



THINK CURRICULUM *Dance*

This document is designed to support Dance educators in adapting existing curricula to the 2017 New York State Learning Standards for the Arts. Students in all settings display a wide mix of maturity levels, skill levels, and intellectual conceptual development. Some students may require increased challenges or increased support to achieve or exceed grade-level Performance Indicators listed in the Standards. The Performance Indicators reinforce a progression of skills, abilities, knowledge and socio-emotional development as grade levels increase.

GUIDING PRINCIPLES

HOW CAN NEW ARTS STANDARDS TRANSFORM OLD CURRICULUM?

Prioritize depth over breadth.

- The Standards are based on an Understanding by Design® framework. They use a Big Ideas, Enduring Understandings, and Essential Questions approach to curriculum design.
- Units that focus on depth of learning allow students to delve deeper into exploring and investigating concepts; and support them in unfolding well-developed ideas over time.

Whose set of criteria is being used, and why?

- How will you provide opportunities for students to co-create criteria?
- How can you encourage students to determine the appropriate criteria for understanding and evaluating Dance?

Who is creating?

- How will learning activities and assessments provide students ample time to create, invent, and practice independently with minimal teacher direction toward a predetermined result?

How can you offer students a variety of resources to support their individual needs, and provide equal access and opportunity?

- Developing culturally responsive pedagogy is imperative to build on students' prior knowledge.
- How will you use the Standards to provide opportunities for students to connect Dance to self, each other, and the world through understanding historical, social, and cultural contexts of Dance?

How can performances be used for students to display leadership, understanding of careers in Dance, and a desire for life-long learning?

- How would their comprehension of Dance as a form of communication transform if they produced their own performances in school and the community?

Process Components emphasize cognitive skills that are essential to success in the Arts.

- How can you evaluate cognitive skills?
- How might you support students in self-evaluating their ability to generate, persist, analyze, connect, etc.?

How can you support your students in connecting Dance to other Art forms and disciplines, and with community and cultural resources?

- How can you begin integrating Media Arts into your lesson plans, or add lessons into your units that focus on exploration and expression through Media Arts to enhance student Dance work?

21st Century Skills are emphasized in the new Arts Standards.

- How will you use the Standards to develop students who are 21st century learners, college-and-career ready, civic leaders, and global citizens?

How will you provide students ongoing feedback?

- Students need ample opportunity to self-reflect, give peer feedback, and revise their work.

How will students be assessed?

- How will you use data to conduct a gap analysis to determine where student learning should begin along the Standards spectrum?
- How can students be exposed to a variety of assessments to demonstrate understanding?
- How will you use data as evidence to inform and revise curriculum and instruction, and differentiate instruction to support students in meeting Standards-based criteria?

THINK

PRIORITIZE

depth over breadth.

The Dance Standards are based on Big Ideas, Enduring Understandings, and Essential Questions as an approach to curriculum design. How can you help students develop and unfold more meaningful and well-developed ideas over time?

TRANSITION STEPS

REVIEW • PLAN • EXPERIMENT

- 1. Review the Anchor Standards and Dance Enduring Understandings.**
 - Which Anchor Standards are fairly well represented?
 - Which Anchor Standards are not well represented, or missing?
 - Which units or lessons will need little or no adaptation?
 - Which units could be expanded with a few more activities (e.g., adding a collaborative feedback step)?
 - Are there lessons or units that you think should be discarded?
- 2. Think over the units and lessons in your curriculum.**
 - Which Anchor Standards are fairly well represented?
 - Which Anchor Standards are not well represented, or missing?
 - Which units or lessons will need
- 3. Consider new units or lessons you might add to fully address all 11 anchor standards.**

Schools and districts vary widely in the resources that they are able to devote to Dance education. Because Dance Education is not implemented sequentially in all districts at all grade levels. A SLIDING SCALE has been developed to facilitate, when necessary, the writing of curricula suitable to the students' experience and training, rather than grade level as indicated in the Performance Indicators.

Levels (Introductory, Developing, Adept, and Excelling) are scaffolded to take into account students' prior experience and developmental level. Based on prior knowledge and baseline assessments, Dance educators can tailor an appropriate curriculum to meet individual student needs, targeting the appropriate Performance Indicators for the student's level. For example, students with no prior Dance instruction may begin at the Introductory level and progress through the next levels at a suitable pace.

NEXT STEPS

ALIGN • BUILD • INTEGRATE

- 1. Review the Anchor Standards and Performance Indicators again,** now paying closer attention to the Enduring Understandings, Essential Questions, and Process Components. These are broad and inclusive statements which, when explored via local curriculum opportunities, lead to fulfillment of the Standards.
- 2. Choose developmentally appropriate Big Ideas, Enduring Understandings, and Essential Questions** for each unit you teach that are connected to the Dance works students will investigate. These will anchor your curriculum.
- 3. Do your units or lessons actively engage students in reflecting on Big ideas, Enduring Understandings, Essential Questions** in the various stages of Dance making?
- 4. How can you deepen or expand opportunities for...**
 - Formative and summative assessment?
 - Culturally responsive content and instruction?
 - Differentiated options that meet objectives and give students investigative opportunities?
 - Media Arts (especially 4-D)?
 - A balance of traditional and contemporary Dance artists and works?
 - A balance of Dance artists and works from various cultures (both living and extinct)?
 - Equal representation of genders among selected artists, topics, and themes?
 - Recognizing student growth as well as curriculum mastery?
- 5. Explore and try out new or adapted units.** Practice reflection. What worked? What didn't work? What would you change?