

*Kansas Curricular  
Standards for  
Dance and  
Creative Movement*

Kansas State Board of Education

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# **Kansas Curricular Standards for Dance and Creative Movement**

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## **Introduction**

### ***Prelude***

The arts infuse our lives on nearly all levels – generating a significant part of the creative, innovative, and intellectual capital of our state and nation. The fact that the arts provide important touchstones confirms their value to the development of every human being. Nurturing our children, then, necessarily means that we must provide all of them—not just those identified as “talented”—with a well-rounded education that includes the arts. By doing so, we are fulfilling the needs of our students, laying the foundations for their success and the success of our schools and, ultimately, the success of our state and nation.

The Kansas Standards for Dance and Creative Movement are designed to meet the learning needs of all students and instructional needs of all educators whether experienced or in the pre-service years of their teaching career. While these standards are not curriculum, they are meant to guide rather than dictate the structure and development of dance education for Kansas students. The central purposes of these standards are to identify the learning our students need and to drive improvement in the system that delivers that learning.

While aligned to the five Rose Capacities (see resources) and the goals for the Kansas State Board of Education, these standards address what students should know and understand in preparation for college and careers beyond high school. Toward that end, they emphasize the process-oriented nature of Dance that guide the continuous and systematic operations of instructional improvement by:

- Defining artistic literacy through a set of overarching Philosophical Foundations and Lifelong Goals that clarify long-term expectations for arts learning.
- Placing Artistic Processes at the forefront of the work as cognitive and physical actions by which arts learning and making are realized.
- Specifying Enduring Understandings and Essential Questions that provide conceptual understandings that are intended to endure when details and certain minimal skills fade away, articulating value and meaning within dance education.
- Incorporating Performance Standards that function as benchmarks in developing the enduring understandings.
- Identifying Anchor Standards as the bridge for the application of the artistic processes across all fine art disciplines.

### **The Standards Process**

#### ***Artistic Literacy***

The goal of these standards is to assist teachers in providing dance instruction that assists in enhancing artistic literacy among learners. Artistic Literacy (is) the ability to encode and decode (“read” and “write”) aesthetic wisdom that is expressed and received in symbolic and metaphoric forms. (Combs, E., Charles. (2009, February 4). *Wisdom Lost: Artistic Literacy as a 21st-Century Skill*. Retrieved from <http://www.artslearning.org/node/463>). Artistic Literacy supports how to make good judgments about qualitative relationships. (Eisner, W., Elliot (October 2004). *Arts and the Creation of Mind*. Yale University Press). It helps develop knowledge and understanding to enhance problem solving and innovative thinking. Artistic Literacy affords the opportunity to develop personal value systems within our 21st Century world through the discernment of historical and cultural information to foster growth in making informed decisions in order to live and work successfully and well with others.

To this end, we begin with Philosophical Foundations and Lifelong Goals to help guide in understanding what it means to be or become artistically literate. These goals are the basis for the revised Kansas Curricular Standards for Dance and Creative Movement.

<b>Philosophical Foundation and definition</b>	<b>Lifelong Goal definition</b>
<b>The Arts as Communication</b>	
In today's multimedia society, the arts are the media and therefore provide powerful and essential means of communication. The arts provide unique symbol systems and metaphors that convey and inform life experience (i.e., the arts are ways of knowing).	Artistically literate citizens use a variety of artistic media, symbols and metaphors to independently create and perform work that expresses and communicates their own ideas, and are able to respond by analyzing and interpreting the artistic communications of others.
<b>The Arts as Creative Personal Realization</b>	
Participation in each of the arts as creators, performers, and audience members enables individuals to discover and develop their own creative capacity, thereby providing a source of lifelong satisfaction.	Artistically literate citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing, and responding to art as an adult.
<b>The Arts as Culture, History, and Connectors</b>	
Throughout history the arts have provided essential means for individuals and communities to express their ideas, experiences, feelings, and deepest beliefs. Each discipline shares common goals, but approaches them through distinct media and techniques. Understanding artwork provides insights into individuals' own and others' cultures and societies, while also providing opportunities to access, express, and integrate meaning across a variety of content areas.	Artistically literate citizens know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also seek to understand relationships among the arts, and cultivate habits of searching for and identifying patterns, relationships between the arts and other knowledge.
<b>The Arts as Means to Well-being</b>	
Participation in the arts as creators, performers, and audience members (responders) enhances mental, physical, and emotional well-being.	Artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in all of the arts.
<b>The Arts as Community Engagement</b>	
The arts provide means for individuals to collaborate and connect with others in an enjoyable inclusive environment as they create, prepare, and share artwork that bring communities together.	Artistically literate citizens seek artistic experience and support the arts in their local, state, national, and global communities.

### **Artistic Processes**

These standards are organized into four categories known as processes. They are Creating, Performing, Responding, and Connecting. Combined, these processes cultivate wisdom, innovative thinking, and intrinsic values; processes not easily quantified, but vital to lifelong learning in an increasingly technological, commercial, and global society.

<b>Creating</b>	<b>Performing</b>	<b>Responding</b>	<b>Connecting</b>
Conceiving and developing new artistic ideas and work.	Realizing artistic ideas and work through interpretation and presentation.	Understanding and evaluating how the arts convey meaning.	Relating artistic ideas and work with personal meaning and external context.

**Process Components**

Each artistic process branches into Process components. Process components are the actions artists carry out as they complete each artistic process. Students’ ability to carry out these operational verbs empowers them to work through the artistic process independently. The process components serve as the action verbs that collectively build toward the artistic processes.

**Anchor Standards**

Each artistic process branches into two or three Anchor Standards. Anchor Standards describe the overarching knowledge and understandings that all the fine arts address through instruction. They bind the fine arts and demonstrate the knowledge and understandings that all the fine arts address through instruction. They work as subsets of the processes. These Anchor Standards are parallel across all fine arts disciplines and grade levels and serve as the tangible educational expression of artistic literacy. There are eleven Anchor Standards.

Anchor Standards			
Students will: 1. Generate and conceptualize artistic ideas and work. 2. Organize and develop artistic ideas and work. 3. Refine and complete artistic work.	Students will: 4. Select, analyze, and interpret artistic work for presentation. 5. Develop and refine artistic techniques and work for presentation. 6. Convey meaning through the presentation of artistic work.	Students will: 7. Perceive and analyze artistic work. 8. Interpret intent and meaning in artistic work. 9. Apply criteria to evaluate artistic work.	Students will: 10. Synthesize and relate knowledge and personal experiences to make art. 11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

**Enduring Understandings**

Enduring Understandings (EUs) are statements summarizing important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They synthesize what students should come to understand as a result of studying a particular content area. Moreover, they articulate what students should value about the content area over the course of their lifetimes. Enduring Understandings should also enable students to make connections to other disciplines beyond the arts. A true grasp of an Enduring Understanding mastered through a variety of activities is demonstrated by the student’s ability to explain, interpret, analyze, apply and evaluate its core elements. The enduring understandings set the standards for quality art education. There are eleven enduring understandings (EUs) for dance.

**Essential Questions**

Essential Questions (EQs) are questions that are not answerable with finality in a brief sentence. Their aim is to stimulate thought, to provoke inquiry, and to spark more questions, including thoughtful student questions. Instead of thinking of content as something to be covered, consider knowledge and skill as the means of addressing questions central to understanding key issues in a subject. Essential Questions also guide students as they uncover enduring understandings. Wiggins and McTighe assert that essential questions are those that encourage, hint at, even *demand* transfer beyond the particular topic in which students first encounter them, and therefore, should recur over the years to promote conceptual connections and curriculum coherence. Wiggins, Grant and McTighe, Jay (2005). 2<sup>nd</sup> Edition. Association for Supervision & Curriculum Development

**Performance Standards**

Performance Standards are discipline-specific, grade-by-grade articulations of student achievement toward developing the enduring understandings in PK-8 art and at three proficiency levels in high school (proficient, accomplished and advanced). The three high school levels are listed below with their definitions. As such, the Performance Standards translate the enduring understandings into specific, measurable learning goals. Each district is responsible for determining how they will measure student growth in meeting these expectations. The red lettering in the performance standards highlight the basic skills of dance and found in the glossary.

**Instructional Learning Ideas** are examples that align with the performance standards.

Students at the Proficient level have developed the foundational technical and expressive skills and understandings in dance necessary to solve assigned problems or prepare assigned repertoire; make appropriate choices with some support; and may be prepared for active engagement in their community. They understand dance to be an important form of personal realization and well-being, and can make connections between dance, history, culture and other learning.

Students at the Accomplished level are -- with minimal assistance -- able to identify or solve dance problems based on their interests or for a particular purpose; conduct research to inform artistic decisions; and create and refine dance pieces that demonstrate technical proficiency, personal communication and expression. They use dance for personal realization and well-being, and have the necessary skills for and interest in participation in dance activity beyond the school environment.

Students at the Advanced level independently identify challenging dance problems based on their interests or for specific purposes, and bring creativity and insight to finding artistic solutions. They are facile in using dance as an effective avenue for personal communication, demonstrating a high level of technical and expressive proficiency characteristic of honors or college level work. They exploit their personal strengths and apply strategies to overcome personal challenges as learners. They are capable of taking a leadership role in dance activity within and beyond the school environment.

***Standards Code***

Each Performance Standard has a code for identification purposes. Here is an example: DA:Cr1.1.2  
DA refers to the discipline, Dance; Cr refers to the process. In this case it is the Creating process. The number one refers to the first Anchor Standard. As mentioned above, there are eleven. The next number (one in this example) refers to the Process Component. The final element to the code refers to the grade. In this example, it is second grade. So, this code refers to dance, creating, the first anchor standard, the first process component for Creating, and second grade.

