Dance and Creative Movement

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 guides 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 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 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.

Philosophical Foundation and definition

- The Arts as Communication: 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).
- The Arts as Creative Personal Realization: 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.
- The Arts as Culture, History, and Connectors: 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.
- The Arts as Means to Well-being: Participation in the arts as creators, performers, and audience members (responders) enhances mental, physical, and emotional well-being.

- The Arts as Community Engagement: 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 brings communities together.

Lifelong Goal definition

- The Arts as Communication: 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 can respond by analyzing and interpreting the artistic communications of others.
- The Arts as Creative Personal Realization: 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.
- The Arts as Culture, History, and Connectors: 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.
- The Arts as Means to Well-being: Artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in all the arts.
- The Arts as Community Engagement: Artistically literate citizens seek artistic experience and support the arts in their local, state, national, and global communities.

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