

Dance

This work represents months of dedicated work and contributions from teachers, curriculum specialists, choreographers, studio professionals, along with DOE specialists and associates. The Delaware State Dance Standards have evolved from the National Dance Standards established from Goals 2000. The document illustrates the value of Dance Education as a vital part of Arts Education and is a result of a rigorous review process designed from determining grade-level expectations to enduring understandings, asking essential questions, and crafting big ideas.

The components of the Statewide Recommended Curriculum derived from the standards and the grade-level expectations will be model units, a glossary of terms, assessments, and course syllabi. These components do not represent an entire curriculum of learning but rather provide a framework for guidance as to how instruction should be designed and delivered. The statewide recommended curriculum will set the standards by which schools and teachers may gauge their success. The curriculum provides teachers with an outline of learning expectations and goals that will be used to facilitate learning in the classroom.

Key Goals at the Heart of the Standards

Kinesthetic learning is important to all students. America's children need us to understand how they learn. Vitally important are the abilities to:

- Read symbol systems
- Compute
- Interact and communicate within a multicultural society
- Understand the development of subject matter content
- Develop critical thinking skills
- Understand what it is to create, perform, and critically analyze
- Develop skills for the 21st century workforce
- Connect to life

The National Dance Education Organization <http://www.ndeo.org/education.asp>

Rationale for the Standards

Members of the Visual & Performing Arts Design Team believe that dance arts education is basic to learning in school, in work, and in life. Throughout this recommended curriculum, dance education is recognized and supported as one of four art disciplines that singly, or in combination, contribute to a student's comprehensive education.

The Dance framework assumes that:

- ◆ Delaware public schools and charter schools align their instructional resources with the Delaware Regulation-503 Instructional Program requirements which state:
 - 7.1 – Local school districts and each charter school shall provide instructional programs in the Visual and Performing Arts for each grade K-12 with the exception of the James H. Groves High School program.
 - 7.2 – All public school students in each grade 1-6 shall be enrolled in a Visual and Performing Arts program.
- ◆ This document will serve as a framework to guide dance educators and instruction in and through and about the arts discipline of dance.

Standard 1: Identifying and demonstrating movement elements and skills in performing arts

Standard 1 recognizes that the student can perform basic locomotor movements in space as well as moving their bodies at varying levels in their own personal space. Developing proper technique is an essential element of dance instruction and executing it in a variety of dance styles both individually and in a group.

In order to meet the standards, students will:

- Perform axial movements (e.g., bend, stretch, twist, turn, swing, collapse)
- Demonstrate accuracy in moving to a musical beat and responding to changes in tempo
- Demonstrate eight basic locomotor movements (e.g., walk, run, hop, jump, leap, gallop, slide, skip) traveling forward, backward, sideward, diagonally, turning
- Transfer rhythmic patterns from the aural to the kinesthetic
- Explain and execute the underlying principles of movement skill (e.g., alignment, balance, initiation of movement, articulation of isolated body parts, weight shift, elevation and landing, fall and recovery)
- Execute basic movement phrases individually and in a group
- Transfer spatial patterns from the visual to the kinesthetic
- Memorize and reproduce of extended movement sequences
- Execute techniques from different genres/styles (e.g., ballet, modern dance, jazz, tap, multicultural)
- Explore the element of time (e.g., syncopation, pauses, meter, tempo) in movement phrases
- Demonstrate the ability to remember extended movement sequences
- Identify and apply longer and more complex sequences from different genres/styles (e.g., ballet, modern dance, jazz, tap, multicultural)
- Demonstrate appropriate skeletal alignment, body-part articulation, strength, flexibility, agility, and coordination in locomotor and axial movements
- Refine technique through self-evaluation and correction
- Create a warm-up and explain how it prepares the body and mind for dance

As a result, teachers at all levels should be trained and able to distinguish proper body alignment and body awareness. They should be able to provide developmentally appropriate and differentiated instruction in dance. As a result of instruction, students should be able to meet benchmarks at grade-level and at proficiency levels of expectation.

Standard 2: Understanding choreographic principles, processes and structures

Standard 2 recognizes that the students will understand that dance is a language for self-expression and non-linguistic communication. Students will create and perform dances using a multitude of motivations or stimuli.

In order to meet the standards, students will:

- Demonstrate basic partner skills (e.g., copying, leading and following, mirroring)
- Improvise, create, and perform dances based on original ideas and concepts from other sources
- Use improvisation to generate movement for choreography
- Create and identify the sequential parts of a dance phrase (e.g., beginning, middle, and end)
- Demonstrate structures or forms (e.g., AB, ABA, canon, call and response, narrative, palindrome, theme and variation, rondo, round, contemporary forms) through brief dance studies
- Create and perform a phrase utilizing compositional elements (e.g., space, time, force/energy)
- Work alone, with a partner, and in a small group during the choreographic process
- Initiate dance composition using improvisational skills

- Communicate emotional themes through dance
- Create and perform movement phrases while connecting to other disciplines (e.g., sound, music, and spoken text)
- Demonstrate clarity, musicality, and stylistic nuance while performing dance compositions
- Create and identify transitions within and between movement phrases
- Demonstrate the processes of reordering and chance using movement phrases
- Perform partner skills in a dance (e.g., opposition, contrasting and complementary shapes, support, counter-balance, counter-tension)

As a result, teachers at all levels are required to incorporate dance composition/choreography into dance classes. As developmentally appropriate, students will be able to achieve proficiency in creating and performing dance compositions/choreography.

Standard 3: Understanding dance as a way to create and communicate meaning

Standard 3 recognizes that dance can be used to relate emotional content to cognitive meaning. Dance is open for interpretation by the viewer. Students will understand that dance exists not only for the creator but for the audience as well.

- Take an active role in a class discussion about interpretations of and reactions to a dance
- Observe and explain how different accompaniments (such as sound, music, spoken text) can affect the meaning of a dance
- Demonstrate and/or explain how lighting and costuming can contribute to the meaning of a dance
- Demonstrate the difference between pantomiming and abstracting a gesture
- Create a dance that effectively communicates a contemporary social theme
- Compare and contrast how meaning is communicated in two, personally choreographed works
- Formulate and answer questions about how movement choices communicate abstract ideas in dance
- Demonstrate understanding of how personal experience influences the interpretation of a dance
- Present original dances to peers and articulate the creative process
- Examine ways that a dance creates and conveys meaning by considering the dance from a variety of perspectives

As a result, teachers at all levels will address how dance is an experience unique to both the viewer and the artist, the meaning of which is influenced by prior experience, aural accompaniment, and visual stimuli.

Standard 4: Applying and demonstrating critical and creative thinking skills in dance

Standard 4 recognizes that students will be able to evaluate a dance piece based on the elements of dance technique and choreography and thematic content.

- Demonstrate appropriate audience behavior in watching dance performances; discuss their opinions about the dances with their peers in a supportive and constructive way
- Discuss how skills developed in dance are applicable to a variety of careers
- Observe and discuss how dance is different from other forms of human movement (e.g., sports, everyday gestures)
- Observe two dances and discuss (compare and contrast) how they are similar and different in terms of one of the compositional elements (e.g., space, time, force/energy)
- Explore, discover, and realize multiple solutions to a given movement problem; choose their favorite solution and discuss the reasons for that choice
- Create a movement problem and demonstrate multiple solutions; choose the most interesting solution and discuss the reasons for their choice

- Create a dance and revise it over time, articulating the reasons for their artistic decisions and what was lost and gained by those decisions
- Describe how a choreographer manipulated and developed the basic movement content in a dance
- Identify possible aesthetic criteria for evaluating dance (such as skill of performers, originality, visual and/or emotional impact, variety, and contrast)
- Analyze the style of a choreographer or cultural form; then create a dance in that style
- Analyze issues of ethnicity, gender, social/economic class, age, and/or physical condition in relation to dance
- Establish a set of aesthetic criteria and apply it in evaluating their own work and that of others
- Formulate and answer their own aesthetic questions (e.g., Why do I think this dance is successful?)

As a result, teachers will instruct students on choreographic production techniques (lighting, costumes, stage limitations, music). Teachers and students will be able to evaluate a dance piece based on its own merits. Students will evaluate a dance piece from the perspectives of creator/performer and audience. Teachers will be able to refer to a number of English Language Arts standards.

Standard 5: Demonstrating and understanding dance in various cultures and historical periods

Standard 5 recognizes that the students will understand that dance is a reflection of the time and culture in which it was created.

- Perform folk dances from various cultures
- Perform a broad spectrum of American historical folk, social, and/or theatrical dances
- Compare and contrast dance steps and movement styles from a variety of cultures
- Analyze the historical traditions and evolution of dance genres/styles (e.g., ballet, modern, multicultural, jazz)
- Reflect on dance in a particular culture and time period
- Describe the role of dance in at least two different cultures or time
- Analyze and evaluate how dance and dancers are portrayed in contemporary media
- Analyze similarities and differences between two theatrical forms in dance
- Report on the sociological and cultural impact of dance and/or dancers throughout time
- Adapt and elaborate on a multicultural dance of a different time or culture; sharing the dance and its context with peers

As a result, teachers will teach dances of different cultures and time periods. Students will be able to perform as well as compare and contrast dances from a variety of cultures and time periods.

Standard 6: Making connections between dance and healthful living

Standard 6 recognizes that students understand that a healthy body is vital to all dance activity.

- Explain how healthy practices (such as nutrition, safety) enhance ability to dance, citing multiple examples
- Set goals to improve student performance capabilities as dancers and specify steps taken to reach those goals
- Explore barriers that impede progress and personal growth in dance
- Discuss challenges facing professional performers in maintaining healthy lifestyles
- Explain strategies to prevent dance injuries
- Communicate how lifestyle choices impact the dancer's physical and psychological well-being

As a result, teachers at all levels will teach the value of the relationship of the physical, mental, and emotional preparation to the performance. Students will recognize that their bodies are vital instruments of dance performance.

Standard 7: Making connections between dance and other disciplines

Standard 7 recognizes that students will be able to transfer their understanding of dance to other art and academic disciplines. Dance education can lead to a variety of career paths.

- Respond to a dance using another art form; explain the connections between the dance and their response to it (such as stating how their paintings reflect the dance they saw)
- Create a dance project that reveals understanding of a concept or idea from another discipline (e.g., poetry, physics, geometry)
- Create a project that reveals similarities and differences between the arts
- Observe dance, both live and recorded on video; compare and contrast the aesthetic impact of the two observations through writing
- Compare and contrast examples of concepts used in dance and another discipline outside the arts (such as balance, shape, pattern)
- Create an interdisciplinary project based on a theme identified by the student, including dance and two other disciplines
- Compare one choreographic work to one other artwork from the same culture and time period in terms of how those works reflect the artistic/cultural/historical context
- Demonstrate/discuss how technology can be used to reinforce, enhance, or alter the dance idea in an interdisciplinary project
- Identify commonalities and differences between dance and other disciplines with regard to fundamental concepts such as materials, elements, and ways of communicating meaning
- Create an interdisciplinary project using media technologies (such as video, computer) that presents dance in a new or enhanced form (such as video, dance, video/computer-aided live performance, or animation)

As a result, teachers at all levels will show the relationship between dance and other content areas, especially in other art disciplines. Students will recognize that dance education can lead to many possible career choices.