

# DANCE

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



COLORADO  
Department of Education

### Prepared Graduates:

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

### Grade Level Expectation:

1. Perform advanced choreography with technical proficiency and artistic expression.

### Evidence Outcomes

#### *Students Can:*

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

### Academic Context and Connections

#### *Colorado Essential Skills:*

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

#### *Inquiry Questions:*

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

#### *Nature of Dance:*

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



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### Prepared Graduates:

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

### Grade Level Expectation:

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

### Evidence Outcomes

#### *Students Can:*

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

### Academic Context and Connections

#### *Colorado Essential Skills:*

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

#### *Inquiry Questions:*

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

#### *Nature of Dance:*

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

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### Prepared Graduates:

3. Participate in the dance production process in multiple roles.

### Grade Level Expectation:

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

### Evidence Outcomes

#### *Students Can:*

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

### Academic Context and Connections

#### *Colorado Essential Skills:*

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

#### *Inquiry Questions:*

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

#### *Nature of Dance:*

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



# DANCE

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



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### Prepared Graduates:

4. Apply elements of dance in movement improvisation.

### Grade Level Expectation:

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

### Evidence Outcomes

#### *Students Can:*

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

### Academic Context and Connections

#### *Colorado Essential Skills:*

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

#### *Inquiry Questions:*

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

#### *Nature of Dance:*

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



# DANCE

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



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### Prepared Graduates:

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

### Grade Level Expectation:

2. Demonstrate fluency of choreographic elements, structures and processes.

### Evidence Outcomes

#### *Students Can:*

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

### Academic Context and Connections

#### *Colorado Essential Skills:*

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

#### *Inquiry Questions:*

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

#### *Nature of Dance:*

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





### Prepared Graduates:

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

### Grade Level Expectation:

1. Analyze cultural and historical dance forms and traditions.

### Evidence Outcomes

#### *Students Can:*

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

### Academic Context and Connections

#### *Colorado Essential Skills:*

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

#### *Inquiry Questions:*

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

#### *Nature of Dance:*

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





### Prepared Graduates:

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

### Grade Level Expectation:

2. Analyze the language of movement across cultures and eras.

### Evidence Outcomes

#### *Students Can:*

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

### Academic Context and Connections

#### *Colorado Essential Skills:*

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

#### *Inquiry Questions:*

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

#### *Nature of Dance:*

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





### Prepared Graduates:

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

### Grade Level Expectation:

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

### Evidence Outcomes

#### *Students Can:*

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

### Academic Context and Connections

#### *Colorado Essential Skills:*

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

#### *Inquiry Questions:*

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

#### *Nature of Dance:*

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



# DANCE

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



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### Prepared Graduates:

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

### Grade Level Expectation:

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

### Evidence Outcomes

#### *Students Can:*

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

### Academic Context and Connections

#### *Colorado Essential Skills:*

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

#### *Inquiry Questions:*

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

#### *Nature of Dance:*

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

