

# Indiana Academic Standards for Dance

The IPFW Community Arts Academy Addresses these standards for grades K-12. For detail, see <http://ideanet.doe.state.in.us/standards/welcome2.html> or contact the IPFW Community Arts Academy (260-481-6959).

## Introduction

### Standards: What are they and why are they necessary?

Standards are statements that define *what students should know and be able to do* upon completion of specific levels of instruction. Standards serve as a gauge for excellence and are differentiated from minimum competencies or outcomes because they describe the challenging goals aspired to for expanding and improving fine arts education in the United States.

The State Board of Education recommended and approved the Indiana Academic Standards for Dance in May 2004 under the Indiana General Assembly’s direction to develop standards that are “world-class, clear, concise, jargon-free, and by grade-level.” The Indiana Academic Standards for Dance incorporate the *National Standards for Arts Education*, which were developed by the Consortium of National Arts Education Associations.

### Quality Dance Education: A Description

A quality dance education enhances the life of the whole individual. Learning occurs through a sequential program of studies that address the physical, emotional, social, intellectual, and aesthetic development of students. Dance provides a hands-on approach, incorporating various learning styles and intelligences.

Dance has existed since the beginning of humankind. Before verbal or written communication existed, humans used movement to communicate and to help them comprehend, shape, and make meaning of their world. However, dance in contemporary education often has a more remote relationship when addressing a balanced curriculum to support the developmental needs of the whole child. To help address this challenge, many elements have been included in the Indiana Academic Standards for Dance to help general educators incorporate movement and dance, enhancing student learning and achievement across the curriculum:

- Examples to provide guidance for addressing the indicators
- A dance glossary to help define terms and concepts involved in the study of dance
- A list of resources to direct educators to sources of information and other support materials

The components of a quality dance education include the following content areas and activities:

**Learning Dance Skills and the Creative Process:** Students learn the fundamentals of dance and choreography. By developing these learned skills through creative activities, they become more self-disciplined and focused. Dance provides a way to learn kinesthetically and allows students to experience new ways to communicate and express meaning. The creative process of dance encourages students to think critically, imaginatively, collaboratively, and to express themselves in a new and different way. Performance is frequently an outcome of this process but is not the primary goal of dance education.

**Analysis, Culture, and History:** Students develop their own personal aesthetic criteria through the development of higher order thinking skills. Activities that encourage perception and response to dance expand students' vocabularies, enhance their listening and viewing skills, and enable them to think critically. Students evaluate and validate their own work and the choices they make, as well as learning respect for the effort and created works of others. Students examine the role of dance throughout history and in different cultures, gaining a respect and appreciation for diversity. Since dance exists in all cultures and places, students are encouraged to look outside themselves and connect with one another.

**Healthy Practices:** Students are introduced to the physical and mental benefits of the study of dance. They are guided to the realization that nutrition and exercise play a very important role in a healthy lifestyle; and they learn to identify the benefits of a proper warm up, such as injury prevention, self-control, concentration, and improved ability. They also identify and discuss the importance of dance movement activities in managing emotion and stress.

**Integration:** Students explore and discover ways that one art form can reinforce and enhance another. They study the similarities and differences that exist within the disciplines of dance, music, theatre, and visual art. Students synthesize and apply their developing knowledge of dance to other content areas (language arts, mathematics, science, social studies). Dance helps students to more fully comprehend the writing process, cultural diversity, historical context, character education, mathematical and scientific concepts and processes, and other cross-disciplinary concepts.

**Community and Careers:** Students are guided to an appreciation of dance as an art form and for its contribution to a community's quality of life. They learn ways to actively support and participate in local dance events. Through participation and research, students realize that dance requires many diverse professions to create, perform, study, design, teach, present, and support the art form.

## **Standards at the National Level**

The eight Indiana Academic Standards for Dance are based upon and closely aligned with the seven national standards. Both sets of standards represent the same content areas, but the

Indiana Standards include more in-depth inquiry into the development of personal aesthetic criteria and analysis of dance at an earlier age. The Indiana Standards also include the category of community and careers that is not addressed in the national standards. Those familiar with the national standards should find the Indiana Standards compatible in content and achievement.

## **Philosophy and Rationale for the Fine Arts**

In our efforts to provide a quality education for every child in our state, it is important to provide for all aspects of human growth. This includes artistic, expressive, and cultural, as well as intellectual, emotional, physical and social development. The arts are essential in education for they provide students with the means to think, feel, and understand the world around them in ways unique and distinct from other disciplines. Literacy in the arts enhances a person's ability to participate in society by developing creative problem solving, inquiry, and communication skill, and by providing an avenue for self-expression and multiple points of view. For these reasons, a curriculum that enables students to become self-directed, lifelong learners in the arts should be available to all Indiana students.

## **Goals of the Fine Arts**

The ultimate goal of a fine arts curriculum is to enable students to be proficient creators, performers, critics, listeners, and observers of the arts. Students who attain academic standards in the fine arts will be able to use the arts to think and learn independently, know themselves and the world around them, and communicate in the art forms studied. To ensure that students attain these standards and capabilities, they must be immersed in numerous opportunities to learn about, perform, create, and evaluate the fine arts.

In order to promote student literacy in the fine arts, the goals for students in grades K-12 are to:

- value the arts
- become confident in one's artistic abilities
- communicate in and through the arts
- develop one's artistic skills
- become creative problem solvers
- exhibit knowledge of the historical and cultural backdrop of the arts
- exhibit the ability to critique the arts
- exhibit the development of aesthetic awareness in the arts

# Kindergarten

UNDERLINED WORDS ARE DEFINED IN THE DANCE GLOSSARY

## LEARNING DANCE SKILLS AND THE CREATIVE PROCESS

*Standard 1: Students demonstrate knowledge and skills of dance elements.*

*Standard 2: Students understand and demonstrate choreographic principles, processes, and structures.*

*Standard 3: Students understand and demonstrate dance as a way to create and communicate.*

## ANALYSIS, CULTURE, AND HISTORY

*Standard 4: Students reflect upon, evaluate, and analyze dance experiences.*

*Standard 5: Students understand and demonstrate dance from diverse cultures and historical periods.*

Generally not a focus of IPFW Community Arts Academy dance classes

## HEALTHY PRACTICES

*Standard 6: Students demonstrate connections between dance and healthy living.*

## INTEGRATION

*Standard 7: Students integrate dance with the other arts and disciplines outside the arts.*

Generally not a focus of IPFW Community Arts Academy dance classes

## COMMUNITY AND CAREERS

*Standard 8: Students value the role of dance in the life of the community and identify its associated careers.*

# 1<sup>st</sup> Grade

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## LEARNING DANCE SKILLS AND THE CREATIVE PROCESS

*Standard 1: Students demonstrate knowledge and skills of dance elements.*

*Standard 2: Students understand and demonstrate choreographic principles, processes, and structures.*

*Standard 3: Students understand and demonstrate dance as a way to create and communicate.*

## **ANALYSIS, CULTURE, AND HISTORY**

*Standard 4: Students reflect upon, evaluate, and analyze dance experiences.*

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## **HEALTHY PRACTICES**

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## **COMMUNITY AND CAREERS**

*Standard 8: Students value the role of dance in the life of the community and identify its associated careers.*

# **2<sup>nd</sup> Grade**

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*Standard 1: Students demonstrate knowledge and skills of dance elements.*

*Standard 2: Students understand and demonstrate choreographic principles, processes, and structures.*

*Standard 3: Students understand and demonstrate dance as a way to create and communicate.*

## **ANALYSIS, CULTURE, AND HISTORY**

*Standard 4: Students reflect upon, evaluate, and analyze dance experiences.*

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## **HEALTHY PRACTICES**

*Standard 6: Students demonstrate connections between dance and healthy living.*

## **INTEGRATION**

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## **COMMUNITY AND CAREERS**

*Standard 8: Students value the role of dance in the life of the community and identify its associated careers.*

# **3<sup>rd</sup> Grade**

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*Standard 2: Students understand and demonstrate choreographic principles, processes, and structures.*

*Standard 3: Students understand and demonstrate dance as a way to create and communicate.*

## **ANALYSIS, CULTURE, AND HISTORY**

*Standard 4: Students reflect upon, evaluate, and analyze dance experiences.*

*Standard 5: Students understand and demonstrate dance from diverse cultures and historical periods.*

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## HEALTHY PRACTICES

*Standard 6: Students demonstrate connections between dance and healthy living.*

## INTEGRATION

*Standard 7: Students integrate dance with the other arts and disciplines outside the arts.*  
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## COMMUNITY AND CAREERS

*Standard 8: Students value the role of dance in the life of the community and identify its associated careers.*

## 4<sup>th</sup> Grade

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## LEARNING DANCE SKILLS AND THE CREATIVE PROCESS

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*Standard 2: Students understand and demonstrate choreographic principles, processes, and structures.*

*Standard 3: Students understand and demonstrate dance as a way to create and communicate.*

## ANALYSIS, CULTURE, AND HISTORY

*Standard 4: Students reflect upon, evaluate, and analyze dance experiences.*

*Standard 5: Students understand and demonstrate dance from diverse cultures and historical periods.*

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## HEALTHY PRACTICES

*Standard 6: Students demonstrate connections between dance and healthy living.*

## INTEGRATION

**Standard 7:** *Students integrate dance with the other arts and disciplines outside the arts.*  
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## COMMUNITY AND CAREERS

**Standard 8:** *Students value the role of dance in the life of the community and identify its associated careers.*

## 5<sup>th</sup> Grade

UNDERLINED WORDS ARE DEFINED IN THE DANCE GLOSSARY

### LEARNING DANCE SKILLS AND THE CREATIVE PROCESS

**Standard 1:** *Students demonstrate knowledge and skills of dance elements.*

**Standard 2:** *Students understand and demonstrate choreographic principles, processes, and structures.*

**Standard 3:** *Students understand and demonstrate dance as a way to create and communicate.*

### ANALYSIS, CULTURE, AND HISTORY

**Standard 4:** *Students reflect upon, evaluate, and analyze dance experiences.*

**Standard 5:** *Students understand and demonstrate dance from diverse cultures and historical periods.*

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### HEALTHY PRACTICES

**Standard 6:** *Students demonstrate connections between dance and healthy living.*

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## COMMUNITY AND CAREERS

**Standard 8:** *Students value the role of dance in the life of the community and identify its associated careers.*