

Dance

Colorado Sample Graduation Competencies and Evidence Outcomes

Dance Graduation Competency 1

Demonstrate technical competence and confidence in performing a variety of dance styles, genres and traditions.

Elementary School	Middle School	High School	High School Extensions
<ul style="list-style-type: none">a. Demonstrate a dance and identify its basic dance movements.b. Perform a dance from memoryc. Use variety of stimuli to vary the same phrase or dance.d. Identify how the intent of phrase or dance can be altered by stimulie. Create a dance by using group shapes and spatial settings.f. Perform dance from at least two different styles, genre, or cultures.	<ul style="list-style-type: none">a. Demonstrate adaption of movement to various dance styles, genres and traditions.b. Perform prescribed choreographic work from at least two different styles, genres or traditions of dance.c. Demonstrate increased technical rigor in more than one style, genre or tradition of dance.d. Demonstrate knowledge of staging procedures within a production.e. Respond to directions by the choreographer, and implement corrective action.f. Match dance terminology correctly to movements executed in a variety of dance forms.	<ul style="list-style-type: none">a. Demonstrate with skill and accuracy, technical proficiency in the performance of selected dance genres such as ballet, modern, jazz, tap, hip-hop, or world dance traditions.b. Articulate correct vocabulary terms for movements of selected dance styles, genres, and traditions.c. Demonstrate an understanding of the movement elements of space, time, and energy when performing in dance.d. Perform dance movements with rhythmic accuracy and with a complementary relationship to accompaniment.	<ul style="list-style-type: none">a. Display dance movement skills, synthesizing technical proficiency, kinesthetic body awareness, and artistic interpretation.b. Produce a multi-faceted dance performance.c. Demonstrate the components of the performance process.d. Utilize technical skills and knowledge of historical and cultural dance in performances situations.e. Use knowledge of cultural and historical dance forms to translate into performance.



Elementary School

Middle School

High School

High School Extensions

- e. Perform one dance work demonstrating use of technical skill and artistic awareness with artistic interpretation and projection.
- f. Perform with others to express the intent of the choreography.
- g. Demonstrate the ability to work through the rehearsal and performance components of a dance production.
- h. Demonstrate the ability to describe production elements used when creating a performance.



Dance Graduation Competency 2

Demonstrate awareness of fitness, wellness, and the body's potential for movement

Elementary School

No outcomes required...

Middle School

- a. Name major muscle groups and their engaged affect on joint movement.
- b. Use proper anatomical vocabulary to describe muscle action.
- c. Discuss an appropriate dietary regimen which complements anticipated dance activity needs.
- d. Understand an appropriate schedule to ensure fuel intake, rest, and relaxation to support dance activities.
- e. Integrate appropriate nutrition, wellness, and fitness into daily lifestyle.

High School

- a. Discuss how dance can contribute to fitness, wellness, and a positive self-image.
- b. Identify joints used for mobility, and relate anatomy to movement.
- c. Identify key anatomical elements that contribute to varying dance movements.
- d. Describe how developing strength, flexibility, and endurance through dance contributes to fitness and wellness.

High School Extensions

No outcomes required...



Dance Graduation Competency 3

Demonstrate and use the principles and practices of choreography in the creative process

Elementary School

- a. Create a dance by using group shapes and spatial settings.
- b. Evaluate a dance in terms of balance and proportion.
- c. Create movement phrases using each one of the compositional elements.
- d. Work in small groups to create dances.
- e. Create solo dances.

Middle School

- a. Understand the relevance of choreographic form in the creative process.
- b. Use choreographic principles, processes, and structures to create dance works based on intent.
- c. Articulate and explain intention consistently by using critical and creative thinking skills.
- d. Manipulate the time, space, or energy of a given phrase based on a theme or intent
- e. Create abstract phrasing based on shape, a single idea or form.
- f. Develop a short dance work using the concept of beginning, middle, and end.
- g. Refine and edit movements in dances.
- h. Demonstrate expressive responses to a range of contrasting music, nonmusical sounds, and silence through improvisation.

High School

- a. Create, repeat, and perform dance works that demonstrate an effective use of dance elements; have a beginning, middle, and an end; and use compositional forms such a theme, variation, canon, and call and response.
- b. Use the elements of dance (space, time, and energy) to create a dance.
- c. Apply improvisation, experimentation, use of various stimuli, and manipulation tools to integrate with the choreographic process.
- d. Work alone and in small groups to create dances with structural and aesthetic criteria.
- e. Recognize the communicative impact that can be achieved by solo, duet, and trio dances
- f. Analyze the role of the audience during a performance.

High School Extensions

- a. Use meaning, intent, and stimuli to create and develop dance works.
- b. Develop a full work using both literal and abstract methods.
- c. Refine and edit the movements of two dances in contrasting styles.
- d. Articulate the significance of transitions in dance creations that bring balance, harmony, and proportion to the work.
- e. Develop an artistic perspective in dance-making.
- f. Create dance studies using different choreographic forms such as AB, ABA, rondo, chance, or narrative.

Elementary School

Middle School

High School

High School Extensions



- i. Create dance works influenced by a variety of stimuli.
- j. Differentiate between dance as artistic expression and dance as entertainment.
- g. Refine and edit movements and dances.
- h. Compose dance works that convey meaning and intent.
- i. Articulate the factors that differentiate dance as artistic expression and dance as entertainment.

Dance Graduation Competency 4



Explore and perform dance styles from various cultures and eras.

Elementary School

- a. Describe the use of dance elements (space, time, and energy) in dances from different historical periods.
- b. Identify contributions of major works in relation to their historical and cultural context
- c. Identify universal dance themes found throughout the world.
- d. Recognize the relationship between music and dance when learning dances from around the world.
- e. Examine step patterns and use of gestures for social dances.
- f. Replicate the use of formations and spatial groupings in cultural and social dances.
- g. Discuss distinguishing characteristics such as vocabulary, basic postures, footwork, and gestures from different dance forms.

Middle School

- a. Articulate the importance of dance through history and its ability to communicate across cultures.
- b. Use appropriate research techniques to study historical dance figures (dancers, choreographers, patrons, etc.).
- c. Discuss the relationship between the social and political environment of historical dance figures and how these factors contributed to their work.
- d. Understand the universal themes, purposes, and functions of dance through time and across cultures.
- e. Distinguish between participation (social) dances that build community and performance-based dances that express ideas.
- f. Research and participate in dances from various world cultures.

High School

- a. Research one dance work from a historical time period, and incorporate the work into a performance.
- b. Research the significant role of dance throughout history to make decisions for performance.
- c. Examine dance as artistic expression, and include different dance styles and dances across various cultures that are elevated to an art form.
- d. Describe the various roles that dance has played throughout history.
- e. Perform historical dances, and demonstrate an understanding of their role in society during their time period.
- f. Analyze master works created from a distant or well known tradition such as Western, Eastern, and tribal.

High School Extensions

- a. Investigate two or more cultural and historical dance forms or traditions.
- b. Relate dances across cultural and historical periods to a real-world context of decisions made in contemporary performance.
- c. Synthesize the technical differences between two or more master works created in different historical periods.
- d. Demonstrate a diversity of historical repertory.
- e. Articulate how dance is used recreationally throughout history and within cultures.
- f. Analyze and discuss the characteristics of noted dance performers through history and up to the present.



Elementary School

- h. Identify contributions of major works in relation to their historical and cultural context.
- i. Perform dances from different cultures, and compare them to dances from one's own culture.
- j. Recognize the importance of dance through history and its ability to communicate across cultures.

Middle School

- g. Articulate through verbal and written means the significant dance elements of identified world cultures.
- h. Create and present a dance study that reflects one's synthesis of researched world cultures.

High School

- g. Examine universal dance themes from around the world by identifying themes of courtship and marriage, fertility, worship, and death.
- h. Compare dances from multiple styles, world traditions, and forms.

High School Extensions



Dance Graduation Competency 5

Demonstrate thinking skills such as describing, analyzing, interpreting, evaluating, and problem-solving through dance movement and verbal discussion to reflect upon and understand new works as well as to discover connections to academic content areas, mass media, and careers.

Elementary School

- a. Describe traditional dance vocabulary used in a dance.
- b. Assess the suitability of a movement, the number of dancers participating, and the length of the work to determine whether the choreographer's intent is clear.
- c. Recognize how production factors such as sound and props may contribute to the aesthetic effect of a performance.
- d. Compare and contrast dance works.
- e. Describe the movement content of a particular dance work and the effect each production component has on the work.
- f. Describe how contrasts can hold one's attention, while sequence, transition, and unity make viewing satisfying.

Middle School

- a. Communicate choreography through the use of dance vocabulary to describe movement.
- b. Use proper anatomical vocabulary related to dance movements to describe the body and body parts.
- c. Use dance notation to document a dance phrase from a social, cultural, historical, or famous dance work.
- d. Create notation for an original phrase.
- e. Use appropriate dance vocabulary to describe a performance.
- f. Assess and evaluate a composition created by others relative to its effectiveness and what it communicates.
- g. Reflect upon creative process and products in dance.

High School

- a. Analyze and critique one dance work.
- b. Notate one dance phrase along with one diagram.
- c. Use technology to aid in researching and understanding all aspects of dance.
- d. Transform a concept from another discipline into a movement phrase.
- e. Create a short dance based on a series of concepts from another academic content area.
- f. Compare composition in dance to writing descriptive narrative and poetry.
- g. Respond to, reflect upon, and analyze new dance works, reconstructions, and masterpieces.

High School Extensions

- a. Use technology to aid in researching and understanding all aspects of dance in relation to other disciplines.
- b. Connect the art of dance to other disciplines in a creative way.
- c. Apply critical analysis to new dance works, reconstructions, and masterpieces.

