



## SECONDARY 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 secondary dance teachers 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.

### Arts Education is Essential

*It is imperative that all students have access to an equitable delivery of arts education that includes dance, media arts, music, theatre, and visual arts that supports their educational, social, and emotional wellbeing, taught by certified professional arts educators in partnership with community arts providers.*

Teaching and learning will never quite be the same in our post-COVID-19 world. However, our commitment to provide rich and varied educational experiences remains the same. The arts have played an important role in these vulnerable times and will continue to do so. Here is why:

**Arts education supports the social and emotional well-being of students, whether through distance learning or in person.**

Self-awareness, self-efficacy, self-management and perseverance, social awareness and relationship skills are central to any arts education activity, no matter the age of the student or the environment in which the learning takes place. The arts, with their strong emphasis on team building and self-reflection are supremely suited to re-ignite students’ interest in learning through collaboration, while simultaneously fostering creativity, critical thinking, and communication.

**Arts education nurtures the creation of a welcoming school environment where students can express themselves in a safe and positive way.**

Celebrating our ability to come together as educators and students is vital to creating a healthy and inclusive school community. The arts, through a rich partnership among certified arts educators, teaching artists, and community arts providers, play a valuable role in helping students build and sustain community and cultural connections.

**Arts education is part of a well-rounded education for all students as understood and supported by federal and state policymakers.**

As defined in ESSA, “music and the arts” are part of a well-rounded education. Every state in the nation recognizes the importance of the arts as reflected in rigorous PreK-12 state arts standards. Forty-six states require an arts credit to receive a high school diploma and 43 states have instructional requirements in the arts for elementary and secondary schools. As noted in *Arts Education for America’s Students: A Shared Endeavor*: “An education without the arts is inadequate.”

The healing and unifying power of the arts has been evident as the COVID-19 pandemic swept the country. We have seen and heard it play out through works of art on sidewalks, shared musical moments from porches, in plays and dance performances, and every other imaginable iteration of art making. As states and schools work through multiple challenges in the years ahead, arts education must remain central to a well-rounded education and fully funded to support the wellbeing of all students and the entire school community. (Joint statement supported by the State Education Agency Directors of Arts Education and more than 100 professional organizations)

## TIPS & RECOMMENDATIONS:

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

- Focus on what can be done in the current circumstances.
- Take the opportunity to increase instruction in the Respond and Connect strands of the Dance Standards.
- Everyone is *highly encouraged* to wear a face covering
- 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).
- Avoid dance activities where student-to-student contact is required.
- Students may not understand the severity of Covid-19 and how it spreads. Dance teachers should cover this topic along with the standards regarding dance safety and good health practices.

## RESOURCES

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

- [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- 6<sup>th</sup> 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.

## ESSENTIAL DANCE CONCEPTS FOR SECONDARY

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

	CREATE	PERFORM	CONNECT	RESPOND
Dance 7/8	Improvise; apply choreographic devices and dance structures to compose original dances with artistic intent. Revise choreography based on self-reflection and feedback.	Perform the elements of dance (awareness of space, shapes, locomotor and non-locomotor movement, energy qualities and degrees, body parts, time).	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.	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.
Level I		Evaluate personal healthful practices in dance including nutrition and injury prevention.		
Level II				
Level III				