



★
Colorado
Academic Standards

Dance



DRAFT REVISION RECOMMENATIONS:
NOVEMBER 2021



COLORADO
Department of Education

ALL STUDENTS • ALL STANDARDS

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1 **2021 Recommended Revisions for**

2 **Colorado Academic Standards - Dance**

Recommended Revisions will be noted **RED** font

3 **Dance**

4 **Preschool, Standard 1. Movement, Technique, and Performance**

5 **Prepared Graduates:**

- 6 2. Apply kinesthetic awareness to develop lifelong and safe movement practices.

7 **Preschool Learning and Development Expectation:**

- 8 1. Demonstrate simple phrases of movement safely.

9 LDE Code: DA.P.1.1

10 **Indicators of Progress**

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

- 12 a. Practice simple locomotor and non-locomotor movements.
13 b. Explore movement to encourage (kinesthetic) body awareness.
14 c. Explore simple phrases of movement to experience rhythm, clapping and moving to music in
15 relationship to others.

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

17 *Supportive Teaching Practices/Adults May:*

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

31 *Examples of Learning/Children May:*

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

1 **Dance**

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

3 **Prepared Graduates:**

- 4 4. Explore and demonstrate various concepts through improvisational movement to communicate
5 purposeful intent

6 **Preschool Learning and Development Expectation:**

- 7 1. Explore simple ideas and stories through movement.

8 LDE Code: DA.P.2.1

9 **Indicators of Progress**

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

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

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

16 *Supportive Teaching Practices/Adults May:*

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

28 *Examples of Learning/Children May:*

- 29 1. Describe why you chose those specific movements to express a certain emotion.
30 2. Demonstrate a creative movement in pretend play (e.g., a cat pouncing on a ball, a fish swimming
31 in the classroom aquarium, a rocket ship lifting off).
32 3. Participate moving creatively to instrumental music.
33 4. Lead a simple movement pattern for others to copy.

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1 **Dance**

2 **Preschool, Standard 3. Historical and Cultural Context**

3 **Prepared Graduates:**

4 6. **Research, articulate and embody dance from various eras and cultures.**

5 **Preschool Learning and Development Expectation:**

6 1. **Begin to imitate movements and terminology representing different eras and cultures.**

7

8 **Dance**

9 **Preschool, Standard 3. Historical and Cultural Context**

10 **Prepared Graduates:**

11 7. Investigate and synthesize how dance developed **through the lens of** the culture or era in which it
12 **originated.**

13 **Preschool Learning and Development Expectation:**

14 2. **Begin to recognize ways in which dance represents different eras and cultures.**

15 LDE Code: DA.P.3.1

16 **Indicators of Progress**

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

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

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

22 *Supportive Teaching Practices/Adults May:*

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

32 *Examples of Learning/Children May:*

- 33 1. Bring in a photo to show and/or talk about an occasion in which they experienced dance.
- 34 2. Watch a performance with interest and begin to copy a movement observed in a dance.

1 **Dance**

2 **Preschool, Standard 4. Reflect, Connect, and Respond**

3 **Prepared Graduates:**

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

6 **Preschool Learning and Development Expectation:**

- 7 1. Observe and identify different dance genres.

8 LDE Code: DA.P.4.1

9 **Indicators of Progress**

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

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

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

15 *Supportive Teaching Practices/Adults May:*

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

21 *Examples of Learning/Children May:*

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

25 **Dance**

26 **Preschool, Standard 4. Reflect, Connect, and Respond**

27 **Prepared Graduates:**

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

30 **Preschool Learning and Development Expectation:**

- 31 2. Attentively observe a dance performance.

32 LDE Code: DA.P.4.2

1 **Indicators of Progress**

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

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

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

7 *Supportive Teaching Practices/Adults May:*

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

15 *Examples of Learning/Children May:*

- 16 1. Show excitement to watch a creative movement or dance performance.
- 17 2. Comment on or imitate a movement that was observed in a dance.
- 18 3. Explore the process of creating an artwork in response to a dance performance (e.g., drawing,
19 painting, invented movement).
- 20 4. Clap in appreciation of a performance.

21 **Dance**

22 **Kindergarten, Standard 1. Movement, Technique, and Performance**

23 **Prepared Graduates:**

- 24 1. **Demonstrate dance technique, vocabulary, and skill appropriate to stylistic expectations.**

25 **Grade Level Expectation:**

- 26 1. Perform simple dance movements.

27 GLE Code: DA.K.1.1

28 **Evidence Outcomes**

29 *Students Can:*

- 30 a. **Move and explore using dance movements.**
- 31 b. Perform simple movement sequences and dances.

32 **Academic Context and Connections**

33 *Colorado Essential Skills:*

- 34 1. Stories and rhythms allow dancers to explore and experiment with movements and newly
35 developed ideas for dance. (Problem Solver - Creativity and Innovation)

- 1 2. Movement and dancing are important elements of communication. (Communicator -
2 Interpersonal)

3 *Inquiry Questions:*

- 4 1. How many different ways can you get from one side of the room to another?
5 2. How can you move with your whole body?
6 3. How can you move with only isolated parts of the body?
7 4. How do you feel when you move?

8
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10 **Dance**

11 **Kindergarten, Standard 1. Movement, Technique, and Performance**

12 **Prepared Graduates:**

- 13 2. Apply kinesthetic awareness to develop lifelong and safe movement practices, **fitness, and**
14 **mind/body wellness.**

15 **Grade Level Expectation:**

- 16 1. Perform simple movements safely.

17 GLE Code: DA.K.1.2

18 GLE Code: DA.K.1.1

19 **Evidence Outcomes**

20 *Students Can:*

- 21 a. **Move safely in personal and general space.**
22 b. **Demonstrate focus and concentration while moving**

23 **Academic Context and Connections**

24 *Colorado Essential Skills:*

- 25 1. **Dancing through a defined area with self-awareness demonstrates understanding of personal**
26 **and/or shared space. (Empowered Individual - Self-Awareness, Self-Management)**
27 2. **Movement practices support an individual's social/emotional and physical wellbeing. (Empowered**
28 **Individual - Self- Management)**
29 3. **Dancing can increase body awareness and promote risk-taking. (Empowered Individual -**
30 **Perseverance and Resilience)**

31 *Inquiry Questions:*

- 32 1. **How do you know you are moving your body safely?**
33 2. **What is the difference between self-space and group space?**
34 3. **How do you show that you are concentrating while moving?**

35
36

1 **Dance**

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

3 **Prepared Graduates:**

- 4 4. Explore and demonstrate various concepts through improvisational movement to communicate
5 purposeful intent.

6 **Grade Level Expectation:**

- 7 1. Translate simple ideas and stories into movement using movement in different ways.

8 GLE Code: DA.K.2.2

9 **Evidence Outcomes**

10 *Students Can:*

- 11 a. Improvise movements that can start and stop on cue.
12 b. Develop simple movements based on a mood or feeling.
13 c. Recognize and demonstrate contrasting ideas.
14 d. Explore movement while moving with objects (scarves, feathers, balls).

15 **Academic Context and Connections**

16 *Colorado Essential Skills:*

- 17 1. Dancers are aware of their kinesthetic and aesthetic likes and dislikes and can communicate them.
18 (Communicator - Interpersonal Communication; Empowered Individual - Self Awareness, Self-
19 Advocacy, and Initiative)
20 2. Through improvisation dancers can engage in novel approaches to movement, direction, ideas
21 and/or perspectives. (Problem Solver - Critical Thinking and Analysis, Creativity and Innovation,
22 Adaptability and Flexibility)
23 3. Through the improvisational process, dancers assess personal strengths and limitations with self-
24 awareness. (Problem Solve - Critical Thinking and Analysis, Creativity and Innovation, Adaptability
25 and Flexibility; Empowered Individual - Self-Awareness, Self-Advocacy, and Initiative)
26 4. Students can pose and respond to questions about and with improvisational movement.
27 (Communicator - Interpersonal Communication; Problem Solver - Creativity and Innovation,
28 Collaboration and Teamwork, Adaptability and Flexibility; Community Member - Social Awareness)

29 *Inquiry Questions:*

- 30 1. How does your body feel when you are sad?
31 2. Does this music make your body want to move fast or slow?

32

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1 **Dance**

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

3 **Prepared Graduates:**

4 5. Use a creative process to construct a dance composition.

5 **Grade Level Expectation:**

6 2. Translate simple ideas and stories into movement.

7 GLE Code: DA.K.2.2

8 **Evidence Outcomes**

9 *Students Can:*

- 10 a. Use movement to show a feeling and perform it for others.
- 11 b. Identify and demonstrate contrasting ideas.
- 12 c. Tell movement stories through improvisational exercises.
- 13 d. Name their favorite part of a movement activity and state what they dislike.

14 **Academic Context and Connections**

15 *Colorado Essential Skills:*

- 16 1. Creative process in dance aligns with many of the processes used in other art forms. (Problem
17 Solver - Critical Thinking and Analysis; Empowered Individual - Career Readiness)
- 18 2. Dancers can use technology to highlight and refine a dance. (Communicator - Digital Literacy)
- 19 3. The use of dance technique, vocabulary, and creative processes gives a choreographer many
20 options when creating dances. (Problem Solver - Creativity and Innovation; Empowered Individual -
21 Self-Awareness)
- 22 4. In collaborative groups students can have focused conversations, set goals, and fulfill assigned
23 roles. (Communicator - Interpersonal Communication; Problem Solver - Adaptability and Flexibility)
- 24 5. When refining dances students can receive and discuss feedback to broaden perspectives and
25 clarify intent. (Communicator - Interpersonal Communication; Problem Solver - Critical Thinking
26 and Analysis; Community Member: Social Awareness)

27 *Inquiry Questions:*

- 28 1. How does your body move when you're feeling excited?
- 29 2. What changes about your dancing when the music is fast or slow?

30

31 **Dance**

32 **Kindergarten, Standard 3. Historical and Cultural Context**

33 **Prepared Graduates:**

34 6. Research, articulate and embody dance from various eras and cultures.

1 **Grade Level Expectation:**

- 2 1. Explore dances from different eras and cultures.

3 GLE Code: DA.K.3.1

4 **Evidence Outcomes**

5 *Students Can:*

- 6 a. Demonstrate movements found in dances from various eras and cultures.

7 **Academic Context and Connections**

8 *Colorado Essential Skills:*

- 9 1. Describing and understanding historical and cultural dances brings insight into the many diverse
10 cultures. (Community Member - Global Awareness)
11 2. Exploring historical and cultural dances supports collaboration and curiosity. (Problem Solver -
12 Critical Thinking and Analysis)

13 *Inquiry Questions:*

- 14 1. How does dance help us reflect about people from the past?
15 2. How does dance help us learn about other cultures?

16

17 **Dance**

18 **Kindergarten, Standard 3. Historical and Cultural Context**

19 **Prepared Graduates:**

- 20 7. Investigate and synthesize how dance developed through the lens of the culture or era in which it
21 originated.

22 **Grade Level Expectation:**

- 23 1. Recognize ways in which dance represents different eras and cultures.

24 GLE Code: DA.1.3.2

25 **Evidence Outcomes**

26 *Students Can:*

- 27 a. Name dances from different cultures.
28 b. Experience dances from other time periods.

29

1 **Academic Context and Connections**

2 *Colorado Essential Skills:*

- 3 1. Exploring different dance forms and techniques gives insights to cultural traditions and purposes of
4 dance. (Community Member - Social Awareness, Global and Cultural Awareness)
- 5 2. Students research connections between dance and society by gathering information from print and
6 digital sources, determining biases and credibility of sources, citing sources accurately and using
7 evidence to draw conclusions. (Communicator - Media Literacy, Digital Literacy, Data Literacy)
8 (Problem Solver - Critical Thinking and Analysis) (Community Member - Social Awareness, Civic
9 Engagement, Global and Cultural Awareness)

10 *Inquiry Questions:*

- 11 1. What does this cultural dance remind you of?
- 12 2. What kinds of music, costumes, props do you see?

13 **Dance**

14 **Kindergarten, Standard 4. Reflect, Connect, and Respond**

15 **Prepared Graduates:**

- 16 8. Critique, analyze, and reflect upon dance.

17 **Grade Level Expectation:**

- 18 1. Describe dance using basic movement vocabulary

19 GLE Code: DA.K.4.1

20 **Evidence Outcomes**

21 *Students Can*

- 22 a. Identify different dance movements
- 23 b. Describe a movement

24

25 **Academic Context and Connections**

26 *Colorado Essential Skills:*

- 27 1. Finding a personal connection to a specific **part of a dance** builds strong identification skills and
28 self-direction, enabling personal decision-making and appropriate use of space in collaborative
29 tasks. (Problem Solver: Critical Thinking and Analysis)
- 30 2. Observing and learning about a variety of dance promotes diversity awareness. (Community
31 Member - Community and Cultural Awareness)

32

33 *Inquiry Questions:*

- 34 1. What did you like about the dance? Can you describe why?
- 35 2. What did you observe in the dance?
- 36 3. How are dances different from each other?

1 4. How does the dance make you feel? Can you describe why?
2

3 **Dance**

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

5 **Prepared Graduates:**

6 9. Analyze and demonstrate the various roles and contributions of dance within a community
7

8 **Grade Level Expectation:**

9 1. Connect dance to the world around the student.

10 GLE Code: DA.1.4.2

11 **Evidence Outcomes**

12 *Students Can:*

13 a. Discover that dance relates to music

14 b. Discover where dance happens
15

16 **Academic Context and Connections**

17 *Colorado Essential Skills:*

18 1. Identifying the connections of dance to the world around them allows for an appreciation of the art
19 form. (Community Member - Social Awareness)

20 2. Dance can help with the understanding of individual communities, cultures, and societies.
21 (Community Member - Global and Cultural Awareness)

22 3. Students can use technology to learn, study, and share dance. (Communicator - Digital and Media
23 Literacy)

24 *Inquiry Questions:*

25 1. Where do you dance?

26 2. How does a song make you want to move?

27 3. How can you move like an animal, or a plant growing?
28

29 **Dance**

30 **First Grade, Standard 1. Movement, Technique, and Performance**

31 **Prepared Graduates:**

32 1. Physically demonstrate dance technique and skill appropriate to stylistic demands.
33

34 **Grade Level Expectation:**

1 1. Accurately demonstrate simple movement sequences.

2 GLE Code: DA.1.1.1

3 **Evidence Outcomes**

4 *Students Can:*

- 5 a. Demonstrate accuracy in the use of space.
- 6 b. Demonstrate different timing and rhythm in movement.
- 7 c. Demonstrate various qualities in movement.

8

9 **Academic Context and Connections**

10 *Colorado Essential Skills:*

- 11 1. Dance can communicate emotion and feelings. (Communicator- Interpersonal; Empowered Individual- Self Awareness)
- 12
- 13 2. Students can use several pieces of information to inform a dance. (Problem Solver-Critical Thinking and Analysis)
- 14

15 *Inquiry Questions:*

- 16 1. How does movement help you to process and/or change your feelings?
- 17 2. How can we affect the quality of movement?

18

19 **Dance**

20 **First Grade, Standard 1. Movement, Technique, and Performance**

21 **Prepared Graduates:**

- 22 2. Apply kinesthetic awareness to develop lifelong and safe movement practices, fitness, and mind/body wellness.
- 23

24 **Grade Level Expectation:**

- 25 2. Develop safe movement practices.

26 GLE Code: DA.1.1.2

27 **Evidence Outcomes**

28 *Students Can:*

- 29 a. Demonstrate focus and concentration while moving.

30

31 **Academic Context and Connections**

32 *Colorado Essential Skills:*

- 33 1. Dancing through a defined area with self-awareness demonstrates understanding of personal and/or shared space. (Empowered Individual - Self-Awareness, Self-Management)
- 34

1 2. Movement practice supports an individual's social/emotional and physical wellbeing. (Empowered
2 Individual - Self- Management)

3 3. Dancing can increase body awareness and promote risk-taking. (Empowered Individual -
4 Perseverance and Resilience)

5 *Inquiry Questions:*

6 1. What is body awareness?

7 2. How does it feel when you are focusing and in control when you are dancing? How does it feel
8 when movement is chaotic and wild?

9 3. How can you dance safely without hurting yourself?

10

11

12

13 **Dance**

14 **First Grade, Standard 2. Create, Compose, and Choreograph**

15 **Prepared Graduates:**

16 4. Explore and demonstrate various concepts through improvisational movement to communicate
17 purposeful intent.

18

19 **Grade Level Expectation:**

20 1. Explore movement based on a variety of inspirations.

21 GLE Code: DA.1.2.1

22 **Evidence Outcomes**

23 *Students Can:*

24 1. Improvise movements that can start and stop on cue.

25 2. Develop simple movements based on a mood or feeling.

26 3. Recognize and demonstrate contrasting ideas.

27 4. Solve simple movement problems.

28

29 **Academic Context and Connections**

30 *Colorado Essential Skills:*

31 1. Dancers are aware of their kinesthetic and aesthetic likes and dislikes and can communicate them.
32 (Communicator - Interpersonal Communication; Empowered Individual - Self Awareness, Self-
33 Advocacy, and Initiative)

34 2. Through improvisation dancers can engage in novel approaches to movement, direction, ideas
35 and/or perspectives. (Problem Solver - Critical Thinking and Analysis, Creativity and Innovation,
36 Adaptability and Flexibility)

- 1 3. Through the improvisational process, dancers assess personal strengths and limitations with self-
2 awareness. (Problem Solver - Critical Thinking and Analysis, Creativity and Innovation, Adaptability
3 and Flexibility; Empowered Individual - Self-Awareness, Self-Advocacy, and Initiative)
- 4 4. Students can pose and respond to questions about and with improvisational movement.
5 (Communicator - Interpersonal Communication; Problem Solver - Creativity and Innovation,
6 Collaboration and Teamwork, Adaptability and Flexibility; Community Member - Social Awareness)

7 *Inquiry Questions:*

- 8 1. Where do movement ideas come from?
- 9 2. How did doing that dance make you feel?
- 10 3. Can you demonstrate how a rocket ship would move from low to high?

11 **Dance**

12 **First Grade, Standard 2. Create, Compose, and Choreograph**

13 **Prepared Graduates:**

- 14 5. Use a creative process to construct a dance composition.
- 15

16 **Grade Level Expectation:**

- 17 1. Create and demonstrate simple movements based on play and improvisation.
- 18

19 GLE Code: DA.1.2.2

20 **Evidence Outcomes**

21 *Students Can:*

- 22 a. Use play and improvisation to create movements.
 - 23 b. Select movements they like and dislike and replicate them.
 - 24 c. Change movements based on feedback and conversation.
- 25

26 **Academic Context and Connections**

27 *Colorado Essential Skills:*

- 28 1. Creative process in dance aligns with many of the processes used in other art forms. (Problem
29 Solver - Critical Thinking and Analysis; Empowered Individual - Career Readiness)
- 30 2. Dancers can use technology to highlight and refine a dance. (Communicator - Digital Literacy)
- 31 3. The use of dance technique, vocabulary, and creative processes gives a choreographer many
32 options when creating dances. (Problem Solver - Creativity and Innovation; Empowered Individual:
33 Self-Awareness)
- 34 4. In collaborative groups students can have focused conversations, set goals, and fulfill assigned
35 roles. (Communicator - Interpersonal Communication; Problem Solver - Adaptability and Flexibility)
- 36 5. When refining dances students can receive and discuss feedback to broaden perspectives and
37 clarify intent. (Communicator - Interpersonal Communication; Problem Solver - Critical Thinking
38 and Analysis; Community Member - Social Awareness)

1 *Inquiry Questions:*

- 2 1. How can movement express a feeling or story?
- 3 2. What do you like about the movement of a particular dance?
- 4 3. What is a shape you can make with your body to show the feelings of the story?

5 **Dance**

6 **First Grade, Standard 3. Historical and Cultural Context**

7 **Prepared Graduates:**

- 8 6. Research, articulate and embody dance from various eras and cultures.

9 **Grade Level Expectation:**

- 10 1. Perform movements that represent different eras and cultures.

11 GLE Code: DA.1.3.1

12 **Evidence Outcomes**

13 *Students Can:*

- 14 a. Perform movements found in dances from various eras and cultures.

15 **Academic Context and Connections**

16 *Colorado Essential Skills:*

- 17 1. Understanding and performing dances can provide insight into information about a certain time in
18 history or culture. (Community Member - Social Awareness and Global and Cultural Awareness)
- 19 2. Approaches to movement are diverse and are influenced by cultural and societal norms.
20 (Community Member - Social Awareness)
- 21 3. Describing and understanding historical and cultural dances brings insight into the many diverse
22 cultures. (Community Member - Global Awareness)

23

24 *Inquiry Questions:*

- 25 1. Why do people dance?
- 26 2. What do you notice that is similar or different in the various dances?
- 27 3. What information could we use to identify the purpose or story behind the dance?

28 **Dance**

29 **First Grade, Standard 3. Historical and Cultural Context**

30 **Prepared Graduates:**

- 31 7. Investigate and synthesize how dance developed through the lens of the culture or era in which
32 it originated.

1 **Grade Level Expectation:**

- 2 1. Recognize and describe ways in which dance represents different eras and cultures.

3 GLE Code: DA.1.3.2

4 **Evidence Outcomes**

5 *Students Can:*

- 6 a. Name the differences in dances of different eras.
7 b. Describe cultural aspects from videos and pictures.

9 **Academic Context and Connections**

10 *Colorado Essential Skills:*

- 11 1. Exploring different dance forms and techniques gives insights to cultural traditions and purposes of
12 dance. (Community Member - Social Awareness, Global and Cultural Awareness)
13 2. Students research connections between dance and society by gathering information from print and
14 digital sources, determining biases and credibility of sources, citing sources accurately and using
15 evidence to draw conclusions. (Communicator - Media Literacy, Digital Literacy, Data Literacy;
16 Problem Solver - Critical Thinking and Analysis; Community Member - Social Awareness, Civic
17 Engagement, Global and Cultural Awareness)

18 *Inquiry Questions:*

- 19 3. How is dance used to celebrate?
20 4. What kind of stories do different cultures tell through movement?
21 5. What kinds of music, clothing, and props were used?

22 **Dance**

23 **First Grade, Standard 4. Reflect, Connect, and Respond**

24 **Prepared Graduates:**

- 25 8. Critique, analyze, and reflect upon dance.

26 **Grade Level Expectation:**

- 27 1. Describe dance using basic **movement** vocabulary and make connections **to other aspects of life.**

28 GLE Code: DA.1.4.1

29 **Evidence Outcomes**

30 *Students Can:*

- 31
32 a. Describe the movements and gestures that stand out in a particular **dance.**
33 b. Use words, pictures, or various mediums to compare different **dances.**
34 c. Find similarities or comparisons in a dance that relate to a student's own life.

1 **Academic Context and Connections**

2 *Colorado Essential Skills:*

- 3 1. Using dance vocabulary and understanding **connects** to vocabulary and understanding in other
4 disciplines such as reading, music, history, etc. (Communicator - Data Literacy; Problem Solver -
5 **Critical Thinking and Analysis**)
6 2. Demonstrating the relationship between movement and storytelling builds a foundational
7 awareness of how **cultures preserve** their traditions in the absence of the printed word.
8 (**Community Member - Community and Cultural Awareness**)
9 3. Observing and learning about a **variety of** dance promotes diversity awareness. (**Community**
10 **Member - Community and Cultural Awareness**)
11

12 *Inquiry Questions:*

- 13 1. What did you like about the dance? Can you describe why?
14 2. **What did you observe in the dance?**
15 3. How are dances different from each other?
16 4. **How does the dance make you feel? Can you describe why?**
17 5. Can there be multiple interpretations of a dance?
18

19 **Dance**

20 **First Grade, Standard 4. Reflect, Connect, and Respond**

21 **Prepared Graduates:**

- 22 9. **Analyze and demonstrate the various roles and contributions of dance within a community**

23 **Grade Level Expectation:**

- 24 1. **Connect dance to the world around the student.**

25 GLE Code: DA.1.4.2

26 **Evidence Outcomes**

27 *Students Can:*

- 28 a. **Discover that dance relates to other things.**
29 b. **Identify where dance happens**
30

31 **Academic Context and Connections**

32 *Colorado Essential Skills:*

- 33 1. **Identifying the connections of dance to the world around them allows for an appreciation of the**
34 **art form. (Community Member - Social Awareness)**
35 2. **Dance can help with the understanding of individual communities, cultures, and societies.**
36 **(Community Member - Global and Cultural Awareness)**

1 3. Students can use technology to learn, study, and share dance. (Communicator - Digital and Media
2 Literacy)

3 *Inquiry Questions:*

- 4 1. Where do you dance?
- 5 2. What is dance similar to?
- 6 3. How does a song make you want to move?

7 Dance

8 Second Grade, Standard 1. Movement, Technique, and Performance

9 Prepared Graduates:

- 10 1. Physically demonstrate dance technique and skill appropriate to stylistic demands.

11 Grade Level Expectation:

- 12 1. Perform simple dances with specific intention.

13 GLE Code: DA.2.1.1

14 Evidence Outcomes

15 *Students Can:*

- 16 a. Demonstrate basic technique appropriate to the dance style.
- 17 b. Approach movements differently to support meaning making.
- 18 c. Perform dances from memory for an audience.

19 Academic Context and Connections

20 *Colorado Essential Skills:*

- 21 1. Like other academic content areas, learning a dance vocabulary is important to advance knowledge
22 and execution of movement. (Communicator - Interpersonal Communication)
- 23 2. Students can use information from several sources to inform their performance (Empowered
24 Individual - Self Management)

25 *Inquiry Questions:*

- 26 1. How do we communicate when we dance?
- 27 2. What is it like to dance with others?

28 Dance

29 Second Grade, Standard 1. Movement, Technique, and Performance

30 Prepared Graduates:

- 31 1. Apply kinesthetic awareness to develop lifelong and safe movement practices, fitness, and
32 mind/body wellness

1 **Grade Level Expectation:**

- 2 1. Perform movements while observing safe body practices.

3 GLE Code: DA.2.1.2

4 **Evidence Outcomes**

5 *Students Can:*

- 6 a. Move intentionally to demonstrate the relevant action and safe body practices.
7 b. Move in ways that demonstrate self-awareness

8 **Academic Context and Connections**

9 *Colorado Essential Skills:*

- 10 1. Dancing through a defined area with self-awareness demonstrates understanding of personal
11 and/or shared space. (Empowered Individual - Self-Awareness, Self-Management)
12 2. Apply kinesthetic awareness to develop lifelong and safe movement practices. (Empowered
13 Individual - Self- Management)
14 3. Dancing can increase body awareness and promote risk-taking. (Empowered Individual -
15 Perseverance and Resilience)

16 *Inquiry Questions:*

- 17 1. What does it mean to be in control of your body?
18 2. How can you dance safely without hurting yourself or others?
19

20 **Dance**

21 **Second Grade, Standard 2. Create, Compose, and Choreograph**

22 **Prepared Graduates:**

- 23 4. Explore and demonstrate various concepts through improvisational movement to communicate
24 purposeful intent.

25 **Grade Level Expectation:**

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

27 GLE Code: DA.2.2.1

28 **Evidence Outcomes**

29 *Students Can:*

- 30 a. Improvise a dance phrase that has a clear beginning, middle and end.
31 b. Experiment with movements that express an idea or an emotion.
32 c. Recognize and demonstrate contrasting ideas.
33 d. Solve simple movement problems alone and with a partner.
34

1 **Academic Context and Connections**

2 *Colorado Essential Skills:*

- 3 1. Dancers are aware of their kinesthetic and aesthetic likes and dislikes and can communicate them.
4 (Communicator - Interpersonal Communication; Empowered Individual - Self Awareness, Self-
5 Advocacy, and Initiative)
- 6 2. Through improvisation dancers can engage in novel approaches to movement, direction, ideas
7 and/or perspectives. (Problem Solver - Critical Thinking and Analysis, Creativity and Innovation,
8 Adaptability and Flexibility)
- 9 3. Through the improvisational process, dancers assess personal strengths and limitations with self-
10 awareness. (Problem Solver - Critical Thinking and Analysis, Creativity and Innovation, Adaptability
11 and Flexibility; Empowered Individual - Self-Awareness, Self-Advocacy, and Initiative)
- 12 4. Students can pose and respond to questions about and with improvisational movement.
13 (Communicator - Interpersonal Communication; Problem Solver; Creativity and Innovation,
14 Collaboration and Teamwork, Adaptability and Flexibility; Community Member - Social Awareness)

15 *Inquiry Questions:*

- 16 1. What is different about working with a partner?
 - 17 2. Are the patterns in the music an inspiration for creating movement?
 - 18 3. What can you do with your muscles when you want to look silly vs. serious?
- 19

20 **Dance**

21 **Second Grade, Standard 2. Create, Compose, and Choreograph**

22 **Prepared Graduates:**

- 23 5. Use a creative process to construct a dance composition.

24 **Grade Level Expectation:**

- 25 1. Organize movements into simple dance phrases.

26 GLE Code: DA.2.2.2

27 **Evidence Outcomes**

28 *Students Can:*

- 29 a. Select and organize movement into a simple dance with a beginning, middle and end.
- 30 b. Develop simple dance phrases that meet given criteria.
- 31 c. Select movements from improvisational exercises to organize a dance phrase.

32 **Academic Context and Connections**

33 *Colorado Essential Skills:*

- 34 1. Creative process in dance aligns with many of the processes used in other art forms. (Problem
35 Solver - Critical Thinking and Analysis; Empowered Individual - Career Readiness)
- 36 2. Dancers can use technology to highlight and refine a dance. (Communicator - Digital Literacy)

- 1 3. The use of dance technique, vocabulary, and creative processes gives a choreographer many
2 options when creating dances. (Problem Solve -: Creativity and Innovation; Empowered Individual -
3 Self-Awareness)
- 4 4. In collaborative groups students can have focused conversations, set goals, and fulfill assigned
5 roles. (Communicator - Interpersonal Communication; Problem Solver - Adaptability and Flexibility)
- 6 5. When refining dances students can receive and discuss feedback to broaden perspectives and
7 clarify intent. (Communicator - Interpersonal Communication; Problem Solver - Critical Thinking
8 and Analysis; Community Member - Social Awareness)

9 *Inquiry Questions:*

- 10 1. How do you know that a dance is finished or complete?
- 11 2. Why did you choose those movements in that order?
- 12 3. How did the improvisation exercise help you come up with your dance phrase?

13 **Dance**

14 **Second Grade, Standard 3. Historical and Cultural Context**

15 **Prepared Graduates:**

- 16 6. Research, articulate and embody dance from various eras and cultures.

17 **Grade Level Expectation:**

- 18 1. Identify and perform movements that are era and culturally specific.

19 GLE Code: DA.2.3.1

20 **Evidence Outcomes**

21 *Students Can:*

- 22 a. Observe, describe, and perform historical and culturally specific dances.

23 **Academic Context and Connections**

24 *Colorado Essential Skills:*

- 25 1. Dances can be built around era or culturally specific experiences. (Problem Solver - Critical Thinking
26 and Analysis)
- 27 2. Describing and understanding historical and cultural dances brings insight into the many diverse
28 cultures. (Community Member - Global Awareness)
- 29 3. Observation skills, dance research and embodied knowledge contribute to identifying dance works
30 from a specific culture or era. (Community Member-Global and Cultural Awareness)

31 *Inquiry Questions:*

- 32 1. How do you describe the dances around you?
- 33 2. Why do people dance?

1 **Dance**

2 **Second Grade, Standard 3. Historical and Cultural Context**

3 **Prepared Graduates:**

- 4 7. Investigate and synthesize how dance developed **through the lens of** the culture or era in which it
5 **originated.**

6 **Grade Level Expectation:**

- 7 1. **Recognize and describe ways in which dance represents different eras and cultures.**

8 GLE Code: DA.2.3.2

9 **Evidence Outcomes**

10 *Students Can:*

- 11 a. **Name the differences in dances of different eras.**
12 b. **Describe cultural aspects from videos and pictures.**

13 **Academic Context and Connections**

14 *Colorado Essential Skills:*

- 15 1. **Exploring different dance forms and techniques gives insights to cultural traditions and purposes of**
16 **dance. (Community Member - Social Awareness, Global and Cultural Awareness)**
17 2. **Students research connections between dance and society by gathering information from print and**
18 **digital sources, determining biases and credibility of sources, citing sources accurately and using**
19 **evidence to draw conclusions. (Communicator - Media Literacy, Digital Literacy, Data Literacy)**
20 **(Problem Solver - Critical Thinking and Analysis) (Community Member - Social Awareness, Civic**
21 **Engagement, Global and Cultural Awareness)**

22 *Inquiry Questions:*

- 23 1. **How do these dances make you feel?**
24 2. **How do you think the people in the dances you saw felt?**

25
26

27 **Dance**

28 **Second Grade, Standard 4. Reflect, Connect, and Respond**

29 **Prepared Graduates:**

- 30 8. **Critique, analyze, and reflect upon dance.**

31 **Grade Level Expectation:**

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

33 GLE Code: DA.2.4.1

1 **Evidence Outcomes**

2 *Students Can:*

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

7 **Academic Context and Connections**

8 *Colorado Essential Skills:*

- 9 1. Demonstrating the ability to compare and contrast dance styles builds foundational problem-
- 10 solving and classification skills needed in science, social studies, reading, writing and visual arts,
- 11 and leads to a variety of vocations. (Communicator - Interpersonal, Data Literacy; Problem Solver -
- 12 Critical Thinking and Analysis)
- 13 2. Articulating the order, structure and design elements of dance works creates foundational
- 14 discernment abilities needed to build reading and writing skills such as sequencing and structuring
- 15 stories. (Communicator - Interpersonal, Data Literacy; Problem Solve -: Critical Thinking and
- 16 Analysis)

17 *Inquiry Questions:*

- 18 1. How are dances different from each other?
- 19 2. How does each dance style communicate its meaning?
- 20 3. How do **dance movements** communicate feelings and thoughts?
- 21 4. How are characters portrayed **through** dance?
- 22 5. How **does movement** communicate feelings and thoughts?

24 **Dance**

25 **Second Grade, Standard 4. Reflect, Connect, and Respond**

26 **Prepared Graduates:**

- 27 9. **Analyze and demonstrate the various roles and contributions of dance within a community**

28 **Grade Level Expectation:**

- 29 1. **Connect dance to the world around the student**

30 GLE Code: DA.2.4.2

31 **Evidence Outcomes**

32 *Students Can:*

- 33 a. **Identify that dance relates to other things.**
- 34 b. **Identify that dance happens within communities.**

35

1 **Academic Context and Connections**

2 *Colorado Essential Skills:*

- 3 1. Identifying the connections of dance to the world around them allows for an appreciation of the
4 art form. (Community Member - Social Awareness)
- 5 2. Dance can help with the understanding of individual communities, cultures, and societies.
6 (Community Member - Global and Cultural Awareness)
- 7 3. Students can use technology to learn, study, and share dance. (Communicator - Digital and Media
8 Literacy)

9 *Inquiry Questions:*

- 10 1. Where do you dance?
- 11 2. What is dance similar to?
- 12 3. How does a song make you want to move?

13

14

15

16 **Dance**

17 **Third Grade, Standard 1. Movement, Technique, and Performance**

18 **Prepared Graduates:**

- 19 1. **Physically demonstrate dance technique and skill appropriate to stylistic demands.**

20 **Grade Level Expectation:**

- 21 1. Perform movement with technical competency and skill.

22 GLE Code: DA.3.1.1

23 **Evidence Outcomes**

24 *Students Can:*

- 25 a. Develop techniques appropriate to the **dance style**.
- 26 b. Accurately reproduce movement sequences.

27 **Academic Context and Connections**

28 *Colorado Essential Skills:*

- 29 1. Dancers use their knowledge of body movement and structure **when performing**. (Empowered
30 Individual - Self Awareness)
- 31 2. Dancers use many sources of information to inform their performance. (Communicator - Data
32 Literacy; Problem Solver - Critical Thinking and Analysis)

33 *Inquiry Questions:*

- 34 1. How can **rehearsing** enhance a performance?

1 **Dance**

2 **Third Grade, Standard 1. Movement, Technique, and Performance**

3 **Prepared Graduates:**

4 2. Apply kinesthetic awareness to develop lifelong and safe movement practices, **fitness, and mind/body**
5 **wellness.**

6 **Grade Level Expectation:**

7 2. Perform movements while observing safe body practices.

8 GLE Code: DA.3.1.1

9 **Evidence Outcomes**

10 *Students Can:*

- 11 a. Participate in warm-ups with an understanding of progression.
- 12 b. Identify the parts of the body used while dancing.

13 **Academic Context and Connections**

14 *Colorado Essential Skills:*

- 15 1. Dancing through a defined area with self-awareness demonstrates understanding of personal
16 and/or shared space. (Empowered Individual - Self-Awareness, Self-Management)
- 17 2. Movement practices support an individual's social/emotional and physical wellbeing. (Empowered
18 Individual - Self- Management)
- 19 3. Dancing can increase body awareness and promote risk-taking. (Empowered Individual -
20 Perseverance and Resilience)

21 *Inquiry Questions:*

- 22 1. How do we prepare our bodies for dancing?
- 23 2. How can you dance safely without hurting yourself or others?
- 24 3. What parts of the body would you use to perform a _____ (e.g., jump, turn, bend, reach)?

25

26 **Dance**

27 **Third Grade, Standard 2. Create, Compose, and Choreograph**

28 **Prepared Graduates:**

29 4. Explore and demonstrate various concepts through improvisational movement to communicate
30 purposeful intent.

31

32 **Grade Level Expectation:**

33 1. Identify and experiment with movement to create simple patterns and dance structures.

34 GLE Code: DA.3.2.1

1 **Evidence Outcomes**

2 *Students Can:*

- 3 a. Communicate feelings and intent through improvisation
- 4 b. Recognize and demonstrate simple patterns and contrasting movements.
- 5 c. Solve simple movement problems alone and with partners.
- 6 d. Improvise movement that has a beginning, middle, and end.

8 **Academic Context and Connections**

9 *Colorado Essential Skills:*

- 10 1. Dancers are aware of their kinesthetic and aesthetic likes and dislikes and can communicate them.
11 (Communicator - Interpersonal Communication; Empowered Individual - Self Awareness, Self-
12 Advocacy, and Initiative)
- 13 2. Through improvisation dancers can engage in novel approaches to movement, direction, ideas
14 and/or perspectives. (Problem Solver - Critical Thinking and Analysis, Creativity and Innovation,
15 Adaptability and Flexibility)
- 16 3. Through the improvisational process, dancers assess personal strengths and limitations with self-
17 awareness. (Problem Solver - Critical Thinking and Analysis, Creativity and Innovation, Adaptability
18 and Flexibility; Empowered Individual - Self-Awareness, Self-Advocacy, and Initiative)
- 19 4. Students can pose and respond to questions about and with improvisational movement.
20 (Communicator - Interpersonal Communication; Problem Solver - Creativity and Innovation,
21 Collaboration and Teamwork, Adaptability and Flexibility; Community Member - Social Awareness)

22 *Inquiry Questions:*

- 23 1. What inspired your movement choices?
- 24 2. What is the difference between exploring movement and making a dance?
- 25 3. How do the movements you’ve chosen show your intent?

27 **Dance**

28 **Third Grade, Standard 2. Create, Compose, and Choreograph**

29 **Prepared Graduates:**

- 30 5. Use a creative process to construct a dance composition.

31 **Grade Level Expectation:**

- 32 1. Create simple movements that can be organized into a movement phrase.

34 GLE Code: DA.3.2.2

35 **Evidence Outcomes**

36 *Students Can:*

- 37 a. Organize movements created into short dances based on a creative process.

- 1 b. Create simple movement phrases that meet given criteria.
- 2 c. Manipulate or modify movement sequences that have a beginning, middle and end.
- 3 d. Edit and refine a dance to clarify intent.

4 **Academic Context and Connections**

5 *Colorado Essential Skills:*

- 6 1. Creative process in dance aligns with many of the processes used in other art forms. (Problem Solver - Critical Thinking and Analysis; Empowered Individual - Career Readiness)
- 7
- 8 2. Dancers can use technology to highlight and refine a dance. (Communicator - Digital Literacy)
- 9 3. The use of dance technique, vocabulary, and creative processes gives a choreographer many options when creating dances. (Problem Solver - Creativity and Innovation; Empowered Individual - Self-Awareness)
- 10
- 11
- 12 4. In collaborative groups students can have focused conversations, set goals, and fulfill assigned roles. (Communicator - Interpersonal Communication; Problem Solver - Adaptability and Flexibility)
- 13
- 14 5. When refining dances students can receive and discuss feedback to broaden perspectives and clarify intent. (Communicator - Interpersonal Communication; Problem Solver - Critical Thinking and Analysis; Community Member - Social Awareness)
- 15
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17 *Inquiry Questions:*

- 18 1. How can a dance tell a story?
- 19 2. What was your creative process to create your dance?
- 20 3. What do you think you can change about your dance to clarify your intent?

21

22 **Dance**

23 **Third Grade, Standard 3. Historical and Cultural Context**

24 **Prepared Graduates:**

- 25 6. Research, articulate and embody dance from various eras and cultures.

26 **Grade Level Expectation:**

- 27 1. Identify and demonstrate movements that are era and culturally specific.

28 GLE Code: DA.3.3.1

29 **Evidence Outcomes**

30 *Students Can:*

- 31 a. Compare and contrast different cultural dances using movement descriptions and performance.
- 32 b. Describe distinguishing characteristics of historical and cultural dances.

33 **Academic Context and Connections**

34 *Colorado Essential Skills:*

- 35 1. Observing social, cultural, or historical dances can enhance empathy and understanding of a group of people. (Community Member- Global and Cultural Awareness)
- 36

- 1 2. Observation skills, dance research and embodied knowledge contribute to identifying dance works
- 2 from a specific culture or era. (Community Member-Global and Cultural Awareness)
- 3 3. Exploration of cultural or era specific dance can increase social awareness. (Community Member -
- 4 Social Awareness)

5 *Inquiry Questions:*

- 6 1. Why do we use dance to explore eras and cultures?
- 7 2. How do we observe dance from unfamiliar cultures?

8 **Dance**

9 **Third Grade, Standard 3. Historical and Cultural Context**

10 **Prepared Graduates:**

- 11 7. Investigate and synthesize how dance developed **through the lens of** the culture or era in which it
- 12 **originated.**

13 **Grade Level Expectation:**

- 14 1. Recognize and describe ways in which dance represents different eras and cultures.

15 GLE Code: DA.3.3.2

16 **Evidence Outcomes**

17 *Students Can:*

- 18 a. Contrast the differences in dances of different eras.
- 19 b. Describe cultural aspects from videos and pictures.

20 **Academic Context and Connections**

21 *Colorado Essential Skills:*

- 22 1. Exploring different dance forms and techniques gives insights to cultural traditions and purposes of
- 23 dance. (Community Member - Social Awareness, Global and Cultural Awareness)
- 24 2. Students research connections between dance and society by gathering information from print and
- 25 digital sources, determining biases and credibility of sources, citing sources accurately and using
- 26 evidence to draw conclusions. (Communicator - Media Literacy, Digital Literacy, Data Literacy)
- 27 (Problem Solver - Critical Thinking and Analysis) (Community Member - Social Awareness, Civic
- 28 Engagement, Global and Cultural Awareness)

29

30 *Inquiry Questions:*

- 31 1. What do you notice about the way people are moving?
- 32 2. What dance moves appeal to you from the era or culture?
- 33 3. What are the similarities between the two time periods we studied?

34

1 **Dance**

2 **Third Grade, Standard 4. Reflect, Connect, and Respond**

3 **Prepared Graduates:**

- 4 8. Critique, analyze, and reflect upon dance.

5

6 **Grade Level Expectation:**

- 7 1. Compare and contrast different dances

8 GLE Code: DA.3.4.2

9 **Evidence Outcomes**

10 *Students Can:*

- 11 a. Use dance vocabulary to identify movements, basic structure, and emotion in dance.
12 b. Identify and describe the movement content of a particular dance work.

13 **Academic Context and Connections**

14 *Colorado Essential Skills:*

- 15 1. Deconstructing a dance work utilizes the same kinds of skills needed to decode unfamiliar words,
16 identify the steps within a math problem, or find details in a painting or photograph.
17 (Communicator - Data Literacy; Problem Solver: Critical Thinking and Analysis; Empowered
18 Individual - Self Management)
19 2. Recognizing and identifying movements in dance provides critical analysis abilities. (Problem Solver
20 - Critical Thinking and Analysis)
21 3. The connection of interdisciplinary concepts to dance can enhance understanding of movement or
22 choreography. (Communicator - Data Literacy; Problem Solver - Critical Thinking and Analysis)

23 *Inquiry Questions:*

- 24 1. How do movement choices communicate emotions in dance?
25 2. How can dance communicate feelings and thoughts?
26 3. How does experience in a variety of genres help one to understand dance?
27 4. What connections can you make between dance and other subjects that you study in school?

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30 **Dance**

31 **Third Grade, Standard 4. Reflect, Connect, and Respond**

32 **Prepared Graduates:**

- 33 9. Analyze and demonstrate the various roles and contributions of dance within a community.

34 **Grade Level Expectation:**

- 35 1. Discover connections between dance and other academic content.

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GLE Code: DA.3.4.2

Evidence Outcomes

Students Can:

- a. Identify that dance relates to other academic content areas.
- b. Identify dance in a variety of communities.
- c. Discover how arts are related to one another.

Academic Context and Connections

Colorado Essential Skills:

- 1. Identifying the connections of dance to other disciplines allows for an appreciation of the art form. (Community Member: Social Awareness)
- 2. Dance can help with the understanding of individual communities, cultures, and societies. (Community Member: Global and Cultural Awareness)
- 3. Students can use technology to learn, study, and share dance. (Communicator: Digital and Media Literacy)

Inquiry Questions:

- 1. Where do you dance in your community?
- 2. How is dance similar to another school subject?
- 3. How does a painting make you want to move?

Dance

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

Prepared Graduates:

- 1. Physically demonstrate dance technique and skill appropriate to stylistic demands.

Grade Level Expectation:

- 1. Perform dances that have different compositional structures.

GLE Code: DA.4.1.1

Evidence Outcomes

Students Can:

- a. Perform dances from different dance styles with accuracy and clarity, replicate body shapes, movement characteristics, and movement patterns in a dance sequence with awareness of body alignment and core support.
- b. Perform simple dances from memory in pairs and groups.
- c. Perform simple dances based on compositional forms.

1 **Academic Context and Connections**

2 *Colorado Essential Skills:*

- 3 1. Manipulating space, time and energy in a movement phrase demonstrates a dancer’s ability to
4 adapt to change. (Empowered Individual - Self Management)
5 2. Exploring and practicing movement in various genres can enhance learning in other academic
6 disciplines and can contribute to overall health and well-being. (Empowered Individual - Self
7 Awareness)

8 *Inquiry Questions:*

- 9 1. How can dancers manipulate different basic elements of dance to communicate an idea or
10 concept?
11 2. How is it different dancing alone, in a pair or in groups?
12 3. What do dances from different genres have in common? What distinguishes dance genres from
13 each other?

14 **Dance**

15 **Fourth Grade, Standard 1. Movement, Technique, and Performance**

16 **Prepared Graduates:**

- 17 1. Apply kinesthetic awareness to develop lifelong and safe movement practices, fitness, and
18 mind/body wellness.

19 **Grade Level Expectation:**

- 20 1. Perform dances while observing safe movement practices

21 GLE Code: DA.4.1.2

22 **Evidence Outcomes**

23 *Students Can:*

- 24 a. Apply self-awareness to safe body movement.
25 b. Identify body needs to perform a dance style.

26 **Academic Context and Connections**

27 *Colorado Essential Skills:*

- 28 1. Dancing through a defined area with self-awareness demonstrates understanding of personal
29 and/or shared space. (Empowered Individual - Self-Awareness, Self-Management)
30 2. Dance/movement practice supports an individual's social/emotional and physical wellbeing.
31 (Empowered Individual - Self- Management)
32 3. Safe movement practices support lifelong health and injury prevention (Empowered Individual -
33 Perseverance and Self Awareness)
34 4. Performing dances can increase body awareness and promote risk-taking. (Empowered Individual -
35 Perseverance and Resilience)

1 *Inquiry Questions:*

- 2 1. What helps a dancer move with safety and control?
3 2. How would you need to adjust your movement to dance safely through a space with another
4 person compared to dancing alone?

5

6 **Dance**

7 **Fourth Grade, Standard 2. Create, Compose, and Choreograph**

8 **Prepared Graduates:**

- 9 4. Explore and demonstrate various concepts through improvisational movement to communicate
10 purposeful intent.

11

12 **Grade Level Expectation:**

- 13 1. Manipulate or modify a variety of ideas to expand movement possibilities and create a variety of
14 patterns and structures.

15 GLE Code: DA.4.2.1

16 **Evidence Outcomes**

17 *Students Can:*

- 18 a. Experiment with movement that responds to a variety of stimuli.
19 b. Develop spontaneous improvised movements that can have a beginning, middle, and end.
20 c. Improvise and solve movement problems when working alone, with partners or in small groups.
21 d. Explain their movement choices.

22

23 **Academic Context and Connections**

24 *Colorado Essential Skills:*

- 25 1. Dancers are aware of their kinesthetic and aesthetic likes and dislikes and can communicate them.
26 (Communicator - Interpersonal Communication; Empowered Individual - Self Awareness, Self-
27 Advocacy, and Initiative)
28 2. Through improvisation dancers can engage in novel approaches to movement, direction, ideas
29 and/or perspectives. (Problem Solver - Critical Thinking and Analysis, Creativity and Innovation,
30 Adaptability and Flexibility)
31 3. Through the improvisational process, dancers assess personal strengths and limitations with self-
32 awareness. (Problem Solver - Critical Thinking and Analysis, Creativity and Innovation, Adaptability
33 and Flexibility; Empowered Individual: Self-Awareness, Self-Advocacy, and Initiative)
34 4. Students can pose and respond to questions about and with improvisational movement.
35 (Communicator - Interpersonal Communication; Problem Solver - Creativity and Innovation,
36 Collaboration and Teamwork, Adaptability and Flexibility; Community Member - Social Awareness)

1 *Inquiry Questions:*

- 2 1. What can you do to communicate nonverbally with your group?
- 3 2. What do you see in this image you can transpose to your body?
- 4 3. What helps your dance to communicate your intent?

5 **Dance**

6 **Fourth Grade, Standard 2. Create, Compose, and Choreograph**

7 **Prepared Graduates:**

- 8 5. Use a creative process to construct a dance composition.

9 **Grade Level Expectation:**

- 10 1. Create simple movement phrases alone or in groups using a theme, or structure.

11 GLE Code: DA.4.2.2

12 **Evidence Outcomes**

13 *Students Can:*

- 14 a. Organize movements created into short dances based on a creative process.
- 15 b. Manipulate or modify movement sequences that have a beginning, middle and end.
- 16 c. Edit and refine a dance to clarify intent.
- 17 d. Use technology to enhance their creative process.

19 **Academic Context and Connections**

20 *Colorado Essential Skills:*

- 21 1. Creative process in dance aligns with many of the processes used in other art forms. (Problem
22 Solver - Critical Thinking and Analysis; Empowered Individual - Career Readiness)
- 23 2. Dancers can use technology to highlight and refine a dance. (Communicator - Digital Literacy)
- 24 3. The use of dance technique, vocabulary, and creative processes gives a choreographer many
25 options when creating dances. (Problem Solver - Creativity and Innovation; Empowered Individual:
26 Self-Awareness)
- 27 4. In collaborative groups students can have focused conversations, set goals and fulfill assigned
28 roles. (Communicator - Interpersonal Communication; Problem Solver - Adaptability and Flexibility)
- 29 5. When refining dances students can receive and discuss feedback to broaden perspectives and
30 clarify intent. (Communicator - Interpersonal Communication; Problem Solver - Critical Thinking
31 and Analysis; Community Member - Social Awareness)

32 *Inquiry Questions:*

- 33 1. How will you structure your dance to tell a story?
- 34 2. How can you make sure all voices are heard in your group?
- 35 3. How does creating dances align with other forms of art (music, visual art, drama, etc.)
- 36 4. What technology would you use to enhance your dance?

1 **Dance**

2 **Fourth Grade, Standard 3. Historical and Cultural Context**

3 **Prepared Graduates:**

- 4 6. **Research, articulate and embody dance from various eras and cultures.**

5

6 **Grade Level Expectation:**

- 7 1. **Identify and demonstrate movements and terminology consistent with different eras and cultures.**

8 GLE Code: DA.4.3.1

9 **Evidence Outcomes**

10 *Students Can:*

- 11 a. **Observe, describe, and** perform dances from various cultures.

12

13 **Academic Context and Connections**

14 *Colorado Essential Skills:*

- 15 1. Approaches to movement are diverse and **are influenced by** cultural and societal norms.
16 (Community Member - Social Awareness)
- 17 2. Observation skills, dance research and embodied knowledge contribute to identifying dance works
18 from a specific culture or era. (Community Member-Global and Cultural Awareness)
- 19 3. Exploration of cultural or era specific dance can increase social awareness. (Community Member -
20 Social Awareness)

21 *Inquiry Questions:*

- 22 1. **How do we observe dance from unfamiliar cultures?**
- 23 2. **Why do we use dance to explore eras and cultures?**

24

25 **Dance**

26 **Fourth Grade, Standard 3. Historical and Cultural Context**

27 **Prepared Graduates:**

- 28 7. Investigate and synthesize how dance developed **through the lens of** the culture or era in which
29 it **originated.**

30 **Grade Level Expectation:**

- 31 1. **Identify and examine the influences of an era and culture on a dance form.**

32 GLE Code: DA.4.3.2

1 **Evidence Outcomes**

2 *Students Can:*

- 3 a. Identify and examine dances of the past and dances of the present.
- 4 b. Identify similarities and differences of dances in cultures.

6 **Academic Context and Connections**

7 *Colorado Essential Skills:*

- 8 1. Exploring different dance forms and techniques gives insights to cultural traditions and purposes of
9 dance. (Community Member - Social Awareness, Global and Cultural Awareness)
- 10 2. Students research connections between dance and society by gathering information from print and
11 digital sources, determining biases and credibility of sources, citing sources accurately and using
12 evidence to draw conclusions. (Communicator - Media Literacy, Digital Literacy, Data Literacy)
13 (Problem Solver - Critical Thinking and Analysis) (Community Member - Social Awareness, Civic
14 Engagement, Global and Cultural Awareness)

15 *Inquiry Questions:*

- 16 1. How have technology and the media affected dance?
- 17 2. Where can you look to find good dance research information?

19 **Dance**

20 **Fourth Grade, Standard 4. Reflect, Connect, and Respond**

21 **Prepared Graduates:**

- 22 8. Critique, analyze, and reflect upon dance.

23 **Grade Level Expectation:**

- 24 1. Identify theme, meaning and structure in a variety of dances.

26 GLE Code: DA.4.4.2

27 **Evidence Outcomes**

28 *Students Can:*

- 29 a. Use dance vocabulary to identify theme, meaning and structure in dance.
- 30 b. Identify and describe the movement content of a particular dance work and the effect each
31 component has on the work.

1 **Academic Context and Connections**

2 *Colorado Essential Skills:*

- 3 1. Imagination and creativity show that dance is an art form. (Problem Solver - Creativity and
4 Innovation)
5 2. The connection of interdisciplinary concepts to dance can enhance understanding of movement or
6 choreography. (Communicator - Data Literacy; Problem Solver - Critical Thinking and Analysis)

7 *Inquiry Questions:*

- 8 1. What historical factors contributed to a dance style?
9 2. Identify what you see in a dance.
10 3. Use dance terminology to identify the theme, meaning or structure of a dance.

11 **Dance**

12 **Fourth Grade, Standard 4. Reflect, Connect, and Respond**

13 **Prepared Graduates:**

- 14 9. Analyze and demonstrate the various roles and contributions of dance within a community

15 **Grade Level Expectation:**

- 16 1. Discover personal connections through dance to other academic content.

17 GLE Code: DA.4.4.2

18 **Evidence Outcomes**

19 *Students Can:*

- 20 a. Discover how dance relates to a variety of other academic content areas.
21 b. Identify the use of dance in a variety of communities.
22 c. Discuss how arts are related to one another.
23

24 **Academic Context and Connections**

25 *Colorado Essential Skills:*

- 26 1. Identifying the connections of dance to other disciplines allows for an appreciation of the art form.
27 (Community Member - Social Awareness)
28 2. Dance can help with the understanding of individual communities, cultures, and societies.
29 (Community Member - Global and Cultural Awareness)
30 3. Students can use technology to learn, study, and share dance. (Communicator - Digital and Media
31 Literacy)

32 *Inquiry Questions:*

- 33 1. Where do you dance in your community?
34 2. How is dance similar to another school subject?
35 3. How does a painting make you want to move?

1

2 **Dance**

3 **Fifth Grade, Standard 1. Movement, Technique, and Performance**

4 **Prepared Graduates:**

- 5 1. **Physically demonstrate dance technique and skill appropriate to stylistic demands**

6 **Grade Level Expectation:**

- 7 1. Develop and increase dance **technique, vocabulary,** and skills in multiple **dance styles.**

8 GLE Code: DA.5.1.1

9 **Evidence Outcomes**

10 *Students Can:*

- 11 a. **Integrate static and dynamic shapes and floor and air pathways into dance sequences and**
12 **establish relationships with other dancers through focus of eyes and other body parts.**
- 13 b. **Contrast bound and free-flowing movements. Motivate movement from both central initiation**
14 **(torso) and peripheral initiation (distal) and analyze the relationship between initiation and energy.**
- 15 c. Demonstrate strength, flexibility and body awareness when performing dances from multiple
16 genres.
- 17 d. Incorporate dynamics and clarity to enhance the language of movement and performance
18 expression.

19 **Academic Context and Connections**

20 *Colorado Essential Skills:*

- 21 1. Imagery simulates the movement in practice and enhances performance quality. **(Problem Solver -**
22 **Critical Thinking and Analysis, Creativity, and Innovation)**
- 23 2. Connecting musicality with dance requires applying the nuances of rhythm and style. **(Problem**
24 **Solver - Critical Thinking and Analysis, Creativity, and Innovation)**

25 *Inquiry Questions:*

- 26 1. **How can identifying and embodying various elements of dance across different genres help**
27 **dancers refine and broaden their technique?**
- 28 2. How does one use a sense of rhythm and style when **dancing?**
- 29 3. How do simple sequences support the big idea or theme in a dance performance?

30

1 **Dance**

2 **Fifth Grade, Standard 1. Movement, Technique, and Performance**

3 **Prepared Graduates:**

- 4 2. Apply kinesthetic awareness to develop lifelong and safe movement practices; **fitness, and**
5 **mind/body wellness.**

6 **Grade Level Expectation:**

- 7 1. Use shapes and movement intentions to identify appropriate alignment and control while
8 dancing.

9 GLE Code: DA.5.1.1

10 **Evidence Outcomes**

11 *Students Can:*

12

- 13 a. Apply self-awareness to safe body movement.
14 b. Perform movements with a pathway that accommodates their body needs.

15 **Academic Context and Connections**

16 *Colorado Essential Skills:*

17

- 18 1. Dancing through a defined area with self-awareness demonstrates understanding of personal
19 and/or shared space. (Empowered Individual - Self-Awareness, Self-Management)
20 2. (Empowered Individual - Self- Management)
21 3. Safe movement practices support lifelong health and injury prevention (Empowered Individual -
22 Perseverance and Self Awareness)
23 4. Dancers use their knowledge of their body and anatomy to understand movement. . (Problem
24 Solver - Critical Thinking and Analysis)

25 *Inquiry Questions:*

- 26 1. How do we prepare our bodies for dance?
27 2. Why do dancers prepare their bodies before performing?
28

29 **Dance**

30 **Fifth Grade, Standard 1. Movement, Technique, and Performance**

31 **Prepared Graduates:**

- 32 3. Participate in the dance performance process in a variety of roles.

33 **Grade Level Expectation:**

- 34 1. Explore strategies to perform a specific intent in a performed dance.

1 GLE Code: DA.5.1.2

2 **Evidence Outcomes**

3 *Students Can:*

- 4 a. Perform dances with different intentions.
- 5 b. Coordinate different parts of the body while performing within an ensemble.

6 **Academic Context and Connections**

7 *Colorado Essential Skills:*

- 8 1. Dancers convey meaning through movement by utilizing performance strategies. (Communicator -
- 9 Interpersonal Communication)
- 10 2. Dancers analyze and are aware of personal strengths that contribute to the ensemble.
- 11 (Empowered Individual - Self Awareness)

12 *Inquiry Questions:*

- 13 1. What does intent mean in dance and how is it communicated in a dance performance?
- 14 2. What techniques can dancers use in the rehearsal process?
- 15 3. How is it possible to communicate without words in a dance performance?

16

17 **Dance**

18 **Fifth Grade, Standard 2. Create, Compose, and Choreograph**

19 **Prepared Graduates:**

- 20 4. Explore and demonstrate various concepts through improvisational movement to communicate
- 21 purposeful intent.

22 **Grade Level Expectation:**

- 23 1. Manipulate or modify a variety of ideas to expand movement possibilities and create a variety of
- 24 patterns and structures

25 GLE Code: DA.5.2.1

26 **Evidence Outcomes**

27 *Students Can:*

- 28 a. Experiment with movement that responds to a variety of stimuli (art, music, objects etc.).
- 29 b. Develop spontaneous improvised movements that can have a beginning, middle, and end.
- 30 c. Improvise and solve movement problems when working alone, with partners or in small groups.

1 **Academic Context and Connections**

2 *Colorado Essential Skills:*

- 3 1. Dancers are aware of their kinesthetic and aesthetic likes and dislikes and can communicate them.
4 (Communicator - Interpersonal Communication; Empowered Individual: Self Awareness, Self-
5 Advocacy, and Initiative)
- 6 2. Through improvisation dancers can engage in novel approaches to movement, direction, ideas
7 and/or perspectives. (Problem Solver - Critical Thinking and Analysis, Creativity and Innovation,
8 Adaptability and Flexibility)
- 9 3. Through the improvisational process, dancers assess personal strengths and limitations with self-
10 awareness. (Problem Solver - Critical Thinking and Analysis, Creativity and Innovation, Adaptability
11 and Flexibility; Empowered Individual: Self-Awareness, Self-Advocacy, and Initiative)
- 12 4. Students can pose and respond to questions about and with improvisational movement.
13 (Communicator - Interpersonal Communication; Problem Solver - Creativity and Innovation,
14 Collaboration and Teamwork, Adaptability and Flexibility; Community Member - Social Awareness)

15 *Inquiry Questions:*

- 16 1. What can you do to non-verbally communicate with your group?
- 17 2. How do the chosen movements project the intent?
- 18 3. How do you know you are finished?

19 **Dance**

20 **Fifth Grade, Standard 2. Create, Compose, and Choreograph**

21 **Prepared Graduates:**

- 22 5. Use a creative process to construct a dance composition.

23 **Grade Level Expectation:**

- 24 2. Create dance studies alone or in groups using a variety of themes, structures, and inspirations.

25 GLE Code: DA.5.2.2

26 **Evidence Outcomes**

27 *Students Can:*

- 28 a. Create movement phrases and dance studies using compositional structures.
- 29 b. Demonstrate an understanding of a variety of techniques and vocabulary when creating dances.
- 30 c. Create transitions between movement sequences to strengthen intent.
- 31 d. Utilize feedback and revision to modify dance studies.

32 **Academic Context and Connections**

33 *Colorado Essential Skills:*

- 34 1. Creative process in dance aligns with many of the processes used in other art forms. (Problem
35 Solver - Critical Thinking and Analysis; Empowered Individual - Career Readiness)
- 36 2. Dancers can use technology to highlight and refine a dance. (Communicator - Digital Literacy)

- 1 3. The use of dance technique, vocabulary, and creative processes gives a choreographer many
2 options when creating dances. (Problem Solver - Creativity and Innovation; Empowered Individual -
3 Self-Awareness)
- 4 4. In collaborative groups students can have focused conversations, set goals, and fulfill assigned
5 roles. (Communicator - Interpersonal Communication; Problem Solver - Adaptability and Flexibility)
- 6 5. When refining dances students can receive and discuss feedback to broaden perspectives and
7 clarify intent. (Communicator - Interpersonal Communication; Problem Solver - Critical Thinking
8 and Analysis; Community Member - Social Awareness)

9 *Inquiry Questions:*

- 10 1. How does studying various cultures and dance techniques enhance our ability to create new
11 movements?
- 12 2. Why are transitions important when telling a story using dance?
- 13 3. How can you acknowledge feedback from your peers even when you might not apply it?

14 **Dance**

15 **Fifth Grade, Standard 3. Historical and Cultural Context**

16 **Prepared Graduates:**

- 17 6. Research, articulate and embody dance from various eras and cultures.

18 **Grade Level Expectation:**

- 19 1. Identify and demonstrate movements and terminology consistent with different eras and
20 cultures.

21 GLE Code: DA.5.3.1

22 **Evidence Outcomes**

23 *Students Can:*

- 24 a. Observe and describe movements from various cultures and eras using culturally specific terms.
- 25 b. Perform movements specific to various cultures and eras.
- 26 c. Compare and contrast dances from various cultures.

27 **Academic Context and Connections**

28 *Colorado Essential Skills:*

- 29 1. Approaches to movement are diverse and depend on many cultural and societal norms.
30 (Community Member - Social Awareness)
- 31 2. Observation skills, dance research and embodied knowledge contribute to identifying dance works
32 from a specific culture or era. (Community Member-Global and Cultural Awareness)
- 33 3. Exploration of cultural or era specific dance can increase social awareness. (Community Member -
34 Social Awareness)

35 *Inquiry Questions:*

- 36 1. What observation skills help us identify and describe dances from other cultures and eras?

1 2. Why do we use dance to explore eras and cultures?
2

3 Dance

4 Fifth Grade, Standard 3. Historical and Cultural Context

5 Prepared Graduates:

6 7. Investigate and synthesize how dance developed through the lens of the culture or era in which it
7 originated.

8 Grade Level Expectation:

9 1. Identify and examine the influences of an era and culture on a dance form.

10 GLE Code: DA.5.3.2

11 Evidence Outcomes

12 *Students Can:*

- 13 a. Identify and examine dances of the past and dances of the present.
14 b. Identify similarities and differences of dances in cultures.
15

16 Academic Context and Connections

17 *Colorado Essential Skills:*

- 18 1. Exploring different dance forms and techniques gives insights to cultural traditions and purposes of
19 dance. (Community Member - Social Awareness, Global and Cultural Awareness)
20 2. Students research connections between dance and society by gathering information from print and
21 digital sources, determining biases and credibility of sources, citing sources accurately and using
22 evidence to draw conclusions. (Communicator - Media Literacy, Digital Literacy, Data Literacy)
23 (Problem Solver - Critical Thinking and Analysis) (Community Member - Social Awareness, Civic
24 Engagement, Global and Cultural Awareness)

25 *Inquiry Questions:*

- 26 1. How does history influence present-day dances that you like?
27 2. How does a dance from the past tell us about the people?
28 3. Where do you see dance in traditions and celebrations?
29

30 Dance

31 Fifth Grade, Standard 4. Reflect, Connect, and Respond

32 Prepared Graduates:

33 8. Critique, analyze, and reflect upon dance.

1 **Grade Level Expectation:**

- 2 1. **Explain** theme, meaning and structure in a variety of **dances**.

3 GLE Code: DA.5.4.1

4 **Evidence Outcomes**

5 *Students Can:*

- 6 a. **Use dance vocabulary to explain theme, meaning and structure in dance.**
7 b. **Identify and describe** the movement content of a particular dance work and the effect each
8 component has on the work.

9 **Academic Context and Connections**

10 *Colorado Essential Skills:*

- 11 1. **Imagination and creativity show that dance is an art form. (Problem Solver - Creativity and**
12 **Innovation)**
13 2. **Dance analysis and critique of performances provide a structure to frame interpretations from**
14 **around the world. (Communicator - Data Literacy; Community Member: Global and Cultural**
15 **Awareness; Problem Solver - Critical Thinking and Analysis)**
16 3. **The connection of interdisciplinary concepts to dance can enhance understanding of movement or**
17 **choreographic intent. (Communicator - Data Literacy; Problem Solver - Critical Thinking and**
18 **Analysis)**

19 *Inquiry Questions:*

- 20 1. Describe what you understand about the dance.
21 2. **Explain the theme, movement, and structure in a dance, and what makes it different from another**
22 **dance?**
23 3. How can dance terminology help one to describe the feelings in a particular dance?

24 **Dance**

25 **Fifth Grade, Standard 4. Reflect, Connect, and Respond**

26 **Prepared Graduates:**

- 27 **9. Analyze and demonstrate the various roles and contributions of dance within a community**

28 **Grade Level Expectation:**

- 29 1. Discover personal connections through dance to other academic content and a broader
30 community.

31 GLE Code: DA.5.4.2

32 **Evidence Outcomes**

33 *Students Can:*

- 34 a. Explore how dance relates to a variety of other academic content areas.
35 b. Describe the use of dance in a variety of communities.

1 c. Analyze how arts are related to one another.

2 Academic Context and Connections

3 *Colorado Essential Skills:*

- 4 1. Understanding the connections of dance to other disciplines allows for an appreciation of the art
5 form. (Community Member -: Social Awareness)
- 6 2. Dance can help to define the identity of individual communities, cultures, and societies.
7 (Community Member - Global and Cultural Awareness)
- 8 3. Students can use technology to learn, study, and share dance. (Communicator - Digital and Media
9 Literacy)

10 *Inquiry Questions:*

- 11 1. How would you relate dance to another school subject?
- 12 2. How is dance used in your community?
- 13 3. How is dance similar to another school subject?
- 14 4. How does a painting make you want to move?

15

16 Dance

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

18 Prepared Graduates:

- 19 1. Demonstrate dance technique, vocabulary, and skill appropriate to stylistic expectations.

20 Grade Level Expectation:

- 21 1. Demonstrate developing dance technique, vocabulary, and skill in various styles with emerging
22 dynamic expression.

23 GLE Code: DA.6.1.1

24 Evidence Outcomes

25 *Students Can:*

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

29 Academic Context and Connections

30 *Colorado Essential Skills:*

- 31 1. Self-aware dancers with a solid foundation in technique or movement skills have excellent control
32 of their bodies and movement execution. (Empowered Individual-Self Awareness)
- 33 2. Dancers identify genre specific qualities, patterns, and techniques to accurately lay a foundation
34 for future application. (Problem Solver-Critical Thinking and Analysis)

1 *Inquiry Questions:*

- 2 1. How does proper alignment change the ability to dance and execute steps?
- 3 2. How do different **dynamic** movement qualities alter expression **of intent** in a dance?

4 **Dance**

5 **Sixth Grade, Standard 1. Movement, Technique, and Performance**

6 **Prepared Graduates:**

- 7 2. Apply kinesthetic awareness to develop lifelong and safe movement practices **fitness and**
- 8 **mind/body wellness.**

9 **Grade Level Expectation:**

- 10 2. **Develop alignment and control while moving.**

11 GLE Code: DA.6.1.2

12 **Evidence Outcomes**

13 *Students Can:*

- 14 a. **Apply self-awareness to safe body movement.**
- 15 b. **Examine how healthful strategies (e.g., nutrition, injury prevention, emotional health, overall**
- 16 **functioning) and safe body-use practices are essential for the dancer.**
- 17 c. **Examine how kinesthetic principles and various body systems (e.g., cardiovascular, respiratory,**
- 18 **musculoskeletal) relate to the dancing body.**
- 19 d. **Develop organization and self-awareness of the body while moving (e.g., balance, coordination,**
- 20 **flexibility, alignment, core strength).**
- 21 e. **Explore movement that develops a wide range of motion, muscular flexibility, strength, and**
- 22 **endurance.**

23 **Academic Context and Connections**

24 *Colorado Essential Skills:*

- 25 1. **Dancing through a defined area with self-awareness demonstrates understanding of personal**
- 26 **and/or shared space. (Empowered Individual - Self-Awareness, Self-Management)**
- 27 2. **Body alignment increases lifelong health and injury prevention (Empowered Individual -**
- 28 **Perseverance and Self Awareness)**
- 29 3. **Self-awareness and anatomical knowledge can allow a student to self-correct using outside sources**
- 30 **(e.g video recordings, photographs) (Communicator - Digital Literacy; Problem Solver - Critical**
- 31 **Thinking and Analysis)**
- 32 4. **Daily movement practice develops and support lifelong physical development, well-being, and self-**
- 33 **efficacy (Empowered Individual - Self- Management)**

34 *Inquiry Questions:*

- 35 1. How does flexibility, placement, body **awareness** and control develop technical skills in the
- 36 dancers?
- 37 2. **Why is it important to warm up the body?**
- 38 3. **How would the muscular and skeletal systems work together to accomplish movement?**

1

2 **Dance**

3 **Sixth Grade, Standard 1. Movement, Technique, and Performance**

4 **Prepared Graduates:**

5 3. Participate in the dance performance process in a variety of roles.

6 **Grade Level Expectation:**

7 3. Develop movement strategies to perform a specific intent.

8

9 GLE Code: DA.6.1.3

10 **Evidence Outcomes**

11 *Students Can:*

12 a. Collaborate to refine dances and clearly communicate intent.

13 b. Communicate to establish clear rehearsal and performance expectations.

14

15 **Academic Context and Connections**

16 *Colorado Essential Skills:*

17 1. In the rehearsal process, dancers must demonstrate perseverance, communicate effectively, and
18 build confidence to represent intent within performances. (Empowered Individual - Perseverance
19 and Resilience)

20 2. Approaches to movement can communicate the intent of a dance. (Problem Solver-Critical
21 Thinking and Analysis)

22 *Inquiry Questions:*

23 1. What is collaboration in the performance process?

24 2. How can perseverance in dance rehearsal change our approach to performing?

25 **Dance**

26 **Sixth Grade, Standard 2. Create, Compose, and Choreograph**

27 **Prepared Graduates:**

28 4. Explore and demonstrate various concepts through improvisational movement to communicate
29 purposeful intent.

30 **Grade Level Expectation:**

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

32 GLE Code: DA.6.2.1

1 **Evidence Outcomes**

2 *Students Can:*

- 3 a. Experiment with movement in a variety of combinations.
- 4 b. Develop basic improvisational skills and techniques.
- 5 c. Identify patterns, connections, and individual creative choices **through improvisation.**
- 6 d. **Adapt ideas to fit the needs of oneself or group.**

8 **Academic Context and Connections**

9 *Colorado Essential Skills:*

- 10 1. Dancers are aware of their kinesthetic and aesthetic likes and dislikes and can communicate them.
11 (Communicator: Interpersonal Communication; Empowered Individual - Self Awareness, Self-
12 Advocacy, and Initiative)
- 13 2. Through improvisation dancers can engage in novel approaches to movement, direction, ideas
14 and/or perspectives. (Problem Solver - Critical Thinking and Analysis, Creativity and Innovation,
15 Adaptability and Flexibility)
- 16 3. Through the improvisational process, dancers assess personal strengths and limitations with self-
17 awareness. (Problem Solver - Critical Thinking and Analysis, Creativity and Innovation, Adaptability
18 and Flexibility; Empowered Individual - Self-Awareness, Self-Advocacy, and Initiative)
- 19 4. Students can pose and respond to questions about and with improvisational movement.
20 (Communicator - Interpersonal Communication; Problem Solver - Creativity and Innovation,
21 Collaboration and Teamwork, Adaptability and Flexibility; Community Member - Social Awareness)

22 *Inquiry Questions:*

- 23 1. How does improvisation help in providing a variety of movement combinations?
- 24 2. How can this action be modified to work for your group?
- 25 3. In what ways can you respond to nature using movement?

27 **Dance**

28 **Sixth Grade, Standard 2. Create, Compose, and Choreograph**

29 **Prepared Graduates:**

- 30 5. Use a creative process to construct a dance composition.

31 **Grade Level Expectation:**

- 32 2. Create dance studies alone or in groups using a variety of themes and structures that have an
33 intent.

34 GLE Code: DA.6.2.2

1 **Evidence Outcomes**

2 *Students Can:*

- 3 a. Create, revise, and perform dance studies that demonstrate various dance techniques and
- 4 individuality.
- 5 b. Create, revise, and perform dances with a clear beginning, middle, and end utilizing transitions that
- 6 serve the artistic intent.
- 7 c. Identify and compare the creative choices made in choreography.

8 **Academic Context and Connections**

9 *Colorado Essential Skills:*

- 10 1. Creative process in dance aligns with many of the processes used in other art forms. (Problem
- 11 Solver: Critical Thinking and Analysis; Empowered Individual - Career Readiness)
- 12 2. Dancers can use technology to highlight and refine a dance. (Communicator - Digital Literacy)
- 13 3. The use of dance technique, vocabulary, and creative processes gives a choreographer many
- 14 options when creating dances. (Problem Solver - Creativity and Innovation; Empowered Individual -
- 15 Self-Awareness)
- 16 4. In collaborative groups students can have focused conversations, set goals, and fulfill assigned
- 17 roles. (Communicator - Interpersonal Communication; Problem Solver - Adaptability and Flexibility)
- 18 5. When refining dances students can receive and discuss feedback to broaden perspectives and
- 19 clarify intent. (Communicator - Interpersonal Communication; Problem Solver - Critical Thinking
- 20 and Analysis; Community Member - Social Awareness)

21 *Inquiry Questions:*

- 22 1. How does a movement sequence serve the artistic intent?
- 23 2. Why do groups end up with different dances when given the same prompt?

24 **Dance**

25 **Sixth Grade, Standard 3. Historical and Cultural Context**

26 **Prepared Graduates:**

- 27 6. Research, articulate and embody dance from various eras and cultures.

28 **Grade Level Expectation:**

- 29 1. Demonstrate and explore arranging movements and terminology consistent with different eras
- 30 and cultures.

31 GLE Code: DA.6.3.1

32 **Evidence Outcomes**

33 *Students Can:*

- 34 a. Observe and describe movements from various cultures and eras using existing knowledge.
- 35 b. Perform movements specific to various cultures and eras.
- 36 c. Use era and culturally specific themes to explore movement sequencing.

1 **Academic Context and Connections**

2 *Colorado Essential Skills:*

- 3 1. Observation skills, dance research and embodied knowledge contribute to identifying dance works
4 from a specific culture or era. (Community Member-Global and Cultural Awareness)
5 2. Exploration of cultural or era specific dance can increase social awareness. (Community Member -
6 Social Awareness)

7 *Inquiry Questions:*

- 8 1. What observation skills help us identify and describe dances from other cultures and eras?
9 2. How can performing movements from other cultures and eras enhance our versatility as dancers?
10

11 **Dance**

12 **Sixth Grade, Standard 3. Historical and Cultural Context**

13 **Prepared Graduates:**

- 14 7. Investigate and synthesize how dance developed **through the lens of** the culture or era in which it
15 **originated.**

16 **Grade Level Expectation:**

- 17 2. Identify, with supporting evidence, elements of a dance form's era and culture.

18 GLE Code: DA.6.3.2

19 **Evidence Outcomes**

20 *Students Can:*

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

24 **Academic Context and Connections**

25 *Colorado Essential Skills:*

- 26 1. Exploring different dance forms and techniques gives insights to cultural traditions and purposes of
27 dance. (Community Member - Social Awareness, Global and Cultural Awareness)
28 2. Students research connections between dance and society by gathering information from print and
29 digital sources, determining biases and credibility of sources, citing sources accurately and using
30 evidence to draw conclusions. (Communicator - Media Literacy, Digital Literacy, Data Literacy;
31 Problem Solver - Critical Thinking and Analysis; Community Member - Social Awareness, Civic
32 Engagement, Global and Cultural Awareness)

33 *Inquiry Questions:*

- 34 1. Where do you see cultural dance forms show up in popular dance today?
35 2. How does learning about another culture inform your perception?
36 3. How does understanding a culture make learning a dance more meaningful?

1 **Dance**

2 **Sixth Grade, Standard 4. Reflect, Connect, and Respond**

3 **Prepared Graduates:**

4 **8. Critique, analyze, and reflect upon dance.**

5 **Grade Level Expectation:**

6 1. **Describe** meaning in artistic work by self and others.

7 GLE Code: DA.6.4.1

8 **Evidence Outcomes**

9 *Students Can:*

- 10 a. Critique self and peers' application of dynamic expression, clarity of movement and attention to
11 detail.
- 12 b. Analyze the effectiveness of the **movement and choreographic structure** to convey choreographic
13 themes.
- 14 c. **Compare and contrast** a variety of performances.

15 **Academic Context and Connections**

16 *Colorado Essential Skills:*

- 17 1. **The ability to recognize the diversity of music and dance movements can demonstrate community**
18 **and cultural awareness. (Community Problem Solver: Critical Thinking and Analysis; Community**
19 **Member: Cultural Awareness, Social Awareness)**
- 20 2. **The practice of reflecting on the work of others and being able to reflect on one's own work helps**
21 **us to develop our own value set. (Empowered Individual: Self-Awareness, Self-Management)**
- 22 3. **The connection of interdisciplinary concepts to dance can enhance understanding of movement or**
23 **choreographic intent. (Communicator: Data Literacy; Problem Solver: Critical Thinking and**
24 **Analysis)**
- 25 4. **Dancers use content specific language to critique and analyze dance. (Community Problem Solver:**
26 **Critical Thinking and Analysis; Community Member: Cultural Awareness, Social Awareness)**
- 27 5. **One's own biases can influence our perception of intent and quality of a piece of choreography.**
28 **(Communicator: Interpersonal Communication; Community Member: Social Awareness, Global and**
29 **Cultural Awareness; Empowered Individual: Self-Awareness)**

30 *Inquiry Questions:*

- 31 1. In what ways **can** costumes, lighting, music and performance spaces contribute to or detract from
32 a dance's theme?
- 33 2. How did dancers document and keep a record of dances before video?
- 34 3. Why **should** different dance styles require different critique criteria?
- 35 4. **How does your personal story impact the understanding of the meaning of a dance?**

1 **Dance**

2 **Sixth Grade, Standard 4. Reflect, Connect, and Respond**

3 **Prepared Graduates:**

4 9. Analyze and demonstrate the various roles and contributions of dance within a community.

5 **Grade Level Expectation:**

6 2. Discover the relationship of dance to other art forms, school subjects, professions, and the
7 community.

8 GLE Code: DA.6.4.2

9 **Evidence Outcomes**

10 *Students Can:*

- 11 a. Identify the relationship between subjects such as music, visual art, language arts, math, science,
12 and others with dance.
- 13 b. Show similarities and differences between dance, other art forms and school subjects.
- 14 c. Describe the impact of dance within individual communities.

15 **Academic Context and Connections**

16 *Colorado Essential Skills:*

- 17 1. Understanding the connections of dance to other disciplines allows for an appreciation of the art
18 form. (Community Member: Social Awareness)
- 19 2. Dance can help to define the identity of individual communities, cultures, and societies.
20 (Community Member: Global and Cultural Awareness)
- 21 3. Students can use technology to learn, study, and share dance. (Communicator: Digital and Media
22 Literacy)

23 *Inquiry Questions:*

- 24 1. How would you relate dance to another discipline?
- 25 2. How does dance affect the community?
- 26 3. How is dance similar to another school subject?
- 27

28 **Dance**

29 **Seventh Grade, Standard 1. Movement, Technique, and Performance**

30 **Prepared Graduates:**

31 1. Demonstrate dance technique, vocabulary, and skill appropriate to stylistic expectations.

32 **Grade Level Expectation:**

33 1. Demonstrate intermediate dance technique, vocabulary, and skill in various styles with a range of
34 dynamics and emerging artistic expression.

1 GLE Code: DA.7.1.1

2 **Evidence Outcomes**

3 *Students Can:*

- 4 a. Refine **kinesthetic** alignment to demonstrate appropriate **and safe dance technique**.
- 5 b. Apply the qualities required for dynamic expression in movement.
- 6 c. Perform movement sequences with clarity of movement, attention to detail and artistic
7 expression.

8 **Academic Context and Connections**

9 *Colorado Essential Skills:*

- 10 1. **Technical skills support expressive work. (Problem Solver-Critical Thinking and Analysis)**
- 11 2. **The performance of the basic structures of choreographed works develops confidence to take**
12 **risks. (Empowered Individual: Perseverance and Resilience)**
- 13 3. **Technical skills support expressive work. (Problem Solver-Critical Thinking and Analysis)**

14 *Inquiry Questions:*

- 15 1. How can **technical dance skills, dynamics, and artistic expression** aid in conveying meaning within a
16 **dance?**
- 17 2. How does applying appropriate kinesthetic alignment to the body allow dancers to execute
18 **challenging movement sequences in various genres?**

19 **Dance**

20 **Seventh Grade, Standard 1. Movement, Technique, and Performance**

21 **Prepared Graduates:**

- 22 2. Apply kinesthetic awareness to develop lifelong and safe movement practices **fitness and**
23 **mind/body wellness.**

24 **Grade Level Expectation:**

- 25 2. Demonstrate alignment and control while moving.

26 GLE Code: DA.7.1.2

27 **Evidence Outcomes**

28 *Students Can:*

- 29 a. Apply self-awareness to safe body movement.
- 30 b. **Examine how healthful strategies (e.g., nutrition, injury prevention, emotional health, overall**
31 **functioning) and safe body-use practices are essential for the dancer.**
- 32 c. **Examine how kinesthetic principles and various body systems (e.g., cardiovascular, respiratory,**
33 **musculoskeletal) relate to the dancing body.**
- 34 d. **Maintain organization and self-awareness of the body while moving (e.g., balance, coordination,**
35 **flexibility, alignment, core strength).**

- 1 e. Explore movement that develops a wide range of motion, muscular flexibility, strength, and
2 endurance. Explore different body conditioning techniques

3 Academic Context and Connections

4 *Colorado Essential Skills:*

- 5 1. Dancing through a defined area with self-awareness demonstrates understanding of personal
6 and/or shared space. (Empowered Individual: Self-Awareness, Self-Management)
7 2. Body alignment increases lifelong health and injury prevention (Empowered Individual:
8 Perseverance and Self Awareness)
9 3. Self-awareness and anatomical knowledge can allow a student to self-correct using outside sources
10 (e.g., video recordings, photographs) (Communicator: Digital Literacy; Problem Solver: Critical
11 Thinking and Analysis)
12

13 *Inquiry Questions:*

- 14 1. Why is body awareness important to technique?
15 2. Why would a well-planned warm up be important to body safety?
16 3. How do body systems work together to accomplish movement?

17 Dance

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

19 Prepared Graduates:

- 20 3. Participate in the dance performance process in a variety of roles

21 Grade Level Expectation:

- 22 3. Perform dances that communicate a specific intent and identify production elements that enhance
23 performance.
24

25 GLE Code: DA.7.1.3

26 Evidence Outcomes

27 *Students Can:*

- 28 a. Collaborate to refine dances and clearly communicate intent.
29 b. Adapt to and communicate about varying performance areas.
30 c. Identify and define various roles within a dance production.

31 Academic Context and Connections

32 *Colorado Essential Skills:*

- 33 1. Production elements can communicate the intent of a dance. (Problem Solver-Critical Thinking and
34 Analysis)

- 1 2. In collaborative groups students can have focused conversations, set goals, and fulfill assigned
- 2 roles relevant to the dance production process (Interpersonal Communication, Self-Advocacy and
- 3 Initiative).

4 *Inquiry Questions:*

- 5 1. How can the skills utilized in the dance performance process be used when approaching other
- 6 challenges?
- 7 2. How is dancing in class and dancing in a production different?
- 8

9 **Dance**

10 **Seventh Grade, Standard 2. Create, Compose, and Choreograph**

11 **Prepared Graduates:**

- 12 4. Explore and demonstrate various concepts through improvisational movement to communicate
- 13 purposeful intent.

14 **Grade Level Expectation:**

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

17 GLE Code: DA.7.2.1

18 **Evidence Outcomes**

19 *Students Can:*

- 20 a. Apply movement in various combinations.
- 21 b. Apply basic improvisational skills and techniques.
- 22 c. Identify reasons for movement and structural choices.
- 23 d. Adapt ideas to fit the needs of their group and community.

24 **Academic Context and Connections**

25 *Colorado Essential Skills:*

- 26 1. Dancers are aware of their kinesthetic and aesthetic likes and dislikes and can communicate them.
- 27 (Communicator - Interpersonal Communication; Empowered Individual - Self Awareness, Self-
- 28 Advocacy, and Initiative)
- 29 2. Through improvisation dancers can engage in novel approaches to movement, direction, ideas
- 30 and/or perspectives. (Problem Solver - Critical Thinking and Analysis, Creativity and Innovation,
- 31 Adaptability and Flexibility)
- 32 3. Through the improvisational process, dancers assess personal strengths and limitations with self-
- 33 awareness. (Problem Solver - Critical Thinking and Analysis, Creativity and Innovation, Adaptability
- 34 and Flexibility; Empowered Individual - Self-Awareness, Self-Advocacy, and Initiative)
- 35 4. Students can pose and respond to questions about and with improvisational movement.
- 36 (Communicator - Interpersonal Communication; Problem Solver - Creativity and Innovation,
- 37 Collaboration and Teamwork, Adaptability and Flexibility; Community Member - Social Awareness)

1 *Inquiry Questions:*

- 2 1. How is memorized choreography different from improvisation?
- 3 2. How can music speed, timing, and rhythm change your improvisation?
- 4 3. What actions or gestures might communicate social justice?

5

6 **Dance**

7 **Seventh Grade, Standard 2. Create, Compose, and Choreograph**

8 **Prepared Graduates:**

- 9 5. Use a creative process to construct a dance composition.

10 **Grade Level Expectation:**

- 11 2. Demonstrate multiple creative processes both independently and with a group that communicates
- 12 intent.

13 GLE Code: DA.7.2.2

14 **Evidence Outcomes**

15 *Students Can:*

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

19 **Academic Context and Connections**

20 *Colorado Essential Skills:*

- 21 1. Creative process in dance aligns with many of the processes used in other art forms. (Problem
- 22 Solver - Critical Thinking and Analysis; Empowered Individual - Career Readiness)
- 23 2. Dancers can use technology to highlight and refine a dance. (Communicator - Digital Literacy)
- 24 3. The use of dance technique, vocabulary, and creative processes gives a choreographer many
- 25 options when creating dances. (Problem Solver - Creativity and Innovation; Empowered Individual -
- 26 Self-Awareness)
- 27 4. In collaborative groups students can have focused conversations, set goals, and fulfill assigned
- 28 roles. (Communicator - Interpersonal Communication; Problem Solver - Adaptability and Flexibility)
- 29 5. When refining dances students can receive and discuss feedback to broaden perspectives and
- 30 clarify intent. (Communicator - Interpersonal Communication; Problem Solver - Critical Thinking
- 31 and Analysis; Community Member - Social Awareness)

32 *Inquiry Questions:*

- 33 1. How can changing your environment impact your creative choice?
- 34 2. What is challenging when creating a group dance compared to an individual dance phrase?
- 35 3. What is the importance of the revision process?

1 **Dance**

2 **Seventh Grade, Standard 3. Historical and Cultural Context**

3 **Prepared Graduates:**

4 6. **Research, articulate and embody dance from various eras and cultures.**

5 **Grade Level Expectation:**

6 1. **Identify, demonstrate, and arrange movements and terminology consistent with various eras and**
7 **cultures.**

8 GLE Code: DA.7.3.1

9 **Evidence Outcomes**

10 *Students Can:*

- 11 a. **Observe and describe movements from various** cultures and eras using existing knowledge.
- 12 b. **Identify and** perform movements specific to various cultures and eras.
- 13 c. **Use era and culturally specific themes and movements in creating sequences.**

14 **Academic Context and Connections**

15 *Colorado Essential Skills:*

- 16 1. **When dancers perform, they can express cultural values through movement. (Empowered**
17 **Individual - Self Awareness)**
- 18 2. **Identify commonalities and differences in dance technique and vocabulary across cultures.**
19 **(Problem Solver - Critical Thinking and Analysis)**

20 *Inquiry Questions:*

- 21 1. **How can we approach dance from other cultures and eras with respect and curiosity?**
- 22 2. **What observation skills help us identify and describe dances from other cultures and eras?**

23 **Dance**

24 **Seventh Grade, Standard 3. Historical and Cultural Context**

25 **Prepared Graduates:**

26 7. Investigate and synthesize how dance developed **through the lens of** the culture or era in which it
27 **originated.**

28 **Grade Level Expectation:**

29 2. **Identify, with supporting evidence, historical and cultural aspects of dance.**

30 GLE Code: DA.7.3.2

31 **Evidence Outcomes**

32 *Students Can:*

- 33 a. **Research historical contexts which contributed to the development of different dance styles.**

- 1 b. Discuss movement characteristics of dances or movement qualities in a specific era or culture.
- 2 c. Identify and discuss dances performed by people in various localities or communities.

3 Academic Context and Connections

4 Colorado Essential Skills:

- 5 1. Exploring different dance forms and techniques gives insights to cultural traditions and purposes of
- 6 dance. (Community Member - Social Awareness, Global and Cultural Awareness)
- 7 2. Students research connections between dance and society by gathering information from print and
- 8 digital sources, determining biases and credibility of sources, citing sources accurately and using
- 9 evidence to draw conclusions. (Communicator - Media Literacy, Digital Literacy, Data Literacy;
- 10 Problem Solver - Critical Thinking and Analysis; Community Member - Social Awareness, Civic
- 11 Engagement, Global and Cultural Awareness)

12 Inquiry Questions:

- 13 1. How did some dances become popular in their day?
- 14 2. How are popular dances today similar and different from historical social dances?
- 15 3. How do dances of given eras reflect the societal norms of that era?

16

17 Dance

18 Seventh Grade, Standard 4. Reflect, Connect, and Respond

19 Prepared Graduates:

- 20 8. Critique, analyze, and reflect upon dance.

21 Grade Level Expectation:

- 22 1. Interpret meaning in dance created by self and others.

23 GLE Code: DA.7.4.1

24 Evidence Outcomes

25 Students Can:

- 26 a. Critique self and peers' application of stimuli, various choreographic forms, clarity of intent and
- 27 artistic expression.
- 28 b. Compare and contrast the use of movement and choreographic structure to convey intent and
- 29 meaning.
- 30 c. Describe specific differences and similarities among genres and artists.

31 Academic Context and Connections

32 Colorado Essential Skills:

- 33 1. The ability to recognize the diversity of music and dance movements can demonstrate community
- 34 and cultural awareness. (Community Problem Solver: Critical Thinking and Analysis; Community
- 35 Member: Cultural Awareness, Social Awareness)

- 1 2. The practice of reflecting on the work of others and being able to reflect on one’s own work helps
2 us to develop our own value set. (Empowered Individual: Self-Awareness, Self-Management)
- 3 3. The connection of interdisciplinary concepts to dance can enhance understanding of movement or
4 choreographic intent. (Communicator: Data Literacy; Problem Solver: Critical Thinking and
5 Analysis)
- 6 4. Dancers use content specific language to critique and analyze dance. (Community Problem Solver:
7 Critical Thinking and Analysis; Community Member: Cultural Awareness, Social Awareness)
- 8 5. One’s own biases can influence our perception of intent and quality of a piece of choreography.
9 (Communicator: Interpersonal Communication; Community Member: Social Awareness, Global and
10 Cultural Awareness; Empowered Individual: Self-Awareness)
- 11

12 *Inquiry Questions:*

- 13 1. Why should dance be analyzed and critiqued?
- 14 2. Why should different dance styles require different critique criteria?
- 15 3. How does writing a critique clarify one’s individual preferences and biases?
- 16

17 **Dance**

18 **Seventh Grade, Standard 4. Reflect, Connect, and Respond**

19 **Prepared Graduates:**

- 20 9. Analyze and demonstrate the various roles and contributions of dance within a community.

21 **Grade Level Expectation:**

- 22 2. Compare and contrast dance with other art forms, school subjects, professions, and the
23 community.

24 GLE Code: DA.7.4.2

25 **Evidence Outcomes**

26 *Students Can:*

- 27 a. Analyze the relationships between subjects such as music, visual art, language arts, math, science,
28 and others with dance.
- 29 b. Analyze the similarities and differences between subjects such as music, visual art, language arts,
30 math, science, and others with dance.
- 31 c. Analyze the impact of dance within individual communities.

32 **Academic Context and Connections**

33 *Colorado Essential Skills:*

- 34 1. Collaboration amongst different areas of study can foster new revelations in self, artistic vision,
35 and investigation that lead to advancement in multiple career fields. (Critical Thinking: Career
36 Awareness)
- 37 2. Dance can influence diverse college and career paths. (Empowered Individual: Career Awareness)

1 3. Students can use technology to learn, study, and share dance. (Communicator: Digital and Media
2 Literacy)

3

4 *Inquiry Questions:*

5 1. How can **connecting** dance and other subjects assist in building a stronger artistic presence in the
6 community?

7 2. In what ways are dance and mathematics similar? In what ways are they different?

8 3. How can I use dance to contribute positively to my community?

9

10

11 **Dance**

12 **Eighth Grade, Standard 1. Movement, Technique, and Performance**

13 **Prepared Graduates:**

14 1. Demonstrate dance technique, vocabulary, and skill appropriate to stylistic expectations.

15 **Grade Level Expectation:**

16 1. Demonstrate developing dance technique, vocabulary and skills in various styles while displaying a
17 wide range of movement dynamics and exploring artistic expression.

18 GLE Code: DA.8.1.1

19 **Evidence Outcomes**

20 *Students Can:*

21 a. Use focus of eyes while demonstrating a range of movement and vocabulary.

22 b. Perform dance phrases of different lengths that use various tempos and rhythms.

23 c. Embody technical dance skills to **explore** artistic expression.

24 d. Perform movements in relation to other dancers, objects, and environment.

25 **Academic Context and Connections**

26 *Colorado Essential Skills:*

27 1. Applying multiple approaches in dance class through the personalization of movement
28 demonstrates a dancer's ability to think critically and problem-solve. (Problem Solver - Critical
29 Thinking and Awareness; Empowered Individual - Self-Awareness)

30 2. Identifying and using culturally specific language, skill and music connects students to a broad
31 range of dance styles. (Community Member - Global and Cultural Awareness)

32 3. In collaborative groups students can have focused interactions, set goals, and fulfill assigned roles
33 (Problem Solver - Collaboration and Teamwork; Community Member - Social Awareness;
34 Empowered Individual - Self-Management)

35 4. Students can synthesize information from multiple sources to demonstrate understanding of
36 **dance**. (Communicator - Data Literacy; Problem Solver - Critical Thinking and Analysis)

1 *Inquiry Questions:*

- 2 1. What are the benefits of knowing more than one style of dance?
- 3 2. How would you describe your own personal style of dance?
- 4 3. How are artistic expression and technique related?
- 5 4. How does improving skills in dance class relate to improving skills outside of dance class?

6

7 **Eighth Grade, Standard 1. Movement, Technique, and Performance**

8 **Prepared Graduates:**

- 9 2. Apply kinesthetic awareness to develop lifelong and safe movement practices, **fitness, and**
10 **mind/body wellness.**

11 **Grade Level Expectation:**

- 12 2. Embody alignment and control while moving.

13 GLE Code: DA.8.1.2

14 **Evidence Outcomes**

15 *Students Can:*

- 16 a. Examine how healthful strategies (e.g., nutrition, injury prevention, emotional health, overall
17 functioning) and safe body-use practices are essential for the dancer.
- 18 b. Examine how kinesthetic principles and various body systems (e.g., cardiovascular, respiratory,
19 musculoskeletal) relate to the dancing body.
- 20 c. Maintain organization and self-awareness of the body while moving (e.g., balance, coordination,
21 flexibility, alignment, core strength)
- 22 d. Explore movement that develops a wide range of motion, muscular flexibility, strength, and
23 endurance. Explore different body conditioning techniques

24 **Academic Context and Connections**

25 *Colorado Essential Skills:*

- 26 1. Anatomical awareness and movement principles learned in dance can be applied to grasp concepts
27 in physics and body sciences. (Problem Solver - Critical Thinking and Analysis)
- 28 2. Dancers can use scientific principles and concepts to understand muscular development and
29 proper conditioning to improve movement. (Problem Solver - Critical Thinking and Analysis)
- 30 3. Dancers use the mind-body connection and develop the body as an instrument for artistry and
31 artistic expression. (Empowered Individual - Self Management)

32 *Inquiry Questions:*

- 33 1. How do body systems work together to accomplish movement?
- 34 2. How does participating in dance class change your relationship to your body?
- 35 3. How does maintaining alignment support safe movement?

36

1 **Dance**

2 **Eighth Grade, Standard 1. Movement, Technique, and Performance**

3 **Prepared Graduates:**

- 4 3. Participate in the dance performance process in a variety of roles

5 **Grade Level Expectation:**

- 6 3. Identify and explore production strategies that correlate with performance intention.

7

8 GLE Code: DA.8.1.3

9 **Evidence Outcomes**

10 *Students Can:*

- 11 a. Articulate personal performance goals and practice to reach goals.
12 b. Collaborate with peers to enhance dance choreography and performance.
13 c. Apply production terminology and collaborate to design and execute production elements that
14 contribute to the artistic intent of a dance performance.

15 **Academic Context and Connections**

16 *Colorado Essential Skills:*

- 17 1. Students will use various forms of technology to plan and organize productions based on goals
18 established. (Communicator - Digital Literacy; Empowered Individual - Career Awareness)
19 2. In collaborative groups students can have focused conversations, set goals, and fulfill assigned
20 roles relevant to the dance production process (Communicator - Interpersonal Communication;
21 Empowered Individual - Self Advocacy and Initiative).

22 *Inquiry Questions:*

- 23 1. How do we describe the role of a performer in a work?
24 2. What strategies do people in a variety of production roles use to prepare a dance performance?
25

26 **Dance**

27 **Eighth Grade, Standard 2. Create, Compose, and Choreograph**

28 **Prepared Graduates:**

- 29 4. Explore and demonstrate various concepts through improvisational movement to communicate
30 purposeful intent.

31 **Grade Level Expectation:**

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

33 GLE Code: DA.8.2.1

1 **Evidence Outcomes**

2 *Students Can:*

- 3 a. Arrange movement to convey artistic intent.
- 4 b. Apply intermediate improvisational skills and techniques.
- 5 c. Select and justify personal preferences for movement and structural choices.
- 6 d. **Adapt ideas to fit the needs of their group and community.**

7 **Academic Context and Connections**

8 *Colorado Essential Skills:*

- 9 1. Dancers are aware of their kinesthetic and aesthetic likes and dislikes and can communicate them.
10 (Communicator - Interpersonal Communication; Empowered Individual - Self Awareness, Self-
11 Advocacy, and Initiative)
- 12 2. Through improvisation dancers can engage in novel approaches to movement, direction, ideas
13 and/or perspectives. (Problem Solver - Critical Thinking and Analysis, Creativity and Innovation,
14 Adaptability and Flexibility)
- 15 3. Through the improvisational process, dancers assess personal strengths and limitations with self-
16 awareness. (Problem Solver - Critical Thinking and Analysis, Creativity and Innovation, Adaptability
17 and Flexibility; Empowered Individual - Self-Awareness, Self-Advocacy, and Initiative)
- 18 4. Students can pose and respond to questions about and with improvisational movement.
19 (Communicator - Interpersonal Communication; Problem Solver - Creativity and Innovation,
20 Collaboration and Teamwork, Adaptability and Flexibility; Community Member - Social Awareness)

21 *Inquiry Questions:*

- 22 1. How do you solve a movement problem with a partner?
- 23 2. What do you notice about this artwork that can inform how you will move?
- 24 3. What can you change about your movement experience to make your intent clearer?

25 **Dance**

26 **Eighth Grade, Standard 2. Create, Compose, and Choreograph**

27 **Prepared Graduates:**

- 28 5. Use a creative process to construct a dance composition.

29 **Grade Level Expectation:**

- 30 2. Demonstrate many different creative processes both independently and with a group that shows
31 intent.

32 GLE Code: DA.8.2.2

33 **Evidence Outcomes**

34 *Students Can:*

- 35 a. Implement movement from a variety of stimuli to develop an **original piece of choreography.**
- 36 b. **Articulate the creative process used for making choreography.**

- 1 c. Revise choreography collaboratively or independently based on artistic criteria, self-reflection, and
2 the feedback of others.

3 **Academic Context and Connections**

4 *Colorado Essential Skills:*

- 5 1. Creative process in dance aligns with many of the processes used in other art forms. (Problem
6 Solver - Critical Thinking and Analysis; Empowered Individual - Career Readiness)
7 2. Dancers can use technology to highlight and refine a dance. (Communicator - Digital Literacy)
8 3. The use of dance technique, vocabulary, and creative processes gives a choreographer many
9 options when creating dances. (Problem Solver - Creativity and Innovation; Empowered Individual:
10 Self-Awareness)
11 4. In collaborative groups students can have focused conversations, set goals, and fulfill assigned
12 roles. (Communicator - Interpersonal Communication; Problem Solver - Adaptability and Flexibility)
13 5. When refining dances students can receive and discuss feedback to broaden perspectives and
14 clarify intent. (Communicator - Interpersonal Communication) (Problem Solver - Critical Thinking
15 and Analysis; Community Member - Social Awareness)

16 *Inquiry Questions:*

- 17 1. How does one compare and contrast a dance without a plot with a narrative?
18 2. How can any one of these (music, observed dance, literary forms, notation, natural phenomena,
19 personal experience, current news, or social events) influence dance composition?

20 **Dance**

21 **Eighth Grade, Standard 3. Historical and Cultural Context**

22 **Prepared Graduates:**

- 23 6. Research, articulate and embody dance from various eras and cultures.

24 **Grade Level Expectation:**

- 25 1. Arrange, demonstrate, and critique era and culturally specific movement sequences.

26 GLE Code: DA.8.3.1

27 **Evidence Outcomes**

28 *Students Can:*

- 29 a. Discuss, embody, and describe dance technique and movement vocabulary specific to a culture.
30 b. Communicate how dances from a variety of cultures, societies, historical periods, or communities
31 reveal the ideas and perspectives of people.
32 c. Use era and culturally specific themes and movements in creating sequences.
33 d. Recognize one's own cultural, personal, and historical biases when analyzing dance from a culture
34 different from one's own.

1 **Academic Context and Connections**

2 *Colorado Essential Skills:*

- 3 1. Historical and culturally specific dances can reflect current societal issues. (Community Member -
4 Civic Engagement, Social Awareness).
- 5 2. Students research dance by gathering information from print and digital sources, determining
6 biases and credibility of sources, citing sources accurately and using evidence to draw conclusions.
7 (Communicator - Media Literacy)
- 8 3. Embodying dance from other cultures allows individuals to apply skills that affect change, increase
9 global awareness, and build empathy. (Community Member - Civic Engagement).

10 *Inquiry Questions:*

- 11 1. How do historical and culturally specific dances deepen our understanding of the world?
- 12 2. How are observed themes from historical and culturally specific dances relevant to our lived
13 experiences?

14 **Dance**

15 **Eighth Grade, Standard 3. Historical and Cultural Context**

16 **Prepared Graduates:**

- 17 7. Investigate and synthesize how dance developed **through the lens of** the culture or era in which it
18 **originated.**

19 **Grade Level Expectation:**

- 20 2. Identify, with supporting evidence, historical and cultural aspects of two or more dance forms.

21 GLE Code: DA.8.3.2

22 **Evidence Outcomes**

23 *Students Can:*

- 24 a. Analyze and discuss how dances from a variety of cultures, societies, historical periods, or
25 communities reveal the ideas and perspectives of the people.
- 26 b. Formulate possible reasons why similarities and differences in movement are developed in relation
27 to the ideas and perspectives of the people.

28 **Academic Context and Connections**

29 *Colorado Essential Skills:*

- 30 1. Exploring different dance forms and techniques gives insights to cultural traditions and purposes of
31 dance. (Community Member - Social Awareness, Global and Cultural Awareness)
- 32 2. Students research connections between dance and society by gathering information from print and
33 digital sources, determining biases and credibility of sources, citing sources accurately and using
34 evidence to draw conclusions. (Communicator - Media Literacy, Digital Literacy, Data Literacy)
35 (Problem Solver - Critical Thinking and Analysis) (Community Member - Social Awareness, Civic
36 Engagement, Global and Cultural Awareness)

1 *Inquiry Questions:*

- 2 1. How do current popular dances compare with social dances of the 19th century?
- 3 2. How can the research you have collected be used within in your own community?

4 **Dance**

5 **Eighth Grade, Standard 4. Reflect, Connect, and Respond**

6 **Prepared Graduates:**

- 7 8. Critique, analyze, and reflect upon dance.

8 **Grade Level Expectation:**

- 9 1. Reflect upon the meaning of dance created by others and explain the intent of dance created by
- 10 oneself.

11 GLE Code: DA.8.4.1

12 **Evidence Outcomes**

13 *Students Can:*

- 14 a. Respond to dances using appropriate dance language.
- 15 b. Explain how artistic expression is achieved through relationships **between** movement, dance
- 16 technique and context.
- 17 c. Cite evidence in the dance to support their interpretations using dance terminology.
- 18 d. Identify the choreographic structure, cultural origin, and technique of the dance viewed.

19 **Academic Context and Connections**

20 *Colorado Essential Skills:*

- 21 1. The ability to articulate the value of diversity as it relates to music and dance movements, and
- 22 technique can demonstrate community and cultural awareness. (Communicator: Interpersonal;
- 23 Community Problem Solver: Critical Thinking and Analysis; Community Member: Cultural
- 24 Awareness, Social Awareness)
- 25 2. The practice of reflecting on the work of others and being able to reflect on one’s own work helps
- 26 us to develop our own value set. (Empowered Individual: Self-Awareness, Self-Management)
- 27 3. The connection of interdisciplinary concepts to dance can enhance understanding of movement or
- 28 choreographic intent. (Communicator: Data Literacy; Problem Solver: Critical Thinking and
- 29 Analysis)

30 *Inquiry Questions:*

- 31 1. **Why** could dance be considered a “universal” language?
- 32 2. How do other art forms document or preserve their work?
- 33 3. How should one use personal opinion when critiquing a dance work?

1 **Dance**

2 **Eighth Grade, Standard 4. Reflect, Connect, and Respond**

3 **Prepared Graduates:**

4 9. Analyze and demonstrate the various roles and contributions of dance within a community.

5 **Grade Level Expectation:**

6 2. Identify how other art forms, school subjects, professions and community roles are used in dance.

7 GLE Code: DA.8.4.2

8 **Evidence Outcomes**

9 *Students Can:*

- 10 a. Demonstrate the use of school subjects such as music, visual art, language arts, math, science, and
11 others and in dance
- 12 b. Investigate career opportunities in dance.
- 13 c. Predict how dance impacts communities

14 **Academic Context and Connections**

15 *Colorado Essential Skills:*

- 16 1. Reactions to other disciplines can provide innovative ways to use dance. (Community Member:
17 Civic Engagement)
- 18 2. Analysis of different subjects can be used to compare and contrast ideas. (Problem Solver: Critical
19 Thinking and Analysis)
- 20 3. Dance can influence diverse college and career paths. (Empowered Individual: Career Awareness)
- 21 4. Students can use technology to learn, study, and share dance. (Communicator: Digital and Media
22 Literacy)

24 *Inquiry Questions:*

- 25 1. How can ideas from other academic content areas be used to inspire dance or create dance?
- 26 2. How can dance inspire other academic content areas?
- 27 3. How can social media enhance or detract from dance?
- 28 4. How can I use dance to positively contribute to my community?

29
30
31

32 **Dance**

33 **High School - Fundamental Pathway, Standard 1. Movement, Technique, and Performance**

34 **Prepared Graduates:**

35 1. Demonstrate dance technique, vocabulary, and skill appropriate to stylistic expectations.

1 **Grade Level Expectation:**

- 2 1. Demonstrate developing dance technique, vocabulary, and skills in various styles with emerging
3 artistic expression.

4 GLE Code: DA.H1.1.1

5 **Evidence Outcomes**

6 *Students Can:*

- 7 a. Use a range of movement and vocabulary to demonstrate artistic expression.
8 b. Demonstrate phrasing with and without musical accompaniment using various rhythms and
9 sounds.
10 c. Perform with others to establish relationships with dancers and the environment.
11

12 **Academic Context and Connections**

13 *Colorado Essential Skills:*

- 14 1. Dancing through a defined area with self-awareness demonstrates understanding of personal
15 and/or shared space. (Empowered Individual - Self-Awareness, Self-Management)
16 2. Practicing dance technique cultivates self-discipline and leads to a high level of fluency in
17 performance. (Empowered Individual - Self-Awareness, Self-Management)
18 3. Self-correcting during the learning process demonstrates a dancer's ability to apply technique and
19 skill. (Problem Solver - Adaptability and Flexibility; Empowered Individual - Self-Awareness, Self-
20 Management)
21 4. Using a systematic method for memorizing dance steps and movement can be translated into daily
22 and work life. (Communicator - Data Literacy; Problem Solver - Critical Thinking and Analysis;
23 Empowered Individual - Career Awareness)
24 5. Identifying and using culturally specific language, skill and music connects students to a broad
25 range of dance styles. (Community Member - Global and Cultural Awareness)
26 6. In collaborative groups students can have focused interactions, set goals, and fulfill assigned roles
27 (Problem Solver - Collaboration and Teamwork; Community Member - Social Awareness;
28 Empowered Individual - Self-Management)

29 *Inquiry Questions:*

- 30 1. Why might a dancer compare their body to an instrument?
31 2. How can dancers demonstrate style specific movement to communicate artistic expression?
32 3. How does improving skills in dance class relate to improving skills outside of dance class?

33 **Dance**

34 **High School - Fundamental Pathway, Standard 1. Movement, Technique, and Performance**

35 **Prepared Graduates:**

- 36 2. Apply kinesthetic awareness to develop lifelong and safe movement practices, **fitness, and**
37 **mind/body wellness.**

1 **Grade Level Expectation:**

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

4 GLE Code: DA.H1.1.2

5 **Evidence Outcomes**

6 *Students Can:*

- 7 a. Evaluate and apply healthful strategies (e.g., nutrition, injury prevention, emotional
8 health, overall functioning) and safe body-use practices that are essential for the dancer.
9 b. Demonstrate anatomical terms (e.g., muscles, bones, tendons, ligaments, joint articulations) as
10 they relate to dance. Apply kinesthetic principles and various body systems.
11 c. Demonstrate body coordination while moving (e.g., balance, coordination, flexibility, alignment,
12 core strength).
13 d. Explore movement that develops a wide range of motion, muscular flexibility, strength, and
14 endurance. Explore different body conditioning techniques.

15 **Academic Context and Connections**

16 *Colorado Essential Skills:*

- 17 1. Dancers study the body to understand the intricacies of movement and to prevent injuries.
18 (Empowered Individual - Self-Advocacy and Initiative)
19 2. Dancers use the mind-body connection and develop the body as an instrument for artistry and
20 artistic expression. (Empowered Individual - Self Management)
21 3. Fitness and wellness software and online resources can provide tools for monitoring diet, exercise
22 and one's general health and wellness. (Communicator: Media Literacy)
23 4. Self-correcting during the learning process demonstrates a dancer's ability to apply technique and
24 skill. (Problem Solver - Adaptability and Flexibility; Empowered Individual - Self-Awareness, Self-
25 Management)

26 *Inquiry Questions:*

- 27 1. How does maintaining a strong center support safe movement?
28 2. How does participating in dance class change your relationship to your body?
29 3. What can a dancer do to prepare the mind and body for artistic and physical expression?
30 4. How does a dancer make informed choices about their health and wellness that may be different
31 from a non-dancer?

32 **Dance**

33 **High School - Fundamental Pathway, Standard 1. Movement, Technique, and Performance**

34 **Prepared Graduates:**

- 35 3. Participate in the dance performance process in a variety of roles.

36 **Grade Level Expectation:**

- 37 1. Develop production strategies that correlate with performance intention.

1
2 GLE Code: DA.H1.1.3

3 **Evidence Outcomes**

4 *Students Can:*

- 5 a. Create and apply personal goals to enhance performance strategies and practices.
- 6 b. Collaborate with peers on rehearsal processes.
- 7 c. Evaluate possible designs for the production elements of a performance and select and execute
8 the ideas that would intensify and heighten the artistic intent of the dances.
- 9 d. Model performance etiquette and performance practices during class, rehearsal, and performance.

10 **Academic Context and Connections**

11 *Colorado Essential Skills:*

- 12 1. Successful performers use expressive, nonverbal cues to communicate. (Communicator -
13 Interpersonal Communication; Community Member - Social Awareness, Civic Engagement, Global
14 and Cultural Awareness; Empowered Individual - Self-Awareness, Self- Management, Self-
15 Advocacy, and Initiative)
- 16 2. Exploring dance artists through online and live resources helps build understanding of effective
17 performance. (Communicator - Media Literacy, Digital Literacy, Data Literacy; Problem Solver -
18 Critical Thinking and Analysis, Creativity, and Innovation; Community Member - Social Awareness,
19 Civic Engagement, Global and Cultural Awareness; Empowered Individual - Self-Management,
20 Career Awareness)
- 21 3. The production of a dance performance requires the use of theatre technologies to provide a
22 variety of presentation possibilities. (Communicator - Media Literacy, Digital Literacy, Data
23 Literacy; Problem Solver - Critical Thinking and Analysis, Creativity and Innovation, Collaboration
24 and Teamwork, Adaptability and Flexibility; Community Member - Social Awareness; Empowered
25 Individual - Self-Awareness, Self-Management, Self-Advocacy and Initiative, Career Awareness)
- 26 4. In collaborative groups students can have focused conversations, set goals, and fulfill assigned
27 roles. (Communicator - Media Literacy, Digital Literacy, Data Literacy; Problem Solver - Critical
28 Thinking and Analysis, Creativity and Innovation, Collaboration and Teamwork, Adaptability and
29 Flexibility; Community Member - Social Awareness; Empowered Individual - Self-Awareness, Self-
30 Management, Self-Advocacy and Initiative, Career Awareness)

31 *Inquiry Questions:*

- 32 1. How does a dancer heighten artistry in performance?
- 33 2. How does a performer **rehearse a dance**?
- 34 3. How does dance performance **influence** interactions between a performer, production elements
35 and the audience?
- 36 4. **Why is an understanding of intent important in production processes?**

37

1 **Dance**

2 **High School - Fundamental Pathway, Standard 2. Create, Compose, and Choreograph**

3 **Prepared Graduates:**

- 4 4. Explore and demonstrate various concepts through improvisational movement to communicate
5 purposeful intent.

6 **Grade Level Expectation:**

- 7 1. Experiment with movement to explore personal preferences and possibilities through
8 improvisation.

9 GLE Code: DA.H1.2.1

10 **Evidence Outcomes**

11 *Students Can:*

- 12 a. Investigate individual connections with movement.
13 b. Apply intermediate/advanced improvisational skills and techniques.
14 c. Evaluate personal preferences and possibilities for movement.
15 d. Adapt ideas to fit the needs of their group and community.

16 **Academic Context and Connections**

17 *Colorado Essential Skills:*

- 18 1. Dancers are aware of their kinesthetic and aesthetic likes and dislikes and can communicate them.
19 (Communicator- Interpersonal Communication; Empowered Individual - Self Awareness, Self-
20 Advocacy, and Initiative)
21 2. Through improvisation dancers can engage in novel approaches to movement, direction, ideas
22 and/or perspectives. (Problem Solver - Critical Thinking and Analysis, Creativity and Innovation,
23 Adaptability and Flexibility)
24 3. Through the improvisational process, dancers assess personal strengths and limitations with self-
25 awareness. (Problem Solver - Critical Thinking and Analysis, Creativity and Innovation, Adaptability
26 and Flexibility; Empowered Individual - Self-Awareness, Self-Advocacy, and Initiative)
27 4. Students can pose and respond to questions about and with improvisational movement.
28 (Communicator - Interpersonal Communication; Problem Solver -, Creativity and Innovation,
29 Collaboration and Teamwork, Adaptability and Flexibility; Community Member - Social Awareness)

30 *Inquiry Questions:*

- 31 1. Why is it important for me to explore movement through improvisation?
32 2. Why should dancers take risks to discover unexpected solutions?
33 3. What do you notice about this artwork that can inform how you will move?
34 4. What can you change about your movement experience to make your intent clearer?

1 **Dance**

2 **High School - Fundamental Pathway, Standard 2. Create, Compose, and Choreograph**

3 **Prepared Graduates:**

4 5. Use a creative process to construct a dance composition.

5 **Grade Level Expectation:**

6 1. Demonstrate creative processes both independently and with a group.

7 GLE Code: DA.H1.2.2

8 **Evidence Outcomes**

9 *Students Can:*

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

14 **Academic Context and Connections**

15 *Colorado Essential Skills:*

- 16 1. Creative process in dance aligns with many of the processes used in other art forms. (Problem
17 Solver - Critical Thinking and Analysis; Empowered Individual - Career Readiness)
- 18 2. Dancers can use technology to highlight and refine a dance. (Communicator - Digital Literacy)
- 19 3. The use of dance technique, vocabulary, and creative processes gives a choreographer many
20 options when creating dances. (Problem Solver - Creativity and Innovation; Empowered Individual -
21 Self-Awareness)
- 22 4. In collaborative groups students can have focused conversations, set goals, and fulfill assigned
23 roles. (Communicator - Interpersonal Communication; Problem Solver - Adaptability and Flexibility)
- 24 5. When refining dances students can receive and discuss feedback to broaden perspectives and
25 clarify intent. (Communicator - Interpersonal Communication; Problem Solver - Critical Thinking
26 and Analysis; Community Member - Social Awareness)

27 *Inquiry Questions:*

- 28 1. How does a choreographer decide what movements to keep and what to revise in a dance?
- 29 2. How can we change intent by manipulating choreography?
- 30

31 **Dance**

32 **High School - Fundamental Pathway, Standard 3. Historical and Cultural Context**

33 **Prepared Graduates:**

34 6. Research, articulate and embody dance from various eras and cultures.

1 **Grade Level Expectation:**

- 2 1. Arrange, perform, and critique era and culturally specific movement sequences.

3 GLE Code: DA.H1.3.2

4 **Evidence Outcomes**

5 *Students Can:*

- 6 a. Discuss, embody, and describe dance technique and movement vocabulary specific to a culture.
7 b. Recognize one's own cultural, personal, and historical biases when analyzing dance from a culture
8 different from one's own.
9 c. Identify commonalities and differences in dance technique and vocabulary across cultures.
10 d. Use era and culturally specific themes and movements in creating sequences.

11 **Academic Context and Connections**

12 *Colorado Essential Skills:*

- 13 1. The knowledge of different themes provides understanding of dance forms from cultures and eras.
14 (Community Member - Social Awareness)
15 2. Students research dance by gathering information from print and digital sources, determining
16 biases and credibility of sources, citing sources accurately and using evidence to draw conclusions.
17 (Communicator - Media Literacy)
18 3. Embodying dance from other cultures allows individuals to apply skills that affect change, increase
19 global awareness, and build empathy. (Community Member - Civic Engagement).

20 *Inquiry Questions:*

- 21 1. How does dance deepen our understanding of ourselves and the world around us?
22 2. How does learning about dance in other cultures and eras inform our experiences?
23 3. How do we research dances from various eras and cultures?

24 **Dance**

25 **High School - Fundamental Pathway, Standard 3. Historical and Cultural Context**

26 **Prepared Graduates:**

- 27 7. Investigate and synthesize how dance developed **through the lens of** the culture or era in which it
28 **originated.**

29 **Grade Level Expectation:**

- 30 1. Research and differentiate cultural and historical dance forms and traditions.

31

32 GLE Code: DA.H1.3.1

33 **Evidence Outcomes**

34 *Students Can:*

- 35 a. Compare and contrast **dance from different cultures across time.**

1 b. Analyze cultural traditions and historical eras as represented through dance.

2 Academic Context and Connections

3 Colorado Essential Skills:

- 4 1. Exploring different dance forms and techniques gives insights to cultural traditions and purposes of
5 dance. (Community Member - Social Awareness, Global and Cultural Awareness)
- 6 2. Students research connections between dance and society by gathering information from print and
7 digital sources, determining biases and credibility of sources, citing sources accurately and using
8 evidence to draw conclusions. (Communicator - Media Literacy, Digital Literacy, Data Literacy)
9 (Problem Solver - Critical Thinking and Analysis) (Community Member - Social Awareness, Civic
10 Engagement, Global and Cultural Awareness)

11 Inquiry Questions:

- 12 1. How does a dance form relate to the culture or era in which it was created?
- 13 2. How has dance been reflected in history?
- 14 3. How could a historical dance be adapted into a contemporary context?

15 Dance

16 High School - Fundamental Pathway, Standard 4. Reflect, Connect, and Respond

17 Prepared Graduates:

- 18 8. Critique, analyze, and reflect upon dance.

19 Grade Level Expectation:

- 20 1. Critique, respond to, reflect upon, and begin to analyze dance with awareness of vocabulary and
21 technique.

22 GLE Code: DA.H1.4.1

23 Evidence Outcomes

24 Students Can:

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

28 Academic Context and Connections

29 Colorado Essential Skills:

- 30 1. The ability to articulate the value of diversity as it relates to music and dance movements, and
31 technique can demonstrate community and cultural awareness. (Communicator: Interpersonal;
32 Community Problem Solver: Critical Thinking and Analysis; Community Member: Cultural
33 Awareness, Social Awareness)
- 34 2. The practice of responding to the work of others and being able to critique one's own work helps
35 us to develop our own value set. (Empowered Individual: Self-Awareness, Self-Management)

- 1 3. The connection of interdisciplinary concepts to dance can enhance understanding of movement or
2 choreographic intent. (Communicator: Data Literacy; Problem Solver: Critical Thinking and
3 Analysis)

4 *Inquiry Questions:*

- 5 1. Why might dance evoke an emotional response in a viewer?
6 2. Why is a personal interpretation of the creative process valuable?
7 3. How is dance understood from the perspective of a performer, critic, historian, anthropologist,
8 choreographer, or audience member?
9 4. How does writing a critique clarify one's individual preferences and biases?

10

11 **High School - Fundamental Pathway, Standard 4. Reflect, Connect, and Respond**

12 **Prepared Graduates:**

- 13 9. Analyze and demonstrate the various roles and contributions of dance within a community

14 **Grade Level Expectation:**

- 15 1. Demonstrate the connections between other art forms, school subjects, professions, and
16 community roles with dance.

17

18 GLE Code: DA.H1.4.2

19 **Evidence Outcomes**

20 *Students Can:*

- 21 a. Integrate the use of school subjects such as music, visual art, language arts, math, science, and
22 others and in dance.
23 b. Investigate career opportunities integrating dance with the surrounding communities.
24 c. Articulate connections between dance and their social activities and communities.

25 **Academic Context and Connections**

26 *Colorado Essential Skills:*

- 27 1. Reactions to other disciplines can provide ways to use dance to inspire or change the world.
28 (Community Member: Civic Engagement)
29 2. Describing similarities between dance and the sciences or humanities sparks awareness of the
30 interdisciplinary connections to dance. (Problem Solver: Critical Thinking and Analysis; Empowered
31 Individual: Career Awareness)
32 3. Analysis of different subjects can be used to compare and contrast ideas. (Problem Solver: Critical
33 Thinking and Analysis)
34 4. Dance can influence diverse college and career paths. (Empowered Individual: Career Awareness)
35 5. Students can use technology to learn, study, and share dance. (Communicator: Digital and Media
36 Literacy)

37

1 *Inquiry Questions:*

- 2 1. How can ideas from other academic content areas be used to inspire dance or create dance?
- 3 2. **How can dance inspire other academic content areas?**
- 4 3. How can social media enhance or detract from dance?
- 5 4. How can dancers use community **understanding** to make informed choices about performance
- 6 and choreography?
- 7 5. How can I use dance to positively contribute to my community?
- 8 6. Analyze connections between all content areas, mass media and careers.

9 **Dance**

10 **High School - Extended Pathway, Standard 1. Movement, Technique, and Performance**

11 **Prepared Graduates:**

- 12 1. **Demonstrate dance technique, vocabulary, and skill appropriate to stylistic expectations.**

13 **Grade Level Expectation:**

- 14 1. **Demonstrate dance technique, vocabulary, and skill in various styles with proficiency and artistic**
- 15 **expression.**

16 GLE Code: DA.H2.1.1

17 **Evidence Outcomes**

18 *Students Can:*

- 19 a. **Use the broadest range of movement and vocabulary possible for artistic and expressive clarity.**
- 20 b. **Demonstrate phrasing with and without musical accompaniment using multiple and complex**
- 21 **rhythms or sounds.**
- 22 c. **Confidently** perform alone and with others to establish **intentional** relationships with dancers and
- 23 **the environment.**

25 **Academic Context and Connections**

26 *Colorado Essential Skills:*

- 27 1. **Dancing through a defined area with self-awareness demonstrates understanding of personal**
- 28 **and/or shared space. (Empowered Individual - Self-Awareness, Self-Management)**
- 29 2. **Practicing dance technique cultivates self-discipline and leads to a high level of fluency in**
- 30 **performance. (Empowered Individual - Self-Awareness, Self-Management)**
- 31 3. **Self-correcting during the learning process demonstrates a dancer's ability to apply technique and**
- 32 **skill. (Problem Solver - Adaptability and Flexibility; Empowered Individual - Self-Awareness, Self-**
- 33 **Management)**
- 34 4. **Using a systematic method for memorizing dance steps and movement can be translated into daily**
- 35 **and work life. (Communicator - Data Literacy; Problem Solver - Critical Thinking and Analysis;**
- 36 **Empowered Individual - Career Awareness)**
- 37 5. **Identifying and using culturally specific language, skill and music connects students to a broad**
- 38 **range of dance styles. (Community Member - Global and Cultural Awareness)**

- 1 6. In collaborative groups students can have focused interactions, set goals, and fulfill assigned roles
2 (Problem Solver - Collaboration and Teamwork; Community Member - Social Awareness;
3 Empowered Individual - Self-Management)

4 *Inquiry Questions:*

- 5 1. How can technique in one dance style improve with the study of multiple dance styles?
6 2. How does musical choice impact movement quality?
7 3. How does a performer who dances with artistic interpretation and projection differ from one who
8 exhibits only technical proficiency?

9 **Dance**

10 **High School - Extended Pathway, Standard 1. Movement, Technique, and Performance**

11 **Prepared Graduates:**

- 12 2. Apply kinesthetic awareness to develop lifelong and safe movement practices, fitness, and
13 mind/body wellness.

14 **Grade Level Expectation:**

- 15 1. Apply and evaluate kinesthetic awareness to create healthful practices in dance.

16 GLE Code: DA.H2.1.2

17 **Evidence Outcomes**

18 *Students Can:*

- 19 a. Research healthful strategies essential for dancers and modify personal practice based
20 on findings.
21 b. Investigate how kinesthetic principles and various body systems, such as muscles and bones, relate
22 to the dancing body.
23 c. Maintain optimal alignment and adjust the placement and shifting energy of the body while
24 traveling through space.
25 d. Develop personal conditioning practices, using different body conditioning techniques, that
26 improve range of motion, muscular flexibility, strength, and endurance to enhance performance.
27 e. Apply body-mind principles to technical dance skills in complex movement.
28

29 **Academic Context and Connections**

30 *Colorado Essential Skills:*

- 31 1. Students will develop long term technical development and perseverance through training and in-
32 depth studying of the human body. (Empowered Individual - Perseverance and Resilience)
33 2. Self-correcting during the learning process demonstrates a dancer's ability to apply technique and
34 skill. (Problem Solver - Adaptability and Flexibility; Empowered Individual: Self-Awareness, Self-
35 Management)

- 1 3. Students will use **research methods and resources** to further understand the anatomy and
2 kinesiology of the body (**Problem Solver - Critical Thinking and Analysis; Communicator - Data and**
3 **Media Literacy**)

4 *Inquiry Questions:*

- 5 1. **How can dancers integrate anatomical knowledge to continue lifelong movement practices**
6 **without injury?**
7 2. **How can mind-body techniques develop the body as an instrument for artistry and artistic**
8 **expression?**
9

10

11 **Dance**

12 **High School - Extended Pathway, Standard 1. Movement, Technique, and Performance**

13 **Prepared Graduates:**

- 14 3. **Participate in the dance performance process in a variety of roles**

15 **Grade Level Expectation:**

- 16 1. **Create and implement production strategies that correlate with performance intention.**

17 GLE Code: DA.H2.1.3

18 **Evidence Outcomes**

19 *Students Can:*

- 20 a. **Analyze and re-evaluate personal goals to enhance performance strategies and practices.**
21 b. **Create designs for the production of a performance while selecting and executing the ideas that**
22 **would intensify and heighten the intent of the dances.**
23 c. **Demonstrate leadership qualities (for example commitment, dependability, responsibility, and**
24 **cooperation) when preparing for performances.**
25 d. **Model performance etiquette and performance practices during class, rehearsal, and performance.**
26

27 **Academic Context and Connections**

28 *Colorado Essential Skills:*

- 29 1. **Multi-step processes in performance preparation utilize problem-solving skills. (Problem Solver -**
30 **Critical Thinking and Analysis)**
31 2. **Dance professionals must work collaboratively to develop a detailed schedule for creating and**
32 **implementing a project to ensure its timely and quality completion. (Problem Solver -**
33 **Collaboration and Teamwork)**
34 3. **During productions dance professionals use communication skills and knowledge of technical**
35 **theatre to bring a production to fruition. (Communicator - Interpersonal Communication,**
36 **Community Member - Social Awareness)**

1 *Inquiry Questions:*

- 2 1. How do production teams collaborate to make a cohesive performance?
- 3 2. How do people in a variety of production roles prepare for a dance performance?

4

5 **Dance**

6 **High School - Extended Pathway, Standard 2. Create, Compose, and Choreograph**

7 **Prepared Graduates:**

- 8 4. Explore and demonstrate various concepts through improvisational movement to communicate
- 9 purposeful intent

10 **Grade Level Expectation:**

- 11 1. Apply and analyze movement to explore personal preferences and possibilities through
- 12 improvisation.

13 GLE Code: DA.H2.2.1

14 **Evidence Outcomes**

15 *Students Can:*

- 16 a. Use improvisation tools to develop new pathways to creating and communicating.
- 17 b. Apply advanced improvisational skills and techniques.
- 18 c. Evaluate and refine personal preferences and possibilities for movement.
- 19 d. Adapt ideas to fit the needs of their group and community.

20 **Academic Context and Connections**

21 *Colorado Essential Skills:*

- 22 1. Dancers are aware of their kinesthetic and aesthetic likes and dislikes and can communicate them.
- 23 (Communicator: Interpersonal Communication) (Empowered Individual: Self Awareness, Self-
- 24 Advocacy, and Initiative)
- 25 2. Through improvisation dancers can engage in novel approaches to movement, direction, ideas
- 26 and/or perspectives. (Problem Solver: Critical Thinking and Analysis, Creativity and Innovation,
- 27 Adaptability and Flexibility)
- 28 3. Through the improvisational process, dancers assess personal strengths and limitations with self-
- 29 awareness. (Problem Solver: Critical Thinking and Analysis, Creativity and Innovation, Adaptability
- 30 and Flexibility) (Empowered Individual: Self-Awareness, Self-Advocacy, and Initiative)
- 31 4. Students can pose and respond to questions about and with improvisational movement.
- 32 (Communicator: Interpersonal Communication) (Problem Solver, Creativity and Innovation,
- 33 Collaboration and Teamwork, Adaptability and Flexibility) (Community Member: Social Awareness)

34 *Inquiry Questions:*

- 35 1. How do my personal movement preferences and strengths inform my improvisation choices? **What**
- 36 **could you do to challenge and expand those choices?**
- 37 2. How would you explain the meaning of an abstract movement to a non-dancer?

1 3. Why is it important to expand my movement vocabulary through improvisation?
2

3 **Dance**

4 **High School - Extended Pathway, Standard 2. Create, Compose, and Choreograph**

5 **Prepared Graduates:**

6 5. Use a creative process to construct a dance composition.

7 **Grade Level Expectation:**

8 1. Demonstrate fluency in creative processes both independently and with a group.

9 GLE Code: DA.H2.2.2

10 **Evidence Outcomes**

11 *Students Can:*

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

18 **Academic Context and Connections**

19 *Colorado Essential Skills:*

- 20 1. Creative process in dance aligns with many of the processes used in other art forms. (Problem
21 Solver: Critical Thinking and Analysis) (Empowered Individual: Career Readiness)
- 22 2. Dancers can use technology to highlight and refine a dance. (Communicator: Digital Literacy)
- 23 3. The use of dance technique, vocabulary, and creative processes gives a choreographer many
24 options when creating dances. (Problem Solver: Creativity and Innovation) (Empowered Individual:
25 Self-Awareness)
- 26 4. In collaborative groups students can have focused conversations, set goals, and fulfill assigned
27 roles. (Communicator: Interpersonal Communication) (Problem Solver: Adaptability and Flexibility)
- 28 5. When refining dances students can receive and discuss feedback to broaden perspectives and
29 clarify intent. (Communicator: Interpersonal Communication) (Problem Solver: Critical Thinking
30 and Analysis) (Community Member: Social Awareness)

31 *Inquiry Questions:*

- 32 1. How does one use intent to create and develop a dance work?
- 33 2. How does the revision process affect a piece of choreography?

1 **Dance**

2 **High School - Extended Pathway, Standard 3. Historical and Cultural Context**

3 **Prepared Graduates:**

4 6. Research, articulate and embody dance from various eras and cultures.

5 **Grade Level Expectation:**

6 1. Compose, perform, and critique dance works that are era or culturally specific.

7 GLE Code: DA.H2.3.2

8 **Evidence Outcomes**

9 *Students Can:*

- 10 a. Discuss, embody, and describe dance technique and movement vocabulary specific to a culture.
- 11 b. Recognize one's own cultural, personal, and historical biases when analyzing dance from a culture
- 12 different from one's own.
- 13 c. Identify commonalities and differences in dance technique and vocabulary across cultures.
- 14 d. Create a dance using historically and culturally specific movements.

15 **Academic Context and Connections**

16 *Colorado Essential Skills:*

- 17 1. Knowledge of dance from different cultures and eras contributes to an understanding of history.
- 18 (Community Member - Global and Cultural Awareness)
- 19 2. Embodying dance from other cultures allows individuals to apply skills that affect change, increase
- 20 global awareness, and build empathy. (Community Member - Civic Engagement).

21 *Inquiry Questions:*

- 22 1. How do various cultures use dance movement and vocabulary to communicate?
- 23 2. Why is recognizing individual perspective and bias important in critiquing dance from various
- 24 cultures and historical eras?

25

26 **Dance**

27 **High School - Extended Pathway, Standard 3. Historical and Cultural Context**

28 **Prepared Graduates:**

29 7. Investigate and synthesize how dance developed **through the lens of** the culture or era in which it

30 **originated.**

31 **Grade Level Expectation:**

32 1. Draw connections between cultures and eras through dance research.

33

34 GLE Code: DA.H2.3.1

1 **Evidence Outcomes**

2 *Students Can:*

- 3 a. Compare and synthesize contrasting viewpoints and identify the tensions between them.
- 4 b. Analyze dance as a reflection of culture and society.

6 **Academic Context and Connections**

7 *Colorado Essential Skills:*

- 8 1. Exploring different dance forms and techniques gives insights to cultural traditions and purposes of
- 9 dance. (Community Member - Social Awareness, Global and Cultural Awareness)
- 10 2. Students research connections between dance and society by gathering information from print and
- 11 digital sources, determining biases and credibility of sources, citing sources accurately and using
- 12 evidence to draw conclusions. (Communicator - Media Literacy, Digital Literacy, Data Literacy)
- 13 (Problem Solver - Critical Thinking and Analysis) (Community Member - Social Awareness, Civic
- 14 Engagement, Global and Cultural Awareness)

15 *Inquiry Questions:*

- 16 1. What are dance traditions in your family and how does it impact your experience in learning
- 17 dance?
- 18 2. How are different cultures reflected in dance? In the steps, the costumes, the performance sites

20 **Dance**

21 **High School - Extended Pathway, Standard 4. Reflect, Connect, and Respond**

22 **Prepared Graduates:**

- 23 8. Critique, analyze, and reflect upon dance.

24 **Grade Level Expectation:**

- 25 1. Critique, analyze, reflect upon, and understand dance using applicable technique and
- 26 vocabulary.

27 GLE Code: DA.H2.4.1

28 **Evidence Outcomes**

29 *Students Can:*

- 30 a. Analyze dances using technical terminology and critical response.
- 31 b. **Articulate** personal connections to **a dance**.
- 32 c. Critique the structure, technique, and choreographic intent of **a dance**.

1 **Academic Context and Connections**

2 *Colorado Essential Skills:*

- 3 1. The ability to articulate the value of diversity as it relates to physical bodies dancing, music and
4 dance movements, composition, creation, and technique can demonstrate community and cultural
5 awareness. (Communicator: Interpersonal; Community Problem Solver: Critical Thinking and
6 Analysis; Community Member: Cultural Awareness, Social Awareness)
- 7 2. The practice of responding to the work of others and being able to critique one’s own work helps
8 us to develop our own value set. (Empowered Individual: Self-Awareness, Self-Management)
- 9 3. The connection of interdisciplinary concepts to dance can enhance understanding of movement or
10 choreographic intent. (Communicator: Data Literacy; Problem Solver: Critical Thinking and
11 Analysis)

12 *Inquiry Questions:*

- 13 1. How does descriptive language change when viewing dance from a different perspective
14 performer, critic, historian, anthropologist, or choreographer, and why?
- 15 2. How does context, **culture, and audience** affect a dance and **its interpretation**?
- 16 3. How do societal and personal values affect critiques and interpretations of dance?

17 **Dance**

18 **High School - Extended Pathway, Standard 4. Reflect, Connect, and Respond**

19 **Prepared Graduates:**

- 20 9. Analyze the various roles and contributions of dance within a community

21 **Grade Level Expectation:**

- 22 1. Analyze and demonstrate the connections between other art forms, school subjects,
23 professions, and community roles with dance.

24 GLE Code: DA.H2.4.2

25 **Evidence Outcomes**

26 *Students Can:*

- 27 a. Analyze and synthesize the use of school subjects such as music, visual art, language arts, math,
28 science, and others and in dance.
- 29 b. Discover and analyze career opportunities integrating dance with the surrounding communities.
- 30 c. Demonstrate and articulate how communities and dance impact each other

31 **Academic Context and Connections**

32 *Colorado Essential Skills:*

- 33 1. Reactions to other disciplines provide ways to use dance to inspire or change the world.
34 (Community Member: Civic Engagement)
- 35 2. Dance can influence diverse college and career paths. (Empowered Individual: Career Awareness)

- 1 3. Interpersonal connections provide dancers with the intuition to drive intent and meaning within
2 dance. (Communicator: Interpersonal Connection; Problem Solver: Collaboration and Teamwork)
- 3 4. Connections for kinesthetic learners come from relating dance sequences to the sequencing in
4 math, science, arts, and language arts. (Problem Solver: Critical Thinking and Analysis)
- 5 5. Analysis of different subjects can be used to compare and contrast ideas. (Problem Solver: Critical
6 Thinking and Analysis)
- 7 6. Students can use technology to learn, study, and share dance. (Communicator: Digital and Media
8 Literacy)
- 9

10 *Inquiry Questions:*

- 11 1. How can the connections between dance and other academic content areas be used for
12 interdisciplinary learning?
- 13 2. Explain if dance could be considered a “universal language.”
- 14 3. How can information be shared through dance works?
- 15 4. What ways could dance contribute to non-dance professions?
- 16
- 17