

A Guide to the Colorado Academic Standards



Working Together

To support families and teachers in realizing the goals of the Colorado Academic Standards, this guide provides an overview of the learning expectations for First Grade Dance. This guide offers some learning experiences students may engage in during this school year, experiences that may also be supported at home.

Why Standards?

Created by Coloradans for Colorado students, the Colorado Academic Standards provide a grade-by-grade road map to help ensure students are successful in college, careers, and life. The standards aim to improve what students learn and how they learn in ten content areas – emphasizing critical-thinking, creativity, problem solving, collaboration, and communication as important life skills in the 21st century.

Dance Education for Elementary Schools (k-5)

The dance standards in the elementary years focus on general dance knowledge and skills to ensure a solid foundation for more specialized dance study in later years (ballet, folk, contemporary, choreographic work). In each grade, students investigate and perform various dances, talk about and write in the language of dance (choreography, movements), consider dance creation processes, and develop the ability to describe personal dance preferences and provide constructive feedback on dance performances.

Where can I learn more?

- Contact your school district regarding local decisions related to standards, curriculum, resources, and instruction.
- Colorado Academic Standards Booklets: <http://www.cde.state.co.us/standardsandinstruction/GradeLevelBooks.asp>
- Karol Gates, Colorado Arts Content Specialist at 720-202-9268, Gates_k@cde.state.co.us



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At the end of
First Grade,
students can...

The Colorado Academic Standards in Dance are organized by elements of the Creative Process:
Perform/Present → Create → Know/Comprehend → Critique/Evaluate/Refine

Dance Education Learning Expectations for First Grade

Movement, Technique, and Performance (Perform/Present)

Dance to simple songs; move to various cues from a teacher.

Create, Compose and Choreograph (Create)

Add movements to well-known songs; re-create a dance learned using personal ideas (changing where they perform in the room, jumping instead of walking).

Historical and Cultural Context (Know/Comprehend)

Identify patterns in cultural dances (specific beginning, middle, end of a dance); use maps to locate the country of origin for a dance; discuss some aspects of the history/culture of the people who created a particular dance style.

Reflect, Connect, and Respond (Critique/Evaluate/Refine)

Participate in dance activities using positive behavior choices; describe moods/feeling portrayed in music; verbally recite simple terms related to dance styles.

Throughout the First Grade, you may find students successfully applying the elements of the creative process by...

- Moving while following a teacher (in large groups, small groups, or individually).
- Demonstrating simple elements of dance such as changing speed and basic rhythm patterns in movement phrases (specific segments within a full dance).
- Creating short solo dances that reflect/express an emotion.
- Learning simple dances from other cultures.
- Describing dance sequences using basic dance vocabulary (plié, jazz walk, triplet, grapevine).
- Demonstrating respectful behavior while viewing or performing dances.

