

# DANCE

## High School - Fundamental 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 Intermediate/advanced dance movements/technique with artistic expression.

### Evidence Outcomes

#### *Students Can:*

- a. Embody technical dance skills with artistic expression.
- b. Develop total body awareness so that movement phrases demonstrate variances of energy and dynamics.
- c. Dance alone and with others while maintaining relationships through focus and intentionality.

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Developing technical proficiency in any endeavor requires self-discipline, the ability to self-correct and perseverance. (Personal)
2. Space, time and energy are basic elements of dance. (Entrepreneurial)
3. Students can synthesize information from multiple sources to demonstrate understanding of a topic. (Entrepreneurial)

#### *Inquiry Questions:*

1. Why do dancers consider their bodies “body instruments?”
2. How do dancers work with space, time and energy to communicate artistic expression?
3. How does a dancer’s expression change as their technical abilities increase?
4. How do dance techniques become “genres” or globally accepted styles?

#### *Nature of Dance:*

1. Dancers perform a variety of dance styles with distinctive characteristics.



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### Prepared Graduates:

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

### Grade Level Expectation:

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

### Evidence Outcomes

#### *Students Can:*

- a. Identify important anatomical structures to dance.
- b. Apply core strength to achieve fluency of movement.
- c. Apply practices of injury prevention and methods for personal improvement.

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Kinesiologists and physical therapists study body movement to understand the intricacies of human musculature and to treat and prevent injuries. (Professional)
2. Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression. (Personal)
3. Fitness and wellness software and online resources can provide tools for monitoring diet, exercise and one's general health and wellness. (Civic/Interpersonal)
4. Students can synthesize information from multiple sources to demonstrate understanding of a topic. (Entrepreneurial)

#### *Inquiry Questions:*

1. How does maintaining a strong center support arm and leg extensions?
2. How does one feel differently about his or her body when participating in dance class?
3. What can a dancer do to prepare the mind and body for artistic expression?
4. How does a dancer make informed choices about his or her health and wellness that may be different from a non-dancer?

#### *Nature of Dance:*

1. Dancers who understand how and why their body moves demonstrate high levels of technical proficiency.



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### Prepared Graduates:

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

### Grade Level Expectation:

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

### Evidence Outcomes

#### *Students Can:*

- a. Create and apply personal performance goals.
- b. Collaborate with peers on rehearsal processes with attention to technique and artistry.
- c. Evaluate possible designs for the production elements of a performance and select and execute the ideas that would intensify and heighten the artistic intent of the dances.
- d. Demonstrate audience etiquette and discuss their role during a performance.

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Successful performers use expressive, nonverbal cues to communicate important ideas. (Civic/Interpersonal)
2. Music can evoke emotions and encourage self-expression through dance. (Personal)
3. Exploring prominent artists in dance through online resources helps build background knowledge to better artistic expression. (Entrepreneurial)
4. The production of a dance performance requires strategically using audio, digital, lighting and mechanical technologies to provide a variety of presentation possibilities. (Civic/Interpersonal)
5. Students can follow rules for discussions, set goals, fulfill roles in collaborative groups. (Personal)

#### *Inquiry Questions:*

1. How does a dancer heighten artistry in a public performance?
2. How does a performer plan and rehearse a dance work?
3. How does one interpret music as a dancer?
4. How does dance performance heighten and amplify interactions between performer, production elements and the audience?

#### *Nature of Dance:*

1. Dancers understand that producing a performance can be accomplished only with the successful collaboration of artistic, administrative and technical expertise.



# DANCE

## High School - Fundamental 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. Experiment with the elements of movement to explore personal preferences and strengths through improvisation.

### Evidence Outcomes

#### *Students Can:*

- a. Investigate individual connections with movement.
- b. Apply intermediate/advanced improvisational skills and techniques.
- c. Evaluate personal preferences for movement.

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Dancers are aware of their kinesthetic and aesthetic likes and dislikes and can communicate those feelings. (Civic/Interpersonal)
2. Through improvisation dancers can engage in novel approaches to movement, direction, ideas and/or perspectives. (Entrepreneurial)
3. Within the improvisational process, dancers assess personal strengths and limitations, with a well-grounded sense of confidence, optimism, and a 'growth mind-set'. (Personal)
4. 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. Why is it important for me to expand my movement vocabulary through improvisation?
2. Why should dancers take risks to discover unexpected solutions?
3. How can I modify my movement to make it more expressive?

#### *Nature of Dance:*

1. The elements of dance, dance structures and choreographic devices serve as both a foundation and a departure point for improvisation.
2. Dancers translate meaning into physical movement.



# DANCE

## High School - Fundamental 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. Clarify the artistic intent of a dance by manipulating choreographic forms and structures.

### Evidence Outcomes

#### *Students Can:*

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

### Academic Context and Connections

#### *Colorado Essential Skills:*

- Creative process in dance mirrors many of the processes used in other art forms. (Entrepreneurial)
- Dancers use media arts and technology to highlight and refine the ideas of a dance work. (Civic/Interpersonal)
- Collaboration in dance-making by learning or inventing dances is enhanced by using elements and skills from other disciplines. (Civic/Interpersonal)
- The use of principles of choreography to effectively communicate ideas gives a choreographer many options when creating dance works. (Entrepreneurial)
- Students can follow rules for discussions, set goals, fulfill roles in collaborative groups. (Personal)

#### *Inquiry Questions:*

- How does one decide what movements to keep and what to cut in a dance work?
- How is it different to create a dance for a solo compared to creating an ensemble piece?
- How do choreographers manipulate space, time and energy to compose dance?
- How can choreographic devices be adapted based on needs and intent?
- Why is an understanding of intent important when performing?

#### *Nature of Dance:*

- Dancers and choreographers use critical thinking, creativity, collaboration and process systems to create dance and make dance works.
- A new dance emerges from a choreographer as a new story emerges from an author.





### 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. Research and differentiate cultural and historical dance forms and traditions through the lens of the society they represent.

### Evidence Outcomes

#### *Students Can:*

- a. Connect historical dances to their role in society.
- b. Compare and contrast the functions of dance in society.
- c. Analyze cultural traditions as represented through dance.

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Increasing knowledge of different cultures by understanding their dance forms gives insights to the cultural traditions and purposes of dance. (Entrepreneurial)
2. Using dance as a connection to social studies provides social awareness of contemporary and historical culture. (Civic/Interpersonal)
3. Using technology to research and discover another culture's dance forms or traditions opens doors to familiar and unfamiliar cultures. (Civic/Interpersonal)
4. Dancing communicates important ideas and shares new perspectives. (Entrepreneurial)
5. Students can analyze content-specific texts to distinguish the factual evidence offered, reasoned judgments made and conclusions drawn, and speculative ideas offered in the text. (Entrepreneurial)

#### *Inquiry Questions:*

1. How does a historical dance form relate to the culture in which it was created?
2. How has dance been affected by events in history?
3. How has dance affected events in history?
4. How could a traditional dance be adapted into a contemporary context?
5. Why do people dance?

#### *Nature of Dance:*

1. Dance transcends cultural and linguistic boundaries.
2. Every culture dances.





### Prepared Graduates:

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

### Grade Level Expectation:

2. Identify and interpret universal themes through the language of movement.

### Evidence Outcomes

#### *Students Can:*

- a. Identify themes common in historical, cultural and performance dance.
- b. Compare and contrast the language of movement used to portray themes in dance with one's personal perspective.
- c. Interpret personal connections with dance through the language of movement.

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. The knowledge of different universal themes provides understanding of different dance forms from diverse societies. (Civic/Interpersonal)
2. Technology is used to research and discover interconnections between dance and society. (Civic/Interpersonal)
3. Every era of history has dance, which is considered the first art form in history. (Civic/Interpersonal)
4. Students can generate questions to guide their research, gather information from print and digital sources, determine biases and credibility of sources, cite sources accurately and use evidence to answer their research question. (Entrepreneurial)

#### *Inquiry Questions:*

1. How does dance deepen our understanding of ourselves, other knowledge and events around us?
2. Why is it important to incorporate cultural and historical traditions into contemporary performance?
3. How can dance use positive communication and social skills to interact effectively with others?

#### *Nature of Dance:*

1. Culture and history live through dance.



# DANCE

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



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### Prepared Graduates:

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

### Grade Level Expectation:

1. Respond, reflect and analyze new dance works, reconstructions or master-works.

### Evidence Outcomes

#### *Students Can:*

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

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Demonstrating knowledge of a subject or situation provides credibility to one's critique or review. (Personal)
2. Technology can be utilized to capture movement in a digital form. (Civic/Interpersonal)

#### *Inquiry Questions:*

1. How does dance evoke an emotional response in a viewer?
2. Why is a personal interpretation of the creative process valuable?
3. How is dance understood?

#### *Nature of Dance:*

1. Dancers and choreographers constantly respond to, reflect upon and analyze the relevance and significance of their own work and the work of others.
2. Dancers and choreographers use self-reflection and critical analysis to consider how to improve their own skills.





### Prepared Graduates:

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

### Grade Level Expectation:

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

### Evidence Outcomes

#### *Students Can:*

- a. Integrate the use of music, visual art, video and other school subjects in dance.
- b. Create connections to social activities, mass media and careers with dance.
- c. Connect communities to create an impact with dance.

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Using inspiration from the world around us as stimuli for creating work creates connections. (Entrepreneurial)
2. Using reactions to other disciplines as inspiration for dance work (and vice versa) provides ways to use dance to inspire or change the world around us. (Entrepreneurial)
3. Describing one similarity between dance and the sciences or humanities sparks awareness of the interdisciplinary connections to dance. (Civic/Interpersonal)
4. 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 ideas from other academic content areas be used to inspire dance or create dance?
2. How can social media enhance or detract from dance?
3. How is dance a “universal language?”
4. How can dancers use community connections to make informed choices about performance and choreography?

#### *Nature of Dance:*

1. Dancers have great sensitivity to the details of the world. They relate issues, events and daily occurrences to physical movement.

