

FINE ARTS

DANCE

K-6



COVID-19 SPECIAL EDITION

The purpose of these essential standards is to provide educators with a prioritized list of standards to focus on during COVID-19.

While all standards have value, COVID-19 may limit instructional hours. The essential standards are intended to help teachers identify which standards to focus on. While these are the essential standards, if there is more instructional time, the recommendation is to extend the instructional focus to all standards.

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K-6 DANCE ESSENTIALS for 2020

Preparing to return to the classroom will take creativity, planning, and a “can do attitude” this year. This document is designed to *provide elementary teachers and dance specialists with recommendations, resources, and essential concepts to continue to provide students a well-rounded education which includes the arts.*

The fine arts provide a place for students to explore new ideas, safely take risks, creatively solve problem, collaborate and work with others, develop aesthetic awareness, explore other cultures and the world, and express oneself. The arts can provide students with the social and emotional skills needed to stay grounded during these unusual times.

TIPS & RECOMMENDATIONS:

The following are dance classroom set-up, management, and hygiene tips and recommendations.

- Consider shorter classes to accommodate more classes consisting of smaller class sizes
- Practice social distancing and if possible, hold class outside (to avoid large expressions of breath indoors).
- Consider having the dance teacher rotate from classroom to classroom as opposed to students rotating.
- Avoid dances and activities where student-to-student contact is required.

RESOURCES

These sites contain strategies, lessons, and tools to support teachers in preparing for the 2020-21 school year.

- [Arts Education Is Essential](#) A Unified Statement from Arts and Education Organizations on the necessity of arts education for all students.
- [National Dance Education Organization](#) Mental shifts: attitudes, habits, perceptions. Ideas, procedures, and physical practice.
- [UEN Fine Arts Teachers Resources](#) Student opportunities, Online dance teaching resources, lesson plans, and demos.
- [Professional Outreach Programs in Schools POPS](#) – The POPS organizations have adapted and created virtual opportunities for students and teachers. They also have created some in person programming which is socially distanced and highly valuable opportunities for arts learning. Visit individual websites for the latest opportunities. The following organizations are specifically focused on dance education.
 - [Repertory Dance Theatre \(RDT\)](#) Creative movement lessons K- 6th grade.
 - [Ririe Woodbury Dance Company](#) Blue Sky Theater - dance education class outdoors and available to schedule, and live-stream dance classes.
 - [Ballet West](#) Virtual learning: I CAN DO, Ballet West for Children and presentations from the comfort of the classroom.

K-6 ESSENTIAL DANCE CONCEPTS

These concepts are the important skills and knowledge for students to understand and are derived from the USBE Dance Standards.

FINE ART STRANDS	CREATE	PERFORM	RESPOND	CONNECT
<p>KINDERGARTEN To 2nd Grade</p>	<p>Improvise; simple choreography edit & fix the choreography</p>	<p>Perform the elements of dance (awareness of space, shapes, locomotor and non-locomotor movement, energy qualities and degrees, body parts, time).</p>	<p>Identify movements when watching and doing; use basic dance terminology to describe movement; describe movement from a culture or genre; describe why a dance is artistic.</p>	<p>Identify emotions when watching a dance and connect it to personal life and personal views; demonstrate movement of a specific topic; find relationship between dance and culture, historical period, society or community; connect to visual art; connect to other core content.</p>
<p>3rd Grade to 6th Grade</p>	<p>Improvise; simple choreography edit & fix the choreography</p>	<p>Perform the elements of dance (awareness of space, shapes, locomotor and non-locomotor movement, energy qualities and degrees, body parts, time).</p>	<p>Identify movements when watching and doing; use basic dance terminology to describe movement; describe movement from a culture or genre; describe why a dance is artistic.</p>	<p>Identify emotions when watching a dance and connect it to personal life and personal views; demonstrate movement of a specific topic; find relationship between dance and culture, historical period, society or community; connect to visual art; connect to other core content.</p>