



★
Colorado
Academic Standards

Dance



Adopted 2022



COLORADO
Department of Education

ALL STUDENTS • ALL STANDARDS

Dance Standards Review and Revision Committee

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Danielle Heller
Artistic Director
Peak Arts Academy

Co-Chairperson

Leslie Williams
Dance Teacher
Liberty High School
Academy School District 20

Members

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Dance and Improvisational Educator
Mapleton Public Schools

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KIPP Northeast Elementary
Denver Public Schools

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P.E./Movement Teacher
Doral Academy of Colorado

Shelby Jarosz
Senior Director of Programs and Education
Cleo Parker Robinson Dance

Breegan Kearney
Dance Teacher
Rocky Mountain Prep Creekside
Denver Public Schools

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Dance Teacher
Russell Middle School
Colorado Springs School District 11

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Founder and Director
Anima Arts

Emily Morgan
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Colorado State University

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Note: The above listing reflects the people and roles in 2022 when these standards were adopted.

Purpose of Dance

“The dance is strong magic. The body can fly without wings. It can sing without voice. The dance is strong magic. The dance is life.” ~Pearl Primus

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

“Dancing in all its forms cannot be excluded from the curriculum of all noble education: dancing with the feet, with ideas, with words, and need I add, that one must also be able to dance with pen- that one must learn how to write” ~Friedrich Nietzsche

Dance is creative self-expression through the medium of human movement. Dancers feel, create, compose, interpret, perform, and respond through a process of research, inquiry, and movement discovery. The purpose of dance education in preschool through high school is to educate students in dance as an art form and a physical practice.

Dance contributes to educating the whole child. The nature of the dance classroom allows students to develop essential skills of communication, determination, self-direction, perseverance, dedication, risk taking, creativity and teamwork that are hallmarks of a dance artist. These essential skills learned through participation in dance endows students with the knowledge and skills necessary to succeed in the postsecondary world.

1. Through the collaboration and connection experienced in the dance classroom, students build social, cultural, and emotional understanding. (Communicator)
2. Dance students understand concepts in other disciplines because the study of dance connects logical and intuitive thinking processes through experiential learning. (Problem Solver)
3. The study of dance allows students to physically embody emotions in ways that move within and beyond themselves, resulting in empathy and community building. (Community Member)
4. A dance classroom inspires students to be creative individuals experiencing the present moment in an environment of discovery. (Empowered Individual)

Dance transforms schools and communities.

Prepared Graduates in Dance

1. Demonstrate dance technique, vocabulary, and skill appropriate to stylistic expectations.
2. Apply kinesthetic awareness to develop lifelong and safe movement practices, fitness, and mind/body wellness.
3. Participate in the dance performance process in a variety of roles.
4. Explore and demonstrate various concepts through improvisational movement to communicate purposeful intent.
5. Use a creative process to construct a dance composition.
6. Research, articulate and embody dance from various eras and cultures.
7. Investigate and synthesize how dance developed through the lens of the era or culture in which it originated.
8. Critique, analyze, and reflect upon dance.
9. Analyze and demonstrate the various roles and contributions of dance within a community.

Standards in Dance

Standards are the topical organization of an academic content area. The four standards of dance are:

1. Movement, Technique, and Performance

The goal of this standard is to develop students' competence and confidence during a performance. In exploring movement vocabulary and developing skill and technique, students gain a better understanding of their bodies in relation to space, time, and energy. Technical expertise and artistic expression through reflective practice, study, and self-evaluation of one's own abilities and the abilities of others is essential to developing movement skills for performance.

2. Create, Compose and Choreograph

Creating in dance involves using the dance elements of space, time, and energy to explore, improvise, and develop movement phrases, sequences, and dances. Choreography is the art of dance making using meaning, intent, and principles of structure and design. In dance, there are a number of levels or stages in the creative process that define and are involved in solving artistic problems in order to present a completed work of art. These stages include: observing or studying the stimulus or intent, becoming engaged with that intent; tapping into feelings, memories and the imagination that relate to the intent, problem solving by creating a shorter dance study or longer dance, and using critical thinking skills to analyze and evaluate the finished product.

3. Historical and Cultural Context

This standard focuses on understanding the global and cultural relevance of dance. The goal is to understand how dance shapes and reflects cultures and history over time, and acknowledge dance in society as creative, expressive, communicable, and social.

4. Reflect, Connect, and Respond

This standard focuses on reflecting upon dance, connecting it with other disciplines, responding to it to discuss and analyze dance as art. Critique and analysis of new dance works, reconstructions, and masterworks allows for distinguishing and understanding of aesthetic values and artistic intent.

Pathways for Secondary Dance

Instead of grade levels, the dance standards in the secondary years are differentiated for skill development: Novice, Emerging, Intermediate, Proficient, and Exemplary. The purpose of the pathways is to give secondary students engaging in dance the opportunity to enter into the dance classroom at their current skill level. These levels allow for multiple points of entry and personalized placement to provide rigorous and appropriate dance experiences for students at any grade level.

Novice: A typical entry point for self-selected dance participation for a student at or above sixth grade. This student is likely new to dance or has one year or less of previous participation. This level could also be used for a teacher who is teaching a non-performance class with students who have little or no dance experience.



Emerging: For students with a level of understanding of approximately two full school years of dance participation.

Intermediate: For students with a level of understanding of approximately three full school years of dance participation.

Proficient: For students with a level of understanding of approximately four to five years of dance participation.

Exemplary: For students with a level of understanding of approximately five to six years of continuous dance participation who may want/need a higher-level experience. Additionally, for students who are seeking to major or minor in dance in post-secondary education.

How to Read the Colorado Academic Standards

CONTENT AREA Grade Level, Standard Category		 COLORADO Department of Education
<p>Prepared Graduates: The <i>PG Statements</i> represent concepts and skills that all students who complete the Colorado education system must master to ensure their success in postsecondary and workforce settings.</p> <p>Grade Level Expectation: The <i>GLEs</i> are an articulation of the concepts and skills for a grade, grade band, or range that students must master to ensure their progress toward becoming a prepared graduate.</p>		
<p><u>Evidence Outcomes</u></p> <p>The <i>EOs</i> describe the evidence that demonstrates that a student is meeting the GLE at a mastery level.</p>	<p><u>Academic Context and Connections</u></p> <p>The <i>ACCs</i> provide context for interpreting, connecting, and applying the content and skills of the GLE. This includes the Colorado Essential Skills, which are the critical skills needed to prepare students to successfully enter the workforce or educational opportunities beyond high school embedded within statute (C.R.S. 22-7-1005) and identified by the Colorado Workforce Development Committee.</p> <p>The <i>ACCs</i> contain information unique to each content area. Content-specific elements of the <i>ACCs</i> are described below.</p>	
Grade Level, Standard Category	Colorado Academic Standards	GLE Code

Academic Context and Connections in Dance

Colorado Essential Skills: These statements describe how the learning of the content and skills described by the GLE and EOs connects to and supports the development of the [Colorado Essential Skills](#) named in the parentheses.

Inquiry Questions: The sample questions that are intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectations.

DANCE

Preschool, Standard 1. Movement, Technique, and Performance



COLORADO
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Prepared Graduates:

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

Preschool Learning and Development Expectation:

1. Demonstrate simple phrases of movement safely.

Indicators of Progress

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

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

Examples of High-Quality Teaching and Learning Experiences

Supportive Teaching Practices/Adults May:

1. Provide ample time daily for students to use their bodies to move in a variety of ways, both indoors and outdoors.
2. Arrange for large open spaces where students can move freely and small spaces (e.g., carpet squares, hula hoops, low balance beam) for students to practice more controlled movements.
3. Participate alongside students in planned and spontaneous movement and dance activities.
4. Model and integrate different movements (e.g., twist, bend, hop, slide, roll, stretch) into the daily routines.
5. Use correct vocabulary when referring to movements (e.g., gallop, twist, stretch, balance).
6. Include movements that students with physical disabilities can perform with different parts of their bodies.
7. Challenge students to think of specific ways to safely travel to various areas.

Examples of Learning/Children May:

1. Dance as part of a group in their own personal space and in general space safely.
2. Move safely through a variety of spaces (e.g., an obstacle course, playground, hallway)
3. Develop a connection between movement choices and the body's physical reaction (e.g., fast, vigorous movement relates to faster heartbeat, leg muscles feel activated while jumping)



Prepared Graduates:

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

Preschool Learning and Development Expectation:

1. Explore simple ideas and stories through movement.

Indicators of Progress

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

- a. Create movements in response to sensory ideas (textures, colors, smells, and images).
- b. Develop simple movements based on a mood or feeling.
- c. Explore movement while moving with objects (scarves, feathers, balls).
- d. Transfer same movements to different body parts and use repetition.
- e. Improvise movements that can start and stop on cue.
- f. Demonstrate contrasting ideas.

Examples of High-Quality Teaching and Learning Experiences

Supportive Teaching Practices/Adults May:

1. Provide an environment that encourages students to use movement to recognize and understand feelings.
2. Invite students to move in ways that demonstrate how a character in a story might feel or move in response to a problem.
3. Ask students to recall a familiar activity such as a field trip, daily routine or special event using movement to represent the experience.
4. Provide a variety of props to inspire students to explore or make up their own creative movements.
5. Connect and integrate movement or dance to other subjects and routines throughout the day.
6. In reading stories, look for words and images that suggest movement, pause and encourage students to use movement to represent the word/image.
7. Model patterns of movements, starting simply and increasing complexity as appropriate.
8. Bring attention to a student's created movements and invite others to observe, imitate, and suggest their individual ideas.

Examples of Learning/Children May:

1. Describe why you chose those specific movements to express a certain emotion.
2. Demonstrate imaginative movement in response to prompts or imagery (e.g., a cat pouncing on a ball, a fish swimming in the classroom aquarium, a rocket ship lifting off).
3. Explore contrasting movement ideas to a variety of music and sound.
4. Lead a simple movement pattern for others to copy.
5. Suggest a way to move (e.g., like a butterfly) during the transition from outdoors to indoors.



Prepared Graduates:

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

Preschool Learning and Development Expectation:

1. Begin to recognize ways in which dance represents different eras and cultures.

Indicators of Progress

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

- a. Explore how dance can be used to commemorate special occasions across various cultures.
- b. Experience dances from other time periods.

Examples of High-Quality Teaching and Learning Experiences

Supportive Teaching Practices/Adults May:

1. Ask families to share traditional music and dances from their cultures.
2. Invite family members and community groups to the classroom to speak about and teach students a dance.
3. Provide a range of music from various cultures and time periods for students to dance to.
4. Use photographs, short video and books about dance/movement performed by various groups of people.
5. Ask students to share personal stories about times in which they have seen or participated in dance within their community.
6. Plan a field trip to a setting outside the classroom such as a local rehearsal or performance and model audience etiquette appropriate to the experience (e.g., clapping, watching attentively, participating, cheering, remaining silent).

Examples of Learning/Children May:

1. Bring in a photo to show and/or talk about an occasion in which they experienced dance.
2. Observe and copy a movement unique to a culture or historical era.
3. Demonstrate cultural awareness in reacting to a live dance experience (e.g., clapping, watching attentively, participating, cheering, remaining silent).



Prepared Graduates:

8. Critique, analyze, and reflect upon dance.

Preschool Learning and Development Expectation:

1. Describe dance using basic movement vocabulary.

Indicators of Progress

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

- a. Identify different dance movements.
- b. Describe a movement or dance with emerging vocabulary (e.g., body parts, verbs, adjectives, metaphors, imagery).

Examples of High-Quality Teaching and Learning Experiences

Supportive Teaching Practices/Adults May:

1. Plan opportunities in the classroom for students to observe and respond to a variety of dance genres performed by peers, family members, local community groups or professionals.
2. Model asking a question or sharing a thought about a creative movement or dance.
3. Model using words or actions to describe what was observed about a shared dance experience.
4. Plan a field trip to a setting outside the classroom such as a local rehearsal or performance, and model use of dance vocabulary to respond to and describe the observed dance.

Examples of Learning/Children May:

1. Describe specific movements they have observed or created.
2. Imitate a movement seen in a shared dance experience.
3. Make connections between dance and other movement experiences using vocabulary (e.g., melting from high to low is like ice cream melting on a hot day, a dancer doing a kick is like the kicker in a football game)
4. Explore the process of creating in response to a dance performance (e.g., drawing, painting, invented movement, music).

DANCE

Kindergarten, Standard 1. Movement, Technique, and Performance



COLORADO
Department of Education

Prepared Graduates:

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

Grade Level Expectation:

1. Perform simple dance movements.

Evidence Outcomes

Students Can:

- a. Move the body safely in time and space.
- b. Perform simple movement sequences and dances.

Academic Context and Connections

Colorado Essential Skills:

1. Stories and rhythms allow dancers to explore and experiment with movements and newly developed ideas for dance. (Creativity and Innovation)
2. Movement and dancing are important elements of communication. (Interpersonal)

Inquiry Questions:

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



DANCE

Kindergarten, Standard 1. Movement, Technique, and Performance



COLORADO
Department of Education

Prepared Graduates:

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

Grade Level Expectation:

2. Perform simple movements safely.

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

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

Inquiry Questions:

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



DANCE

Kindergarten, Standard 2. Create, Compose, and Choreograph



COLORADO
Department of Education

Prepared Graduates:

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

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

1. Dancers are aware of their kinesthetic and aesthetic likes and dislikes and can communicate them. (Interpersonal Communication, Self-Awareness, Self-Advocacy and Initiative)
2. Through improvisation dancers can engage in novel approaches to movement, direction, ideas and/or perspectives. (Critical Thinking and Analysis, Creativity and Innovation, Adaptability and Flexibility)
3. Through the improvisational process, dancers assess personal strengths and limitations with self-awareness. (Critical Thinking and Analysis, Creativity and Innovation, Adaptability and Flexibility, Self-Awareness, Self-Advocacy and Initiative)
4. Students can pose and respond to questions about and with improvisational movement. (Interpersonal Communication, Creativity and Innovation, Collaboration and Teamwork, Adaptability and Flexibility, Social Awareness)

Inquiry Questions:

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



DANCE

Kindergarten, Standard 2. Create, Compose, and Choreograph



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Prepared Graduates:

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

Grade Level Expectation:

2. Translate simple ideas and stories into movement.

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

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

Inquiry Questions:

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



DANCE

Kindergarten, Standard 3. Historical and Cultural Context



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Prepared Graduates:

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

Grade Level Expectation:

1. Explore dances from different eras and cultures.

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

1. Describing and understanding historical and cultural dances brings insight into the many diverse cultures. (Global Awareness)
2. Exploring historical and cultural dances supports collaboration and curiosity. (Critical Thinking and Analysis)

Inquiry Questions:

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



DANCE

Kindergarten, Standard 3. Historical and Cultural Context



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Department of Education

Prepared Graduates:

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

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

1. Exploring different dance forms and techniques gives insights into cultural traditions and purposes of dance. (Social Awareness, Global and Cultural Awareness)
2. Students research connections between dance and society by gathering information from print and digital sources, determining biases and credibility of sources, citing sources accurately and using evidence to draw conclusions. (Media Literacy, Digital Literacy, Data Literacy, Critical Thinking and Analysis, Social Awareness, Civic Engagement, Global and Cultural Awareness)

Inquiry Questions:

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



DANCE

Kindergarten, Standard 4. Reflect, Connect, and Respond



COLORADO
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Prepared Graduates:

8. Critique, analyze, and reflect upon dance.

Grade Level Expectation:

1. Describe dance using basic movement vocabulary.

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

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

Inquiry Questions:

1. What did you like about the dance? Can you describe why?
2. What did you observe in the dance?
3. How are dances different from each other?
4. How does the dance make you feel? Can you describe why?



DANCE

Kindergarten, Standard 4. Reflect, Connect, and Respond



COLORADO
Department of Education

Prepared Graduates:

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

Grade Level Expectation:

2. Connect dance to the world around the student.

Evidence Outcomes

Students Can:

- a. Discover that dance relates to music.
- b. Discover where dance happens.

Academic Context and Connections

Colorado Essential Skills:

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

Inquiry Questions:

1. Where do you dance?
2. How does a song make you want to move?
3. How can you move like an animal, or a plant growing?



DANCE

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



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Prepared Graduates:

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

Grade Level Expectation:

1. Accurately demonstrate simple movement sequences.

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

1. Dance can communicate emotion and feelings. (Interpersonal Communication, Self-Awareness)
2. Students can use several pieces of information to inform a dance. (Critical Thinking and Analysis)

Inquiry Questions:

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





Prepared Graduates:

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

Grade Level Expectation:

2. Develop safe movement practices.

Evidence Outcomes

Students Can:

- a. Demonstrate focus and concentration while moving.

Academic Context and Connections

Colorado Essential Skills:

1. Dancing through a defined area with self-awareness demonstrates understanding of personal and/or shared space. (Self-Awareness, Self-Management)
2. Movement practice supports an individual's social/emotional and physical wellbeing. (Self-Management)
3. Dancing can increase body awareness and promote risk-taking. (Perseverance and Resilience)

Inquiry Questions:

1. What is body awareness?
2. How does it feel when you are focusing and in control when you are dancing? How does it feel when movement is chaotic and wild?
3. How can you dance safely without hurting yourself?





Prepared Graduates:

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

Grade Level Expectation:

1. Explore movement based on a variety of inspirations.

Evidence Outcomes

Students Can:

- a. Improvise movements that can start and stop on cue.
- b. Develop simple movements based on a mood or feeling.
- c. Recognize and demonstrate contrasting ideas.
- d. Solve simple movement problems.

Academic Context and Connections

Colorado Essential Skills:

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

Inquiry Questions:

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



DANCE

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



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Prepared Graduates:

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

Grade Level Expectation:

2. Create and demonstrate simple movements based on play and improvisation.

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

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

Inquiry Questions:

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





Prepared Graduates:

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

Grade Level Expectation:

1. Perform movements that represent different eras and cultures.

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

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

Inquiry Questions:

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





Prepared Graduates:

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

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

1. Exploring different dance forms and techniques gives insights into cultural traditions and purposes of dance. (Social Awareness, Global and Cultural Awareness)
2. Students research connections between dance and society by gathering information from print and digital sources, determining biases and credibility of sources, citing sources accurately and using evidence to draw conclusions. (Media Literacy, Digital Literacy, Data Literacy, Critical Thinking and Analysis, Social Awareness, Civic Engagement, Global and Cultural Awareness)

Inquiry Questions:

1. How is dance used to celebrate?
2. What kind of stories do different cultures tell through movement?
3. What do you notice that is similar or different in the various cultural or historical dances?
4. Can you identify the purpose or story behind the dance?
5. What kinds of music, costumes, props were used?



DANCE

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

Prepared Graduates:

8. Critique, analyze, and reflect upon dance.

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

1. Using dance vocabulary and understanding connects to vocabulary and understanding in other disciplines such as reading, music, history, etc. (Data Literacy, Critical Thinking and Analysis)
2. Demonstrating the relationship between movement and storytelling builds a foundational awareness of how cultures preserve their traditions in the absence of the printed word. (Community and Cultural Awareness)
3. Observing and learning about a variety of dances promotes diversity awareness. (Community and Cultural Awareness)

Inquiry Questions:

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

DANCE

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

Prepared Graduates:

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

Grade Level Expectation:

2. Connect dance to the world around the student.

Evidence Outcomes

Students Can:

- a. Discover that dance relates to other things.
- b. Identify where dance happens.

Academic Context and Connections

Colorado Essential Skills:

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

Inquiry Questions:

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

DANCE

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



COLORADO
Department of Education

Prepared Graduates:

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

Grade Level Expectation:

1. Perform simple dances with specific intention.

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

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

Inquiry Questions:

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



DANCE

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



COLORADO
Department of Education

Prepared Graduates:

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

Grade Level Expectation:

2. Perform movements while observing safe body practices.

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

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

Inquiry Questions:

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





Prepared Graduates:

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

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

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

Inquiry Questions:

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





Prepared Graduates:

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

Grade Level Expectation:

2. Organize movements into simple dance phrases.

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

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

Inquiry Questions:

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





Prepared Graduates:

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

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

- a. Observe, describe, and perform historical and culturally specific dances.
- b. Describe the mood or feeling of the accompaniment of different cultural and social dances.
- c. Describe the significance or meaning of costumes, masks, and accessories in different cultural and social dances.

Academic Context and Connections

Colorado Essential Skills:

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

Inquiry Questions:

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



Prepared Graduates:

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

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

1. Exploring different dance forms and techniques gives insights into cultural traditions and purposes of dance. (Social Awareness, Global and Cultural Awareness)
2. Students research connections between dance and society by gathering information from print and digital sources, determining biases and credibility of sources, citing sources accurately and using evidence to draw conclusions. (Media Literacy, Digital Literacy, Data Literacy, Critical Thinking and Analysis, Social Awareness, Civic Engagement, Global and Cultural Awareness)

Inquiry Questions:

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

DANCE

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



Prepared Graduates:

8. Critique, analyze, and reflect upon dance.

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

1. Demonstrating the ability to compare and contrast dance styles builds foundational problem-solving and classification skills needed in science, social studies, reading, writing and visual arts, and leads to a variety of vocations. (Interpersonal Communication, Data Literacy, Critical Thinking and Analysis)
2. Articulating the order, structure and design elements of dance works creates foundational discernment abilities needed to build reading and writing skills such as sequencing and structuring stories. (Interpersonal Communication, Data Literacy, Critical Thinking and Analysis)

Inquiry Questions:

1. How are dances different from each other?
2. How does each dance style communicate its meaning?
3. How do dance movements communicate feelings and thoughts?
4. How are characters portrayed through dance?



DANCE

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



COLORADO
Department of Education

Prepared Graduates:

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

Grade Level Expectation:

2. Connect dance to the world around the student.

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

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

Inquiry Questions:

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



DANCE

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



COLORADO
Department of Education

Prepared Graduates:

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

Grade Level Expectation:

1. Perform movement with technical competency and skill.

Evidence Outcomes

Students Can:

- a. Develop technique appropriate to the dance style.
- b. Accurately reproduce movement sequences.

Academic Context and Connections

Colorado Essential Skills:

1. Dancers use their knowledge of body movement and structure when performing. (Self-Awareness)
2. Dancers use many sources of information to inform their performance. (Data Literacy, Critical Thinking and Analysis)

Inquiry Questions:

1. How can rehearsing enhance a performance?



DANCE

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



COLORADO
Department of Education

Prepared Graduates:

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

Grade Level Expectation:

2. Perform movements while observing safe body practices.

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

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

Inquiry Questions:

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



DANCE

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



COLORADO
Department of Education

Prepared Graduates:

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

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

1. Dancers are aware of their kinesthetic and aesthetic likes and dislikes and can communicate them. (Interpersonal Communication, Self-Awareness, Self-Advocacy and Initiative)
2. Through improvisation dancers can engage in novel approaches to movement, direction, ideas and/or perspectives. (Critical Thinking and Analysis, Creativity and Innovation, Adaptability and Flexibility)
3. Through the improvisational process, dancers assess personal strengths and limitations with self-awareness. (Critical Thinking and Analysis, Creativity and Innovation, Adaptability and Flexibility, Self-Awareness, Self-Advocacy and Initiative)
4. Students can pose and respond to questions about and with improvisational movement. (Interpersonal Communication, Creativity and Innovation, Collaboration and Teamwork, Adaptability and Flexibility, Social Awareness)

Inquiry Questions:

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



DANCE

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



Prepared Graduates:

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

Grade Level Expectation:

2. Create simple movements that can be organized into a movement phrase.

Evidence Outcomes

Students Can:

- a. Organize movements created into short dances based on a creative process.
- b. Create simple movement phrases that meet given criteria.
- c. Manipulate or modify movement sequences that have a beginning, middle, and end.
- d. Edit and refine a dance to clarify intent.

Academic Context and Connections

Colorado Essential Skills:

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

Inquiry Questions:

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



DANCE

Third Grade, Standard 3. Historical and Cultural Context

Prepared Graduates:

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

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

1. Observing social, cultural, or historical dances can enhance empathy and understanding of a group of people. (Global and Cultural Awareness)
2. Observation skills, dance research and embodied knowledge contribute to identifying dance works from a specific culture or era. (Global and Cultural Awareness)
3. Exploration of cultural or era specific dance can increase social awareness. (Social Awareness)

Inquiry Questions:

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

Prepared Graduates:

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

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

1. Exploring different dance forms and techniques gives insights into cultural traditions and purposes of dance. (Social Awareness, Global and Cultural Awareness)
2. Students research connections between dance and society by gathering information from print and digital sources, determining biases and credibility of sources, citing sources accurately, and using evidence to draw conclusions. (Media Literacy, Digital Literacy, Data Literacy, Critical Thinking and Analysis, Social Awareness, Civic Engagement, Global and Cultural Awareness)

Inquiry Questions:

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

DANCE

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



COLORADO
Department of Education

Prepared Graduates:

8. Critique, analyze, and reflect upon dance.

Grade Level Expectation:

1. Compare and contrast different dances.

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

1. Deconstructing a dance work utilizes the same kinds of skills needed to decode unfamiliar words, identify the steps within a math problem, or find details in a painting or photograph. (Data Literacy, Critical Thinking and Analysis, Self-Management)
2. Recognizing and identifying movements in dance provides critical analysis abilities. (Critical Thinking and Analysis)
3. The connection of interdisciplinary concepts to dance can enhance understanding of movement or choreography. (Data Literacy, Critical Thinking and Analysis)

Inquiry Questions:

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



DANCE

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



COLORADO
Department of Education

Prepared Graduates:

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

Grade Level Expectation:

2. Discover connections between dance and other academic content.

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. (Social Awareness)
2. Dance can help with the understanding of individual communities, cultures, and societies. (Global and Cultural Awareness)
3. Students can use technology to learn, study, and share dance. (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



COLORADO
Department of Education

Prepared Graduates:

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

Grade Level Expectation:

1. Perform dances that have different compositional structures.

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.

Academic Context and Connections

Colorado Essential Skills:

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

Inquiry Questions:

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



DANCE

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



COLORADO
Department of Education

Prepared Graduates:

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

Grade Level Expectation:

2. Perform dances while observing safe movement practices.

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

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

Inquiry Questions:

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



DANCE

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



COLORADO
Department of Education

Prepared Graduates:

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

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

1. Dancers are aware of their kinesthetic and aesthetic likes and dislikes and can communicate them. (Interpersonal Communication, Self-Awareness, Self-Advocacy and Initiative)
2. Through improvisation dancers can engage in novel approaches to movement, direction, ideas and/or perspectives. (Critical Thinking and Analysis, Creativity and Innovation, Adaptability and Flexibility)
3. Through the improvisational process, dancers assess personal strengths and limitations with self-awareness. (Critical Thinking and Analysis, Creativity and Innovation, Adaptability and Flexibility, Self-Awareness, Self-Advocacy, and Initiative)
4. Students can pose and respond to questions about and with improvisational movement. (Interpersonal Communication, Creativity and Innovation, Collaboration and Teamwork, Adaptability and Flexibility, Social Awareness)

Inquiry Questions:

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



DANCE

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



Prepared Graduates:

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

Grade Level Expectation:

2. Create simple movement phrases alone or in groups using a theme, or structure.

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

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

Inquiry Questions:

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



DANCE

Fourth Grade, Standard 3. Historical and Cultural Context

Prepared Graduates:

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

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

a. Observe, describe, and perform dances from various cultures.

Academic Context and Connections

Colorado Essential Skills:

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

Inquiry Questions:

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

DANCE

Fourth Grade, Standard 3. Historical and Cultural Context

Prepared Graduates:

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

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

1. Exploring different dance forms and techniques gives insights into cultural traditions and purposes of dance. (Social Awareness, Global and Cultural Awareness)
2. Students research connections between dance and society by gathering information from print and digital sources, determining biases and credibility of sources, citing sources accurately, and using evidence to draw conclusions. (Media Literacy, Digital Literacy, Data Literacy, Critical Thinking and Analysis, Social Awareness, Civic Engagement, Global and Cultural Awareness)

Inquiry Questions:

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

DANCE

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



COLORADO
Department of Education

Prepared Graduates:

8. Critique, analyze, and reflect upon dance.

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

1. Imagination and creativity show that dance is an art form. (Creativity and Innovation)
2. The connection of interdisciplinary concepts to dance can enhance understanding of movement or choreography. (Data Literacy, Critical Thinking and Analysis)

Inquiry Questions:

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



DANCE

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



COLORADO
Department of Education

Prepared Graduates:

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

Grade Level Expectation:

2. Discover personal connections through dance to other academic content.

Evidence Outcomes

Students Can:

- a. Discover how dance relates to a variety of other academic content areas.
- b. Identify the use of dance in a variety of communities.
- c. Discuss 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. (Social Awareness)
2. Dance can help with the understanding of individual communities, cultures, and societies. (Global and Cultural Awareness)
3. Students can use technology to learn, study, and share dance. (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?





Prepared Graduates:

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

Grade Level Expectation:

1. Demonstrate developing dance technique, vocabulary, and skills in various dance styles.

Evidence Outcomes

Students Can:

- a. Navigate personal dance space while connecting with other dancers in the collective dance space.
- b. Enhance movement and performance expression.
- c. Demonstrate strength, flexibility and body awareness when performing dances from multiple genres.

Academic Context and Connections

Colorado Essential Skills:

1. Imagery simulates the movement in practice and enhances performance quality. (Critical Thinking and Analysis, Creativity, and Innovation)
2. Connecting musicality with dance requires applying the nuances of rhythm and style. (Critical Thinking and Analysis, Creativity, and Innovation)

Inquiry Questions:

1. How do strength and flexibility enhance the performance of movements?
2. What strategies do you use to navigate space with other dancers?



DANCE

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



COLORADO
Department of Education

Prepared Graduates:

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

Grade Level Expectation:

2. Identify appropriate alignment and control while dancing.

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

1. Dancing through a defined area with self-awareness demonstrates understanding of personal and/or shared space. (Self-Awareness, Self-Management)
2. Safe movement practices support lifelong health and injury prevention (Perseverance and Resilience, Self-Awareness)
3. Dancers use their knowledge of their body and anatomy to understand movement. (Critical Thinking and Analysis)

Inquiry Questions:

1. Why do we prepare our bodies for dance?
2. Why do dancers prepare their bodies before performing?



DANCE

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



COLORADO
Department of Education

Prepared Graduates:

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

Grade Level Expectation:

3. Explore strategies to perform a specific intent in a performed dance.

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

1. Dancers convey meaning through movement. (Interpersonal Communication)
2. Dancers analyze and are aware of personal strengths that contribute to the ensemble. (Self-Awareness)

Inquiry Questions:

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





Prepared Graduates:

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

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

1. Dancers are aware of their kinesthetic and aesthetic likes and dislikes and can communicate them. (Interpersonal Communication, Self-Awareness, Self-Advocacy and Initiative)
2. Through improvisation dancers can engage in novel approaches to movement, direction, ideas and/or perspectives. (Critical Thinking and Analysis, Creativity and Innovation, Adaptability and Flexibility)
3. Through the improvisational process, dancers assess personal strengths and limitations with self-awareness. (Critical Thinking and Analysis, Creativity and Innovation, Adaptability and Flexibility, Self-Awareness, Self-Advocacy and Initiative)
4. Students can pose and respond to questions about and with improvisational movement. (Interpersonal Communication, Creativity and Innovation, Collaboration and Teamwork, Adaptability and Flexibility, Social Awareness)

Inquiry Questions:

1. What can you do to non-verbally communicate with your group?
2. How do the chosen movements project the intent?
3. What is the beginning, middle, and end in your own created sequence?



DANCE

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



COLORADO
Department of Education

Prepared Graduates:

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

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

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

Inquiry Questions:

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



DANCE

Fifth Grade, Standard 3. Historical and Cultural Context



COLORADO
Department of Education

Prepared Graduates:

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

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

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

Inquiry Questions:

1. What observation skills help us identify and describe dances from other cultures and eras?
2. Why do we use dance to explore eras and cultures?





Prepared Graduates:

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

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

1. Exploring different dance forms and techniques gives insights into cultural traditions and purposes of dance. (Social Awareness, Global and Cultural Awareness)
2. Students research connections between dance and society by gathering information from print and digital sources, determining biases and credibility of sources, citing sources accurately and using evidence to draw conclusions. (Media Literacy, Digital Literacy, Data Literacy, Critical Thinking and Analysis, Social Awareness, Civic Engagement, Global and Cultural Awareness)

Inquiry Questions:

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



DANCE

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



COLORADO
Department of Education

Prepared Graduates:

8. Critique, analyze, and reflect upon dance.

Grade Level Expectation:

1. Describe meaning in artistic work created by self and others.

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

1. Imagination and creativity show that dance is an art form. (Creativity and Innovation)
2. Dance analysis and critique of performances provide a structure to frame interpretations from around the world. (Data Literacy, Global and Cultural Awareness, Critical Thinking and Analysis)
3. The connection of interdisciplinary concepts to dance can enhance understanding of movement or choreographic intent. (Data Literacy, Critical Thinking and Analysis)

Inquiry Questions:

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



DANCE

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



COLORADO
Department of Education

Prepared Graduates:

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

Grade Level Expectation:

2. Discover personal connections through dance to other academic content and a broader creative community.

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

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

Inquiry Questions:

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



DANCE

Novice, Standard 1. Movement, Technique, and Performance



COLORADO
Department of Education

Prepared Graduates:

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

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

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

Inquiry Questions:

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



DANCE

Novice, Standard 1. Movement, Technique, and Performance



COLORADO
Department of Education

Prepared Graduates:

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

Grade Level Expectation:

2. Develop alignment and control while moving.

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

1. Dancing through a defined area with self-awareness demonstrates understanding of personal and/or shared space. (Self-Awareness, Self-Management)
2. Body alignment increases lifelong health and injury prevention (Perseverance and Resilience, Self-Awareness)
3. Self-awareness and anatomical knowledge can allow a student to self-correct using outside sources (e.g., video recordings, photographs) (Digital Literacy, Critical Thinking and Analysis)
4. Daily movement practice develops and support lifelong physical development, well-being, and self-efficacy (Self-Management)

Inquiry Questions:

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



DANCE

Novice, Standard 1. Movement, Technique, and Performance



COLORADO
Department of Education

Prepared Graduates:

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

Grade Level Expectation:

3. Develop movement strategies to perform a specific intent.

Evidence Outcomes

Students Can:

- a. Collaborate to refine dances and clearly communicate intent.
- b. Communicate to establish clear rehearsal and performance expectations.

Academic Context and Connections

Colorado Essential Skills:

1. In the rehearsal process, dancers must demonstrate perseverance, communicate effectively, and develop confidence to represent intent within performances. (Perseverance and Resilience)
2. Approaches to movement can communicate the intent of a dance. (Critical Thinking and Analysis)

Inquiry Questions:

1. What is collaboration in the performance process?
2. How can perseverance in dance rehearsal change our approach to performing?



DANCE

Novice, Standard 2. Create, Compose, and Choreograph



COLORADO
Department of Education

Prepared Graduates:

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

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

1. Dancers are aware of their kinesthetic and aesthetic likes and dislikes and can communicate them. (Interpersonal Communication, Self-Awareness, Self-Advocacy and Initiative)
2. Through improvisation dancers can engage in novel approaches to movement, direction, ideas and/or perspectives. (Critical Thinking and Analysis, Creativity and Innovation, Adaptability and Flexibility)
3. Through the improvisational process, dancers assess personal strengths and limitations with self-awareness. (Critical Thinking and Analysis, Creativity and Innovation, Adaptability and Flexibility, Self-Awareness, Self-Advocacy and Initiative)
4. Students can pose and respond to questions about and with improvisational movement. (Interpersonal Communication, Creativity and Innovation, Collaboration and Teamwork, Adaptability and Flexibility, Social Awareness)

Inquiry Questions:

1. How does improvisation help in providing a variety of movement combinations?
2. How can this action be modified to work for your group?
3. How can your individual improv process be used in a group setting?



DANCE

Novice, Standard 2. Create, Compose, and Choreograph



COLORADO
Department of Education

Prepared Graduates:

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

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

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

Inquiry Questions:

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



DANCE

Novice, Standard 3. Historical and Cultural Context



COLORADO
Department of Education

Prepared Graduates:

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

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

- a. Observe and describe movements from various cultures and eras using existing knowledge.
- b. Perform movements specific to various cultures and eras.
- c. Compare and contrast dances from various cultures.

Academic Context and Connections

Colorado Essential Skills:

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

Inquiry Questions:

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





Prepared Graduates:

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

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

- a. Identify and examine dances of the past and dances of the present.
- b. Identify similarities and differences of dances in cultures.
- c. Identify and draw conclusions about contributions of dance to its culture or era.

Academic Context and Connections

Colorado Essential Skills:

1. Exploring different dance forms and techniques gives insights into cultural traditions and purposes of dance. (Social Awareness, Global and Cultural Awareness)
2. Students research connections between dance and society by gathering information from print and digital sources, determining biases and credibility of sources, citing sources accurately and using evidence to draw conclusions. (Media Literacy, Digital Literacy, Data Literacy, Critical Thinking and Analysis, Social Awareness, Civic Engagement, Global and Cultural Awareness)

Inquiry Questions:

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



DANCE

Novice, Standard 4. Reflect, Connect, and Respond

Prepared Graduates:

8. Critique, analyze, and reflect upon dance.

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

- a. Identify and describe the movement content of a particular dance work and the effect each component has on the work.
- b. Compare and contrast a variety of performances.

Academic Context and Connections

Colorado Essential Skills:

1. The ability to recognize the diversity of music and dance movements can demonstrate community and cultural awareness. (Critical Thinking and Analysis, Cultural Awareness, Social Awareness)
2. The practice of reflecting on the work of others and being able to reflect on one's own work helps us to develop our own value set. (Self-Awareness, Self-Management)
3. The connection of interdisciplinary concepts to dance can enhance understanding of movement or choreographic intent. (Data Literacy, Critical Thinking and Analysis)
4. Dancers use content specific language to critique and analyze dance. (Critical Thinking and Analysis, Cultural Awareness, Social Awareness)
5. One's own biases can influence our perception of intent and quality of a piece of choreography. (Interpersonal Communication, Social Awareness, Global and Cultural Awareness, Self-Awareness)

Inquiry Questions:

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

DANCE

Novice, Standard 4. Reflect, Connect, and Respond



COLORADO
Department of Education

Prepared Graduates:

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

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

- a. Explore how dance relates to a variety of other academic content areas.
- b. Describe the impact of dance in a variety of social media settings.
- c. Analyze how arts in the community are related to one another.

Academic Context and Connections

Colorado Essential Skills:

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

Inquiry Questions:

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



DANCE

Emerging, Standard 1. Movement, Technique, and Performance



COLORADO
Department of Education

Prepared Graduates:

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

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

1. Technical skills support expressive work. (Critical Thinking and Analysis)
2. The performance of the basic structures of choreographed works develops confidence to take risks. (Perseverance and Resilience)

Inquiry Questions:

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



DANCE

Emerging, Standard 1. Movement, Technique, and Performance



COLORADO
Department of Education

Prepared Graduates:

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

Grade Level Expectation:

2. Demonstrate alignment and control while moving.

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

1. Dancing through a defined area with self-awareness demonstrates understanding of personal and/or shared space. (Self-Awareness, Self-Management)
2. Body alignment increases lifelong health and injury prevention (Perseverance and Resilience, Self-Awareness)
3. Self-awareness and anatomical knowledge can allow a student to self-correct using outside sources (e.g., video recordings, photographs) (Digital Literacy, Critical Thinking and Analysis)

Inquiry Questions:

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



DANCE

Emerging, Standard 1. Movement, Technique, and Performance



COLORADO
Department of Education

Prepared Graduates:

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

Grade Level Expectation:

3. Perform dances that communicate a specific intent and identify production elements that enhance performance.

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

1. Production elements can communicate the intent of a dance. (Critical Thinking and Analysis)
2. In collaborative groups students can have focused conversations, set goals, and fulfill assigned roles relevant to the dance production process (Interpersonal Communication, Self-Advocacy and Initiative).

Inquiry Questions:

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



Prepared Graduates:

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

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

1. Dancers are aware of their kinesthetic and aesthetic likes and dislikes and can communicate them. (Interpersonal Communication, Self-Awareness, Self-Advocacy and Initiative)
2. Through improvisation dancers can engage in novel approaches to movement, direction, ideas and/or perspectives. (Critical Thinking and Analysis, Creativity and Innovation, Adaptability and Flexibility)
3. Through the improvisational process, dancers assess personal strengths and limitations with self-awareness. (Critical Thinking and Analysis, Creativity and Innovation, Adaptability and Flexibility, Self-Awareness, Self-Advocacy and Initiative)
4. Students can pose and respond to questions about and with improvisational movement. (Interpersonal Communication, Creativity and Innovation, Collaboration and Teamwork, Adaptability and Flexibility, Social Awareness)

Inquiry Questions:

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

DANCE

Emerging, Standard 2. Create, Compose, and Choreograph



COLORADO
Department of Education

Prepared Graduates:

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

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

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

Inquiry Questions:

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





Prepared Graduates:

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

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

1. When dancers perform, they can express cultural values through movement. (Self-Awareness)
2. Identify commonalities and differences in dance technique and vocabulary across cultures. (Critical Thinking and Analysis)

Inquiry Questions:

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





Prepared Graduates:

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

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

- a. Research historical contexts which contributed to the development of different dance styles.
- b. Discuss movement characteristics or movement qualities in a specific era or culture.
- c. Identify and discuss dances performed by people in various localities or communities.

Academic Context and Connections

Colorado Essential Skills:

1. Exploring different dance forms and techniques gives insights into cultural traditions and purposes of dance. (Social Awareness, Global and Cultural Awareness)
2. Students research connections between dance and society by gathering information from print and digital sources, determining biases and credibility of sources, citing sources accurately and using evidence to draw conclusions. (Media Literacy, Digital Literacy, Data Literacy, Critical Thinking and Analysis, Social Awareness, Civic Engagement, Global and Cultural Awareness)

Inquiry Questions:

1. How did some dances become popular in their day?
2. How are popular dances today similar and different from historical social dances?
3. How do dances of given eras reflect the manners and morals of that era?



Prepared Graduates:

8. Critique, analyze, and reflect upon dance.

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

1. The ability to recognize the diversity of music and dance movements can demonstrate community and cultural awareness. (Critical Thinking and Analysis, Cultural Awareness, Social Awareness)
2. The practice of reflecting on the work of others and being able to reflect on one's own work helps us to develop our own value set. (Self-Awareness, Self-Management)
3. The connection of interdisciplinary concepts to dance can enhance understanding of movement or choreographic intent. (Data Literacy, Critical Thinking and Analysis)
4. Dancers use content specific language to critique and analyze dance. (Critical Thinking and Analysis, Cultural Awareness, Social Awareness)
5. One's own biases can influence our perception of intent and quality of a piece of choreography. (Interpersonal Communication, Social Awareness, Global and Cultural Awareness, Self-Awareness)

Inquiry Questions:

1. Why should dance be analyzed and critiqued?
2. Why should different dance styles require different critique criteria?
3. How does writing a critique clarify one's individual preferences and biases?

Prepared Graduates:

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

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

1. Collaboration amongst different areas of study can foster new revelations in self, artistic vision, and investigation that lead to advancement in multiple career fields. (Career Awareness)
2. Dance can influence diverse college and career paths. (Career Awareness)
3. Students can use technology to learn, study, and share dance. (Digital and Media Literacy)

Inquiry Questions:

1. How can connecting dance and other subjects assist in building a stronger artistic presence in the community?
2. In what ways are dance and mathematics similar? In what ways are they different?
3. How can I use dance to contribute positively to my community?

DANCE

Intermediate, Standard 1. Movement, Technique, and Performance



COLORADO
Department of Education

Prepared Graduates:

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

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

- a. Use focus of eyes while demonstrating a range of movement and vocabulary.
- b. Perform dance phrases of different lengths that use various tempos and rhythms.
- c. Embody technical dance skills to explore artistic expression.
- d. Perform movements in relation to other dancers, objects, and environment.

Academic Context and Connections

Colorado Essential Skills:

1. Applying multiple approaches in dance class through the personalization of movement demonstrates a dancer's ability to think critically and problem-solve. (Critical Thinking and Awareness, Self-Awareness)
2. Identifying and using culturally specific language, skill and music connects students to a broad range of dance styles. (Global and Cultural Awareness)
3. In collaborative groups students can have focused interactions, set goals, and fulfill assigned roles (Collaboration and Teamwork, Social Awareness, Self-Management)
4. Students can synthesize information from multiple sources to demonstrate understanding of dance. (Data Literacy, Critical Thinking and Analysis)

Inquiry Questions:

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



DANCE

Intermediate, Standard 1. Movement, Technique, and Performance



COLORADO
Department of Education

Prepared Graduates:

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

Grade Level Expectation:

2. Embody alignment and control while moving.

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

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

Inquiry Questions:

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



DANCE

Intermediate, Standard 1. Movement, Technique, and Performance



COLORADO
Department of Education

Prepared Graduates:

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

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

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

Inquiry Questions:

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





Prepared Graduates:

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

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

1. Dancers are aware of their kinesthetic and aesthetic likes and dislikes and can communicate them. (Interpersonal Communication, Self-Awareness, Self-Advocacy and Initiative)
2. Through improvisation dancers can engage in novel approaches to movement, direction, ideas and/or perspectives. (Critical Thinking and Analysis, Creativity and Innovation, Adaptability and Flexibility)
3. Through the improvisational process, dancers assess personal strengths and limitations with self-awareness. (Critical Thinking and Analysis, Creativity and Innovation, Adaptability and Flexibility, Self-Awareness, Self-Advocacy and Initiative)
4. Students can pose and respond to questions about and with improvisational movement. (Interpersonal Communication, Creativity and Innovation, Collaboration and Teamwork, Adaptability and Flexibility, Social Awareness)

Inquiry Questions:

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



DANCE

Intermediate, Standard 2. Create, Compose, and Choreograph



COLORADO
Department of Education

Prepared Graduates:

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

Grade Level Expectation:

2. Exploring different creative processes both independently and with a group that shows intent.

Evidence Outcomes

Students Can:

- a. Implement movement from a variety of stimuli to develop an original piece of choreography.
- b. Articulate the creative process used for making choreography.
- c. Revise choreography collaboratively or independently based on artistic criteria, self-reflection, and the feedback of others.

Academic Context and Connections

Colorado Essential Skills:

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

Inquiry Questions:

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





Prepared Graduates:

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

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

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

Inquiry Questions:

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





Prepared Graduates:

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

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

1. Exploring different dance forms and techniques gives insights into cultural traditions and purposes of dance. (Social Awareness, Global and Cultural Awareness)
2. Students research connections between dance and society by gathering information from print and digital sources, determining biases and credibility of sources, citing sources accurately and using evidence to draw conclusions. (Media Literacy, Digital Literacy, Data Literacy, Critical Thinking and Analysis, Social Awareness, Civic Engagement, Global and Cultural Awareness)

Inquiry Questions:

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





Prepared Graduates:

8. Critique, analyze, and reflect upon dance.

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

1. The ability to articulate the value of diversity as it relates to music and dance movements, and technique can demonstrate community and cultural awareness. (Interpersonal Communication, Critical Thinking and Analysis, Cultural Awareness, Social Awareness)
2. The practice of reflecting on the work of others and being able to reflect on one's own work helps us to develop our own value set. (Self-Awareness, Self-Management)
3. The connection of interdisciplinary concepts to dance can enhance understanding of movement or choreographic intent. (Data Literacy, Critical Thinking and Analysis)

Inquiry Questions:

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



DANCE

Intermediate, Standard 4. Reflect, Connect, and Respond



Prepared Graduates:

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

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

1. Reactions to other disciplines can provide innovative ways to use dance. (Civic Engagement)
2. Analysis of different subjects can be used to compare and contrast ideas. (Critical Thinking and Analysis)
3. Dance can influence diverse college and career paths. (Career Awareness)
4. Students can use technology to learn, study, and share dance. (Digital and Media Literacy)

Inquiry Questions:

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





Prepared Graduates:

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

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

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

Inquiry Questions:

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





Prepared Graduates:

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

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

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

Inquiry Questions:

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



DANCE

Proficient, Standard 1. Movement, Technique, and Performance



COLORADO
Department of Education

Prepared Graduates:

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

Grade Level Expectation:

3. Develop production strategies that correlate with performance intention.

Evidence Outcomes

Students Can:

- a. Create and apply personal goals to enhance performance strategies and practices.
- b. Collaborate with peers on rehearsal processes.
- 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. Model performance etiquette and performance practices during class, rehearsal, and performance.

Academic Context and Connections

Colorado Essential Skills:

1. Successful performers use expressive, nonverbal cues to communicate. (Interpersonal Communication, Social Awareness, Civic Engagement, Global and Cultural Awareness, Self-Awareness, Self-Management, Self-Advocacy and Initiative)
2. Exploring dance artists through online and live resources helps build understanding of effective performance. (Media Literacy, Digital Literacy, Data Literacy, Critical Thinking and Analysis, Creativity, and Innovation, Social Awareness, Civic Engagement, Global and Cultural Awareness, Self-Management, Career Awareness)
3. The production of a dance performance requires the use of theatre technologies to provide a variety of presentation possibilities. (Media Literacy, Digital Literacy, Data Literacy, Critical Thinking and Analysis, Creativity and Innovation, Collaboration and Teamwork, Adaptability and Flexibility, Social Awareness, Self-Awareness, Self-Management, Self-Advocacy and Initiative, Career Awareness)
4. In collaborative groups students can have focused conversations, set goals, and fulfill assigned roles. (Media Literacy, Digital Literacy, Data Literacy, Critical Thinking and Analysis, Creativity and Innovation, Collaboration and Teamwork, Adaptability and Flexibility; Community Member: Social Awareness, Self-Awareness, Self-Management, Self-Advocacy and Initiative, Career Awareness)

Inquiry Questions:

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



Prepared Graduates:

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

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

1. Dancers are aware of their kinesthetic and aesthetic likes and dislikes and can communicate them. (Interpersonal Communication, Self-Awareness, Self-Advocacy and Initiative)
2. Through improvisation dancers can engage in novel approaches to movement, direction, ideas and/or perspectives. (Critical Thinking and Analysis, Creativity and Innovation, Adaptability and Flexibility)
3. Through the improvisational process, dancers assess personal strengths and limitations with self-awareness. (Critical Thinking and Analysis, Creativity and Innovation, Adaptability and Flexibility, Self-Awareness, Self-Advocacy and Initiative)
4. Students can pose and respond to questions about and with improvisational movement. (Interpersonal Communication, Creativity and Innovation, Collaboration and Teamwork, Adaptability and Flexibility, Social Awareness)

Inquiry Questions:

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

Prepared Graduates:

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

Grade Level Expectation:

2. Demonstrate creative processes both independently and with a group.

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

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

Inquiry Questions:

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

Prepared Graduates:

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

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

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

Inquiry Questions:

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

Prepared Graduates:

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

Grade Level Expectation:

2. Research and differentiate cultural and historical dance forms and traditions.

Evidence Outcomes

Students Can:

- a. Compare and contrast dance from different cultures across time.
- b. Analyze cultural traditions and historical eras as represented through dance.

Academic Context and Connections

Colorado Essential Skills:

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

Inquiry Questions:

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

Prepared Graduates:

8. Critique, analyze, and reflect upon dance.

Grade Level Expectation:

1. Critique and respond to dance with awareness of vocabulary and technique.

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

1. The ability to articulate the value of diversity as it relates to music and dance movements, and technique can demonstrate community and cultural awareness. (Interpersonal Communication, Critical Thinking and Analysis, Cultural Awareness, Social Awareness)
2. 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. (Self-Awareness, Self-Management)
3. The connection of interdisciplinary concepts to dance can enhance understanding of movement or choreographic intent. (Data Literacy, Critical Thinking and Analysis)

Inquiry Questions:

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

Prepared Graduates:

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

Grade Level Expectation:

2. Demonstrate the connections between other art forms, school subjects, professions, and community roles with dance.

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

1. Reactions to other disciplines can provide ways to use dance to inspire or change the world. (Civic Engagement)
2. Describing similarities between dance and the sciences or humanities sparks awareness of the interdisciplinary connections to dance. (Critical Thinking and Analysis, Career Awareness)
3. Analysis of different subjects can be used to compare and contrast ideas. (Critical Thinking and Analysis)
4. Dance can influence diverse college and career paths. (Career Awareness)
5. Students can use technology to learn, study, and share dance. (Digital and Media Literacy)

Inquiry Questions:

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

DANCE

Exemplary, Standard 1. Movement, Technique, and Performance

Prepared Graduates:

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

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

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

Inquiry Questions:

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

DANCE

Exemplary, Standard 1. Movement, Technique, and Performance



COLORADO
Department of Education

Prepared Graduates:

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

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

1. Students will develop long term technical development and perseverance through training and in-depth studying of the human body. (Perseverance and Resilience)
2. Self-correcting during the learning process demonstrates a dancer's ability to apply technique and skill. (Adaptability and Flexibility, Self-Awareness, Self-Management)
3. Students will use research methods and resources to further understand the anatomy and kinesiology of the body (Critical Thinking and Analysis, Data and Media Literacy)

Inquiry Questions:

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



DANCE

Exemplary, Standard 1. Movement, Technique, and Performance



COLORADO
Department of Education

Prepared Graduates:

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

Grade Level Expectation:

3. Create and implement production strategies that correlate with performance intention.

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

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

Inquiry Questions:

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



Prepared Graduates:

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

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

1. Dancers are aware of their kinesthetic and aesthetic likes and dislikes and can communicate them. (Interpersonal Communication, Self-Awareness, Self-Advocacy and Initiative)
2. Through improvisation dancers can engage in novel approaches to movement, direction, ideas and/or perspectives. (Critical Thinking and Analysis, Creativity and Innovation, Adaptability and Flexibility)
3. Through the improvisational process, dancers assess personal strengths and limitations with self-awareness. (Critical Thinking and Analysis, Creativity and Innovation, Adaptability and Flexibility, Self-Awareness, Self-Advocacy and Initiative)
4. Students can pose and respond to questions about and with improvisational movement. (Interpersonal Communication, Creativity and Innovation, Collaboration and Teamwork, Adaptability and Flexibility, Social Awareness)

Inquiry Questions:

1. How do my personal movement preferences and strengths inform my improvisation choices? What could you do to challenge and expand those 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 improvisation?

DANCE

Exemplary, Standard 2. Create, Compose, and Choreograph



Prepared Graduates:

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

Grade Level Expectation:

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

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 to deepen the intention of the choreography.

Academic Context and Connections

Colorado Essential Skills:

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

Inquiry Questions:

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



DANCE

Exemplary, Standard 3. Historical and Cultural Context

Prepared Graduates:

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

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

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

Inquiry Questions:

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

DANCE

Exemplary, Standard 3. Historical and Cultural Context

Prepared Graduates:

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

Grade Level Expectation:

2. Draw connections between cultures and eras through dance research.

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

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

Inquiry Questions:

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

DANCE

Exemplary, Standard 4. Reflect, Connect, and Respond

Prepared Graduates:

8. Critique, analyze, and reflect upon dance.

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

1. The ability to articulate the value of diversity as it relates to physical bodies dancing, music and dance movements, composition, creation, and technique can demonstrate community and cultural awareness. (Interpersonal Communication, Critical Thinking and Analysis, Cultural Awareness, Social Awareness)
2. 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. (Self-Awareness, Self-Management)
3. The connection of interdisciplinary concepts to dance can enhance understanding of movement or choreographic intent. (Data Literacy, Critical Thinking and Analysis)

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, culture, and audience affect a dance and its interpretation?
3. How do societal and personal values affect critiques and interpretations of dance?

DANCE

Exemplary, Standard 4. Reflect, Connect, and Respond

Prepared Graduates:

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

Grade Level Expectation:

2. Analyze and demonstrate the connections between other art forms, school subjects, professions, and community roles with dance.

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

1. Reactions to other disciplines provide ways to use dance to inspire or change the world. (Civic Engagement)
2. Dance can influence diverse college and career paths. (Career Awareness)
3. Interpersonal connections provide dancers with the intuition to drive intent and meaning within dance. (Interpersonal Communication, Collaboration and Teamwork)
4. Connections for kinesthetic learners come from relating dance sequences to the sequencing in math, science, arts, and language arts. (Critical Thinking and Analysis)
5. Analysis of different subjects can be used to compare and contrast ideas. (Critical Thinking and Analysis)
6. Students can use technology to learn, study, and share dance. (Digital and Media Literacy)

Inquiry Questions:

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