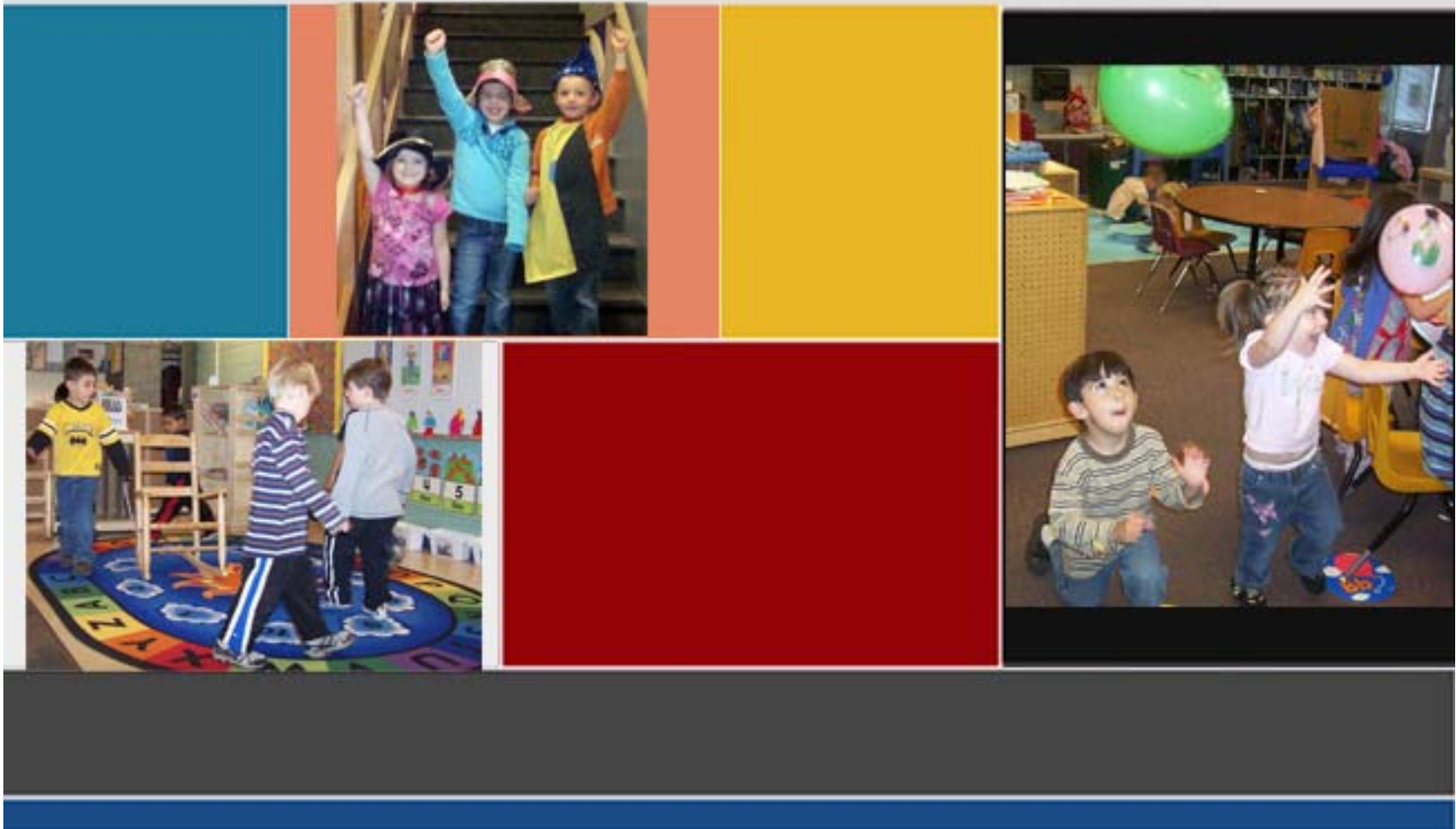


Preschool Dance Academic Standards

In High Quality Early Childhood Care and Education Settings



Preschool Dance Academic Standards in High Quality Early Childhood Care and Education Settings

How to use this document

Colorado Preschool Program staff developed this document to help link the new Colorado preschool academic standards with the early childhood best practices that are already present in high quality early childhood care and education settings. While this document is intended for early childhood teachers in classroom settings that will be adopting the standards, we wanted to give some examples of how the standards might look in family childcare homes and in other early care configurations.

The preschool academic standards form the “what” of early childhood teaching – the objectives and goals for children to experience in their formative preschool years. To make a connection between early childhood best practices and the new academic standards expectations, we relied on the Building Blocks to the Colorado Content Standards, the Colorado Quality Standards for Early Childhood Care and Education, and Results Matter assessment tools for examples and descriptions. These sources provide the “steps for getting there” or the “how” of early childhood teaching. Young children require a much different environment than their elementary school counterparts. For each standard and its evidence objectives, we describe what should be in place to ensure children have opportunities to master the objectives and goals of the standards in enriching, developmentally appropriate ways. We also provide examples of children and adults in various settings showing the standards in action so that connections can be made from the small and large moments of early childhood experiences that build towards more formal learning.

As you go through each standard domain, you will see the standard table as it appears in CDE documentation with the 21st Century Skills and Readiness competencies. On the next page, you will see the evidence outcomes, the steps for getting there, and the examples from early childhood settings. Each pair of tables is color-coded to help match the pages. These sections are not meant to be inclusive; they are guidance to begin thinking about the preschool academic standards and how they link to early childhood best practices.

Resources:

Preschool Standards & Assessments Crosswalk to Results Matter Systems, Building Blocks, and Head Start Early Learning Framework
<http://www.cde.state.co.us/scripts/ECCCrosswalks/crosswalk.asp>

The Colorado Quality Standards for Early Childhood Care and Education Services
<http://www.cde.state.co.us/cpp/qualitystandards.htm>

Building Blocks to the Colorado K-12 Content Standards (2007)
<http://www.cde.state.co.us/cpp/download/CPPOcs/BuildingBlocksNov2010.pdf>

Preschool Dance Academic Standards in High Quality Early Childhood Care and Education Settings

Dance as art represents creative self-expression through the medium of human movement. The essence of dance is to feel, create, compose, interpret, perform, and respond. Dance is the physical expression of an idea developed through a process of research, inquiry, and movement discovery. It can provide connections with any subject matter and help students to understand concepts important in other disciplines.

The purpose of dance education in preschool is to broadly educate all students in dance as an art form and to promote physical activity for fitness. Investigating and appreciating dance allows children to integrate a number of different skills essential to child development. Dance provides each child with another vehicle and organizing framework to express ideas and feelings, as well as a way to develop and enhance motor skills.

Preschool Dance Expectations at a Glance	
1. Movement, Technique, and Performance	1. Demonstrate simple phrases of movement in time and space
2. Create, Compose and Choreograph	1. Translate simple ideas and stories into movement
3. Historical and Cultural Context	1. Recognize dances from around the world
4. Reflect, Connect, and Respond	1. Observe and identify different dance genres 2. Attentively observe a dance performance

Preschool Dance Academic Standards in High Quality Early Childhood Care and Education Settings

Content Area: Dance	
Standard: 1. Movement, Technique, and Performance	
Prepared Graduates: Understand that dance performance requires technical competency	
Grade Level Expectation: Preschool	
Concepts and skills students master:	
1. Demonstrate simple phrases of movement in time and space	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> a. Practice how to move with action movements to action words (movement vocabulary) using simple non-locomotor body actions such as bend, stretch, twist, turn, shake, and stretch, and simple locomotor body actions such as travel, jump, run, hop, and roll b. Explore movement in personal and general space using shape, size, level, direction, stillness, and transference of weight (stepping) c. Explore how to move using qualities of movement d. Perform simple phrases of movement to experience movements in sequence, rhythm, and relationships 	Inquiry Questions: <ol style="list-style-type: none"> 1. Where is your space? 2. Why is it important to have our own space when we're moving? 3. How many different ways can you move? 4. What kind of shapes can you make with your body? 5. How do you feel when you are moving your body?
	Relevance and Application: <ol style="list-style-type: none"> 1. Demonstrating respect for another's personal space shows attention to the feelings of others.
	Nature of Dance: <ol style="list-style-type: none"> 1. Dancers are active and physically fit.

Preschool Dance Academic Standards in High Quality Early Childhood Care and Education Settings

How does this standard look in high quality early childhood settings?

Content Area: Dance Standard: 1. Movement, Technique, and Performance Prepared Graduates: Understand that dance performance requires technical competency Grade Level Expectation: Preschool Concepts and skills students master: 1. Demonstrate simple phrases of movement in time and space		
Evidence Outcomes	Steps for Getting There	Examples from Early Childhood Settings
a. Practice how to move with action movements to action words (movement vocabulary) using simple non-locomotor body actions such as bend, stretch, twist, turn, shake, and stretch, and simple locomotor body actions such as travel, jump, run, hop, and roll b. Explore movement in personal and general space using shape, size, level, direction, stillness, and transference of weight (stepping) c. Explore how to move using qualities of movement d. Perform simple phrases of movement to experience movements in sequence, rhythm, and relationships	<ul style="list-style-type: none"> Adults encourage creative expression and provide time and space for dancing, movement activities, creative dramatics Movement is not limited to a specific time frame but is integrated daily throughout the program Adults facilitate activities which develop children's ability to jump, run, balance, climb, walk, skip, gallop, and slide. Within the environment, there are props for movement activities such as obstacle course materials, scarves, streamers, and beanbags. A variety of activity songs and records are used on a daily basis for movement activities. 	<ul style="list-style-type: none"> Laura crawled and slithered on her belly in the wood chips and said, "Look, I'm a snake" Jake stomped his right foot, then his left, then clapped his hands. Joe copied the same steps and added a hop at the end. During free choice time, some of the children use scarves to create movement to various songs. Drew held his scarf, while sitting in his wheelchair, and slowly waved it through the air as a waltz was played. Ms. Su invites older students from the dance school to perform for the children. During snack time the children choose the music they would like to have played softly in the background as they eat and visit. Miss Liza plays music as children gather for group time while children bend, twist, stretch and rock to it. Four children gather with Mr. Larry on the grass to participate in the action-chant "Going on a Lion Hunt." Children use their hands to create movement. Tommy watches closely copying the actions as Mr. Larry adds some sign language to the words.

Preschool Dance Academic Standards in High Quality Early Childhood Care and Education Settings

Content Area: Dance	
Standard: 2. Create, Compose and Choreograph	
Prepared Graduates:	
➤ Improve and create movement based on an intent or meaning	
Grade Level Expectation: Preschool	
Concepts and skills students master:	
1. Translate simple ideas and stories into movement	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> a. Explore with movement that expresses different feelings in personal and general space b. Experience different shapes, sizes, levels, and directions to make simple patterns of movements in space and time c. Select some movements out of many, and create a simple movement phrase to encourage self-expression d. Use sensory stimuli and real-life situations as an impetus for moving and creating original work 	Inquiry Questions: <ol style="list-style-type: none"> 1. What movement should you use? 2. How do you make your movements different? 3. What are the differences between a low, middle, and high shape in your own space? 4. How do you change shapes when you are moving in space? 5. What do you imagine when you move?
	Relevance and Application: <ol style="list-style-type: none"> 1. Connecting varying sizes, shapes and levels provides a beginning level understanding of differences. 2. Understanding how movement can describe and illustrate everyday situations provides an awareness of the many ways people communicate such as visually, aurally, verbally and kinesthetically.
	Nature of Dance: <ol style="list-style-type: none"> 1. Dance is the language of expression. 2. Dance communicates ideas and stories. 3. Dance uses a moving and thinking body.

How does this standard look in high quality early childhood settings?

<p>Content Area: Dance Standard: 2. Create, Compose and Choreograph Prepared Graduates: Improvise and create movement based on intent or meaning Grade Level Expectation: Preschool Concepts and skills students master: 1. Translate simple ideas and stories into movement</p>		
Evidence Outcomes	Steps for Getting There	Examples from Preschool
<p>Students can:</p> <ul style="list-style-type: none"> a. Explore with movement that expresses different feelings in personal and general space b. Experience different shapes, sizes, levels, and directions to make simple patterns of movements in space and time c. Select some movements out of many, and create a simple movement phrase to encourage self-expression d. Use sensory stimuli and real-life situations as an impetus for moving and creating original work 	<ul style="list-style-type: none"> • Adults encourage creative expression and provide time and space for dancing, movement activities, creative dynamics • Adults provide creative movement activities on a daily basis. • Within the environment, there are props for movement activities such as obstacle course materials, scarves, streamers, and beanbags. • A variety of activity songs and records are used on a daily basis for movement activities. 	<ul style="list-style-type: none"> • James was the line leader and created a pattern by tapping his head and clapping his hands that the other children followed as they walked inside from the playground. • Tara’s dad came to visit and played his guitar. While he played, Tara and her friends danced. • On a low shelf, musical instruments and a CD player with a choice of musical CD’s are available, as well as scarves, balloons, ribbons, streamers, pieces of cloth, bean bags, sticks, pin wheels and other items to move to the music. Joaquin and Marcella choose a CD and dance and twirl with streamers to the music.

Preschool Dance Academic Standards in High Quality Early Childhood Care and Education Settings

Content Area: Dance	
Standard: 3. Historical and Cultural Context	
Prepared Graduates:	
<ul style="list-style-type: none"> ➤ Understand and appreciate a dance in terms of the culture in which it is performed 	
Grade Level Expectation: Preschool	
Concepts and skills students master:	
1. Recognize dances from around the world	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> a. View dances from around the world, and explore the country of origin b. Explore dance as a way for people to express themselves c. Demonstrate how people in different cultures move in similar and different ways d. Explore occasions for dance across different cultures e. Explore shapes, levels, and patterns in a dance, and describe the actions 	Inquiry Questions: <ol style="list-style-type: none"> 1. How do people today express themselves through dance? 2. What feelings can dance create? 3. Why do different cultures have different dances?
	Relevance and Application: <ol style="list-style-type: none"> 1. Identifying the special occasions and festive events that use dancing provides an understanding that dance can serve a specific purpose. 2. Identifying how dance is used to express feelings provides opportunities to explore individual feelings.
	Nature of Dance: <ol style="list-style-type: none"> 1. Dancers share their life experiences through movement.

How does this standard look in high quality early childhood settings?

<p>Content Area: Dance Standard: 3. Historical and Cultural Context Prepared Graduates: <ul style="list-style-type: none"> Understand and appreciate a dance in terms of the culture in which it is performed Grade Level Expectation: Preschool Concepts and skills students master: 1. Recognize dances from around the world</p>		
Evidence Outcomes	Steps for Getting There	Examples from Early Childhood Settings
<p>Students can:</p> <ol style="list-style-type: none"> View dances from around the world, and explore the country of origin Explore dance as a way for people to express themselves Demonstrate how people in different cultures move in similar and different ways Explore occasions for dance across different cultures Explore shapes, levels, and patterns in a dance, and describe the actions 	<ul style="list-style-type: none"> Contributions of all cultures are incorporated into activities, projects, and topics of study Adults provide opportunities to view and discuss dances from around the world Music from diverse cultures is on hand for children to choose to listen or dance to. 	<ul style="list-style-type: none"> The preschool class was invited to watch the 5th graders practice their ballroom dancing in the gym. The tango was unanimously the favorite one. Claire read a book about a ballerina from Russia. Claire told her teacher she once saw a real ballerina in the Nutcracker. Miss Trina brought a nutcracker to school to examine along with music that Clara experienced during her viewing of the nutcracker. Jose and Arianna brought hats, scarves, and a sparkly shirt to school to show their friends after experiencing the Cinco de Mayo celebration in town. Mr. Sam added CDs to the collection today that included festive Mexican music.

Preschool Dance Academic Standards in High Quality Early Childhood Care and Education Settings

Content Area: Dance	
Standard: 4. Reflect, Connect, and Respond	
Prepared Graduates:	
<ul style="list-style-type: none"> ➤ Demonstrate thinking skills such as describing, analyzing, interpreting, evaluating, and problem-solving through dance movement and verbal discussion 	
Grade Level Expectation: Preschool	
Concepts and skills students master:	
1. Observe and identify different dance genres	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> a. Experience the joy of seeing and responding to dance b. Demonstrate movement to express emotion c. Describe what is seen and felt in a movement by speaking or drawing a picture 	Inquiry Questions: <ol style="list-style-type: none"> 1. How does dance help to convey feelings? 2. How does dance help us to learn about other people? 3. What movements and objects are seen in a particular dance work? 4. What do you like or dislike about a particular dance?
	Relevance and Application: <ol style="list-style-type: none"> 1. Observing dance works and discussing the emotions a dance creates builds foundational language development skills. 2. Connecting emotions to dance builds foundational abilities to that recognize ideas and messages are shared in many ways.
	Nature of Dance: <ol style="list-style-type: none"> 1. Dance provides the opportunity for people to express their ideas and feelings through movement.

Preschool Dance Academic Standards in High Quality Early Childhood Care and Education Settings

How does this standard look in high quality early childhood settings?

<p>Content Area: Dance Standard: 4. Reflect, Connect and Respond Prepared Graduates:</p> <ul style="list-style-type: none"> Demonstrate thinking skills such as describing, analyzing, interpreting, evaluation, and problem-solving through dance movement and verbal discussion <p>Grade Level Expectation: Preschool Concepts and skills students master: 1. Observe and identify different dance genres</p>		
Evidence Outcomes	Steps for Getting There	Examples from Early Childhood Settings
<p>Students can:</p> <ol style="list-style-type: none"> Experience the joy of seeing and responding to dance Demonstrate movement to express emotion Describe what is seen and felt in a movement by speaking or drawing a picture 	<ul style="list-style-type: none"> Adults provide time and space for dancing, movement activities, creative dramatics and reflection Adults provide opportunities to view dance productions and to respond by speaking or drawing. 	<ul style="list-style-type: none"> After seeing a performance of <i>Peter and Wolf</i>, the preschoolers drew a picture to describe what they saw and felt. Miss Sarah played different types of music and asked the children to describe them and how it made them feel. Miss Sabrina brought a short video clip from <i>The Nutcracker</i> to school because the children have been looking at a pair of ballet shoes in the dramatic play area. Mr. John interacts with the children during free choice time as they move crayons to the music on a large wall mural.

Preschool Dance Academic Standards in High Quality Early Childhood Care and Education Settings

Content Area: Dance	
Standard: 4. Reflect, Connect, and Respond	
Prepared Graduates:	
<ul style="list-style-type: none"> ➤ Use criticism and analysis to reflect upon and understand new works, reconstructions, and masterpieces ➤ Demonstrate thinking skills such as describing, analyzing, interpreting, evaluating, and problem-solving through dance movement and verbal discussion 	
Grade Level Expectation: Preschool	
Concepts and skills students master:	
2. Attentively observe a dance performance	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ul style="list-style-type: none"> a. View a performance with attention b. Clap to show joy and appreciation of a dance c. Draw on paper the movement seen in the space of a particular dance work 	Inquiry Questions: <ul style="list-style-type: none"> 1. How is dance used in everyday life? 2. What do you love about dance? 3. Why is it important to watch respectfully during a live dance performance?
	Relevance and Application: <ul style="list-style-type: none"> 1. Demonstrating appropriate audience behavior builds foundational self-direction skills for many societal events such as live performances, movie showings, public events, and presentations. 2. Transferring movement that is observed to a drawing on a paper builds foundational fine motor skills.
	Nature of Dance: <ul style="list-style-type: none"> 1. Choreographers create dances that have meaning, but people often find their own meaning in those dances.

Preschool Dance Academic Standards in High Quality Early Childhood Care and Education Settings

How does this standard look in high quality early childhood settings?

<p>Content Area: Dance</p> <p>Standard: 4. Reflect, Connect and Respond</p> <p>Prepared Graduates:</p> <ul style="list-style-type: none"> • Demonstrate thinking skills such as describing, analyzing, interpreting, evaluating, and problem-solving through dance movement and verbal discussion • Use criticism and analysis to reflect upon and understand new works, reconstructions and masterpieces <p>Grade Level Expectation: Preschool</p> <p>Concepts and skills students master: 2. Attentively observe a dance performance</p>		
Evidence Outcomes	Steps for Getting There	Examples
<p>Students can:</p> <ol style="list-style-type: none"> View a performance with attention Clap to show joy and appreciation of a dance Draw on paper the movement seen in the space of a particular dance work 	<ul style="list-style-type: none"> • Adults provide time and space for dancing, movement activities, creative dramatics and reflection • Adults provide opportunities to view dance productions and to respond 	<ul style="list-style-type: none"> • Jill's older sister is taking highland dancing lessons and came to visit her family child care home after school. She performed for the children and the children drew pictures of her dancing in response to thank her. • Miss Angie's daughter came and demonstrated how she stands on her new ballet toe shoes. Miss Angie placed pairs of ballet slippers and tutus in the dress up area. • After Michael did a dance with lots of spins that he made up on his own, Mr. Jose and the other children watching clapped for him.

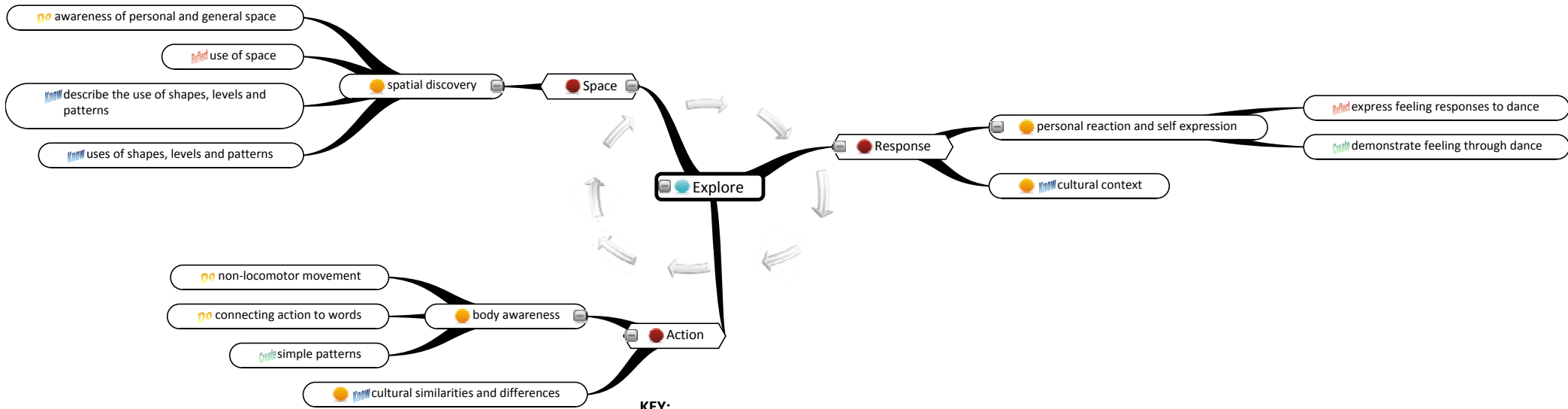
Using the Discipline Concept Maps

Discipline Concept Maps (DCM) provide a visual representation of unifying themes and organizing and supporting concepts at each grade level. The DCMs provide a central purpose for that discipline at that grade level and depict how concepts relate to each other for intentional planning. They provide a framework for entering the standards in a way that honors the emphasis on 21st Century learning and interdisciplinary connections across the content areas.

Three key terms are used in the discipline concept maps:

- **Unifying themes** provide an overview of content at a grade level. They are found in the center of the DCM and denoted by a blue dot.
- **Organizing concepts** connect multiple grade level expectations (GLEs) and evidence outcomes (EOs). They are the first node out from the center and are denoted by a red dot.
- **Supporting concepts** elaborate on and show the depth of an organizing concept. They are second node out from the center and are denoted by a yellow dot.

Dance Preschool



- KEY:**
- Unifying Theme
 - Organizing Concept
 - Supporting Concept

- ICON KEY: Dance Standards**
- Create Create, Compose, and Choreograph
 - Know Historical and Cultural Context
 - Do Movement, Technique, and Performance
 - Reflect Reflect, Connect, and Respond

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