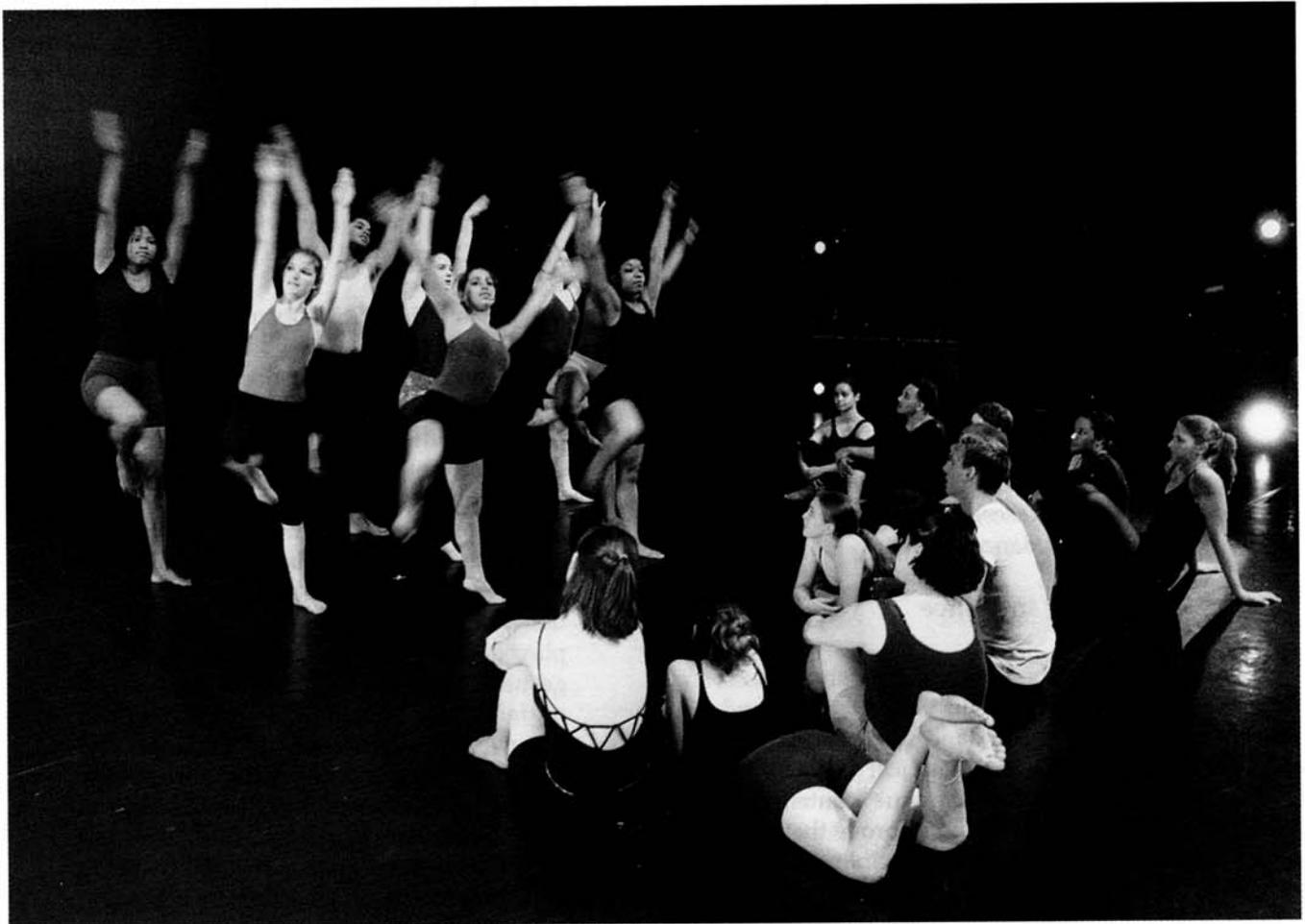


Applying The Program Goals To Dance
Content And Performance Standards In Dance By Grade
Connecticut Standards For Dance Organized To Show Articulation (Sequence)
Detailed Description Of Dance Content Standards
Illustrative Learning/Assessment Activities With Scoring Dimensions
Glossary For Dance Standards



NOTE: To use Section 2D most effectively, first read the common introduction to this chapter (pages 17-28.)

Applying The Program Goals To Dance

Goal 1: Creating In Dance

The Connecticut dance standards call for students to demonstrate that they “understand choreographic principles, processes and structures” (content standard 2) by creating their own dances. Students should be able to experiment with *movement vocabulary* through improvisation, individually and in collaboration with others. They also should be able to develop, select, critique and refine (content standard 4) appropriate movement material for their own choreography (dance composition). They should demonstrate an understanding of the principles and structures of choreography and be able to develop a composition from the inception of an original idea to the finished work, rehearsed and ready to present. The dances students create could reflect various traditions, forms, genres and historical periods (content standard 5). Through this creative process of developing original work, which involves divergent and independent thinking, students are able to discover, develop and express ideas through dance (content standard 3).

Illustrative Example

The class reads a poem and then discusses it to discover its meanings and search for movement imagery in the words. This imagery provides the basis for improvisations led by the teacher. In small groups, the students select movements inspired by their discussions and improvisations, and use these movements to choreograph dance phrases. The groups demonstrate their phrases to the class, soliciting their classmates’ feedback. Each group then refines or elaborates its phrases, possibly developing them into larger dance forms.

Goal 2: Performing In Dance

Through performing their own and others’ dances, students should demonstrate their understanding and skill in applying the elements of dance, the principles of production, diverse cultural and historical dance styles (content standard 5), and dance technique (content standard 1). Students should acquire and improve their technical and expressive skills through self-discipline, practice and self-critique (content standard 4). They should be able to

communicate the artistic intent of the choreographer while demonstrating their understanding of style and paying attention to technical and expressive detail (content standard 1).

Illustrative Example

Students learn and perform two dance sequences which contrast sharply in their dynamic qualities — one powerful and strong, the other soft and gentle. The teacher divides the class into smaller groups. Each group observes the teacher demonstrating the sequences, then collaborates to rehearse and refine them. Each group performs the two sequences for the class, soliciting the feedback of their peers.

Goal 3: Responding In Dance

Students should be able to describe and make informed observations about the technical and artistic components of dance and dancers, using appropriate terminology (content standard 4); analyze and use appropriate vocabulary to describe how movements, gestures and dances communicate aesthetic and cultural meaning (content standards 3 and 4); and demonstrate their understanding of the cultural, social and historical factors which influence different dance traditions (content standard 5). Students should make discerning evaluative comments about the quality of their own and others’ work, supporting those evaluations with valid criteria (content standard 4).

Illustrative Example

Students review performance calendars from a variety of local dance groups and performance facilities to select the upcoming performance that is most relevant to their thematic unit on Native Americans. In preparation for attending the performance the class watches and discusses videos of Native American dance, developing their understanding of the role that dance plays and played in tribal life, the meanings of specific gestures and costumes, the basic vocabulary of dance and Native American dance, and the overall characteristics of the dances and accompanying music. After the performance, each student writes a description using vocabulary learned in class. The class collaborates to compile and submit a list of questions to the artists, either by arranging

to meet with the artists or by submitting them in writing.

Goal 4: Dance Materials, Techniques, Forms, Language, Notation And Literature/Repertoire

The central material of dance is body movement. The Connecticut dance standards call for students to identify and perform such movement (content standard 1), to use appropriate dance vocabulary to analyze and evaluate how movement is used to convey meaning (content standards 3 and 4), and to understand a variety of repertoire (content standard 5). Although dance notation exists, it is not commonly used and is, therefore, not part of the knowledge base recommended for all students in the standards.

Goal 5: Importance Of Dance

As elaborated further in Chapter 1 (see *Toward A Philosophy Of Arts Education*), dance has played and continues to play an important role throughout history and in all cultures. The Connecticut dance standards are designed to help students understand and appreciate this importance. As students master the standards they will come to “understand how dance creates and communicates meaning” (content standard 3), understand the role of dance “in various cultures and historical periods” (content standard 5), and “make connections between dance and healthful living” (content standard 6) and “between dance, other disciplines and daily life” (content standard 7).

Goal 6: Dance Works And Characteristics

To be prepared to respond to and participate in dance, students need to internalize a varied personal repertoire of dance works, be able to describe the characteristics of those works (content standards 1 and 4), and understand them in their cultural and historical contexts (content standard 5). This guide does not propose a specific canon of dance works for students to study, leaving such choices to local decision makers. It does, however, provide a table illustrating how the dance content of the 1997 National Assessment of Educational Progress was distributed as an example of how a district might select and organize the dance repertoire its students view and perform (see Chapter 4).

Goal 7: Lifelong Involvement In Dance

The Connecticut standards call for all students to achieve a level of understandings and skills in dance which prepares them for lifelong involvement as an audience mem-

ber, and for students who choose to focus on dance to reach a level of competence that will permit them to remain actively involved as creators and/or performers of dance throughout their lives.

An individual who maintains lifelong involvement in dance might:

- go dancing – social dancing, folk, line, country, square, ballroom, disco, etc.;
- attend a wide variety of dance events;
- attend dance classes – community college, master classes, dance schools;
- perform with or choreograph for a local or school performance group;
- sing and dance with his or her own children;
- read dance books/purchase dance videos;
- support media that present and highlight dance;
- give financial support to dance;
- support dance companies and events when traveling /attend performances indigenous to the area, as well as groups visiting the area;
- support a professional dance in the community;
- encourage the next generation to dance and attend dance events – arrange class trips/arrange school events/help raise money for events/help with office work/help backstage with stage management, costumes etc./talk about dance in a positive way to encourage involvement and discourage the use of negative stereotypes;
- become a volunteer with professional or community dance groups; and
- be an advocate for dance.

Goal 8: Preparation For Careers In Dance

All of the Connecticut dance standards provide important background for students who choose to pursue careers in dance. Content standard 7 calls for students to make connections between dance and daily life, including careers. The following listings are the kinds of experiences which prepare students for careers in dance: (Note: For all of the following suggested careers, attending dance classes and dance events is essential.)

Choreographers

- create and evaluate their own works
- have their work evaluated by others
- study the history of dance
- analyze the work of professional choreographers, including choreography for film and video
- study music and art history

Performers/Dancers

- meet university admissions standards
- perform as members of a dance group
- take regular dance classes
- attend dance events
- view recorded dance events
- talk to professional dancers/choreographers

K-12 Teachers

- all of the above plus peer coaching/school internships/helping at school and community performances

Administrators

- learn about structures of arts organizations
- participate in internships
- volunteer with arts organizations
- serve as managers/coordinators for student dance performances
- take business courses

Writers

- review dance events
- take writing/criticism courses
- develop knowledge of dance practice and theory
- study dance history and contemporary practice
- create a newsletter for school/local dance group/club

Historians/Archivists

- take classes in history of dance
- take general history courses
- take research technique courses
- develop writing skills

Dance/Movement Notators

- develop practical knowledge of dance/dance experience
- take movement/dance analysis courses
- take notation courses

Dance Science – Massage Therapist/Body Therapist/Physical Therapist/Dance Therapist/ Fitness Instructor

- science courses (applied and physical)
- workshops focusing on dance science
- psychology courses
- internships

Goal 9: Opportunities For Community Participation In Dance

The following are examples of student community participation opportunities:

- Dance artists from the community can be invited into the school to give workshops or be artists-in-residence.
- Students can do internships in local dance organizations.
- Schools can participate in the education programs of local and regional dance companies.
- Students can “tour” their own dance program around schools, hospitals, senior centers, children’s homes, etc.

Goal 10: Connections

Dance content standard 7 focuses on connections between dance, other disciplines and daily life.

Examples of connections between dance and other arts disciplines include:

- a dance as an interpretation of a piece of music; and
- a dance based on a character from a play, painting or sculpture.

Examples of connections between dance and non-arts disciplines include:

- **dance and math:** create and perform a dance exploring geometric shapes;
- **dance and science:** dance movement derived from a discussion of scientific concepts, e.g., magnetism, electricity, etc. ;
- **dance and language arts:** explore the meaning of words through movement;
- **dance and social studies:** students learn and perform dances from different cultural traditions and/or analyze historical and cultural impact and influence of dance; and
- **dance and physical education:** dance is one of the major strands of physical education, so any dance activity also serves the goals of physical education.■

CONTENT AND PERFORMANCE STANDARDS IN DANCE BY GRADE

Content Standards

Students will:

1. identify and perform movement elements and dance skills;
2. understand choreographic principles, processes and structures;
3. understand how dance creates and communicates meaning;
4. apply analytical and evaluative thinking skills in dance;
5. demonstrate an understanding of dance in various cultures and historical periods;
6. make connections between dance and healthful living; and
7. make connections between dance, other disciplines and daily life.

GRADES K-4

1. Identify and perform movement elements and dance skills

Students will:

- a. demonstrate nonlocomotor movements (such as bend, twist, stretch, swing, sway);
- b. demonstrate eight basic locomotor movements (walk, run, hop, jump, leap, gallop, slide and skip), traveling forward, backward, sideward, diagonally and turning;
- c. demonstrate understanding of spatial concepts through, for example:
 - shape-making at low, middle and high levels,
 - defining and maintaining personal space and
 - demonstrating movements in straight and curved pathways;
- d. demonstrate accuracy in moving to a musical beat and responding to changes in tempo;
- e. identify and demonstrate basic dynamic contrasts (slow/quick, gentle/strong);
- f. demonstrate kinesthetic awareness and concentration in performing movement skills;
- g. demonstrate accuracy in memorizing and reproducing simple movement phrases; and
- h. observe and describe the movement elements (action, space, dynamics) in a brief movement study.

2. Understand choreographic principles, processes and structures

Students will:

- a. use improvisation to discover and invent movement and to solve movement problems;
- b. create a sequence or simple dance with a beginning, middle and end, both with and without rhythmic accompaniment and identify each of these parts of the sequence;
- c. create a dance phrase, repeat it and then vary it, making changes in the time, space and/or force/energy;
- d. demonstrate the ability to work effectively alone and with a partner;
- e. demonstrate the following partner skills: copying, leading and following/mirroring;
- f. improvise, create and perform simple dances based on concepts suggested by the teacher and their own feelings and ideas; and
- g. identify and describe the choreographic structure of their own dances in simple terms.

3. Understand how dance creates and communicates meaning

Students will:

- a. observe and discuss how dance is different from other forms of human movement (such as sports, everyday gestures);
- b. take an active role in a class discussion about interpretations of and reactions to dances that are either produced in class or viewed in the theater or on video; and
- c. present their own dances to peers and discuss their meanings with confidence.

4. Apply analytical and evaluative thinking skills in dance

Students will:

- a. generate multiple solutions to a given movement problem; choose their favorite solution and discuss the reasons for their choice;
- b. observe two dances and discuss how they are similar and different in terms of one of the elements of dance (such as space) by observing body shapes, levels, pathways; and
- c. demonstrate appropriate audience behavior in watching dance performances and discuss their opinions about the dances with their peers in a supportive and constructive way.