

Toolkit Document for

A Self-Guided Tour of the NYS Learning Standards for the Arts: Dance

Goal: To provide educators with essential questions and discussion points as they work through: *A Self-Guided Tour of the NYS Learning Standards for the Arts: Dance*

Before You Begin

Have you seen or participated in OVERVIEW of the New York State Learning Standards for the Arts?

- The DANCE STANDARDS Self-Guided Tour is intended to follow the [New York State Arts Standards Overview Webinars](#). If you have not had an overview training or seen the webinars, please begin by viewing the Overview Webinars. The OVERVIEW covers the following information essential to understanding and navigating the Arts Standards:
 - Foundations, Framework and Structure
 - Deciphering the Standards Coding
 - Navigating Resources
 - Artistic Processes, Anchor Standards, Performance Indicators
 - Enduring Understandings and Essential Questions

Getting Started

Here are some resources you will need before you begin the Self-Guided Tour of the DANCE Standards. All resources for the New York State Learning Standards for the Arts are found on the [NYSED Arts Learning Standards Web Page](#).

This presentation refers to several Arts Standards resources. Downloading the following documents and referring to them as you work through the Self-Guided Tour will increase your understanding of the key ideas in this presentation.

- [DANCE Standards At-a-Glance](#)
- [DANCE Standards Glossary](#)
- [DANCE Process Anchor EU EQ Poster 11x17](#)
- [DANCE Process Anchor EU EQ Poster](#)
- [NYS Arts Standards Implementation Guide](#)

How to Use this Presentation

This Self-Guided Tour can be used by individuals for self-study or to facilitate interactive learning in a group session.

- Navigate the slides at your own pace. Many slides refer to documents found on the NYSED website. Pausing where applicable to study the referenced documents will provide a richer understanding, familiarize you with where to find information, and enable a more “hands-on” experience
- **THINK slides** in the presentation are designed to provoke thought and/or conversation. If you are doing a self-guided tour, take a moment to reflect on your own practice and make notes about what you might change about your approach. If you are facilitating a group tour, the THINK slides provide opportunity for interaction, collaborative reflection, brainstorming, planning, and problem-solving. Use them to generate activities that extend understanding and provide application of key ideas found within the Standards.

STOP 1: Guiding Principles

This stop is intended to introduce participants to important principles that form the foundations of the new NYS Learning Standards for Theater. These guiding principles explore the importance of student development, interdisciplinary connections, expertise, theater opportunities, sequenced engagement, access and equity.

STOP 2: Navigating the NYS Learning Standards for Dance

The introduction to the standards is essential to the contextualization and understanding of the standards, how they are structured, organized, and how they are to be applied at each grade level. This stop is intended to introduce participants to the structure of the new standards. The Theater Standards are based on the National Core Arts Standards and a “Backward Design” curriculum model. They are guided by Enduring Understandings and Essential questions.

THINK: (or discuss in a small group)

- *What differences do you notice in the structure and framework of the new 2017 Dance Standards compared to the 1996 Standards?*

STOP 3: New and Noteworthy

This section focuses on what is most notable within the content of the new Standards so you’ll know where to look and what you can refer to as you develop curriculum.

Creating: THINK (or discuss in a small group)

- *How can you integrate students’ own experiences to develop artistic expression and movement vocabulary for choreography?*
- *How can you utilize knowledge of production elements to develop a plan for a work or works that are interdisciplinary?*
- *How can you experiment with modes of technology to edit, revise, and revisit choreography? How can you incorporate media technology as a tool for*

self-reflection or peer review?

Performing: THINK (or discuss in small group)

- *How do dancers work with space, time, and energy to communicate artistic expression? How can you incorporate the relationship between the execution of technical skills, safe body use, and nutrition into your teacher practice?*
- *What is appropriate audience etiquette? What does it mean to be a performer? A choreographer?*

Responding: THINK (or discuss in a small group)

- *How can you be inclusive of cultural movement practices from students' own personal experiences?*
- *How does Dance convey meaning? How does the use of Dance-specific terminology support meaningful interpretations?*
- *How does critiquing dance work or works impact artistic expression and personal perspective?*

Connecting: THINK (or discuss in a small group)

- *How can students relate to knowledge obtained through the research process?*
- *How can students express personal growth resulting from the creation and performance of this dance?*
- *How does Dance reflect and influence the world? How can Dance be used as a vessel for social awareness or change?*

STOP 4: Implementing the Standards

Here are some things to consider as you begin to develop curriculum, instruction, and/or assessments for your classroom, school, or district.

- How can new standards transform old curriculum?
- Transitions and next steps.

STOP 5: The Sliding Scale

School Districts vary widely in the resources they can commit to Dance Education. Many schools don't offer a sequential Dance Education program. In such cases, Dance teachers may need to customize their curriculum to begin where students are and develop a level-appropriate curriculum that moves them forward at a somewhat accelerated pace.

Because Dance Education is not widely implemented in all districts at all levels, a sliding scale has been developed to facilitate, when necessary, the writing of curriculum suitable to the

students' experience and training, rather than grade level. An overview of the sliding scale is provided in the following slides. For a more detailed explanation, see the Arts Standards Implementation Guide pages 31-32.

THINK: (or discuss in a small group)

- *If your district does not offer PreK-12 sequential Theater courses, where do your students fall on the sliding scale at the beginning of your course? Where would you like them to be at the end of your course.*

STOP 5: Additional Resources

- At-a-Glance, Glossaries and Posters
www.nysed.gov/standards-instruction/arts
- Interactive Training Webinars
www.nysed.gov/standards-instruction/arts-overview-webinars