ Use criticism and analysis to reflect upon and understand new works, reconstructions, and masterpieces</li><li>➤ Discover connections to academic content areas, social activities, mass media, and careers</li></ul> |
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**Grade Level Expectation: Eighth Grade**

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| <b>Concepts and skills students master:</b><br>2. Formal critiques and analysis demonstrate an understanding of dance-making |
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| <b>Evidence Outcomes</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>21<sup>st</sup> Century Skills and Readiness Competencies</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <b>Students can:</b> <ul style="list-style-type: none"><li>a. Use appropriate dance vocabulary to critique a body of work (DOK 1-4)</li><li>b. Compare and contrast the works of different choreographers (DOK 2-3)</li><li>c. Discuss the intent of dance works (DOK 1-4)</li><li>d. Analyze dance works in their cultural and historical context (DOK 2-4)</li><li>e. Identify appropriate costumes for a given work (DOK 1-3).</li><li>f. Demonstrate a working knowledge of stage procedures within a dance production (DOK 1)</li></ul> | <b>Inquiry Questions:</b> <ul style="list-style-type: none"><li>1. What is the value of critiques?</li><li>2. How might one’s personal tastes alter reviewing a dance work?</li><li>3. How does one evaluate the qualities of a performer?</li></ul> <b>Relevance and Application:</b> <ul style="list-style-type: none"><li>1. Database archives offer thousands of critiques to review.</li><li>2. The study of literature requires the reader to draw inferences and conclusions based on the perceived intent of the characters.</li><li>3. Supervisors must actively observe the work of others, and use specific criteria to evaluate others’ effectiveness.</li></ul> <b>Nature of Dance:</b> <ul style="list-style-type: none"><li>1. Dancers analyze the structural elements of dance works while discussing their aesthetic components.</li></ul> |

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