

Idaho Dance Standards White Paper

Introduction

We, the Dance Standards Revision Executive Committee, upon review of the new dance standards as presented by the State Educational Agency Directors for Arts Education (SEADAE), recommend the adoption of these standards for the State of Idaho. These standards provide the guidelines for assisting Idaho students to move sequentially from public education towards college and career readiness.

Dance Education

Dance education provides all students with opportunities to participate in, understand, create, reflect and value the art of dance. Students exposed and trained in dance develop *dance literacy*, and participate in multiple ways of communicating and collaborating. Dance enhances any and all students' abilities to develop creativity, imagination, innovation, critical thinking and problem solving.

An education in dance fosters movement experiences where students are engaged in creating, performing, responding, and connecting. "The art of dance uses movement to communicate meaning about the human experience. It is far more than exercise or entertainment. It is a powerful medium to express one's values, thoughts, and aspirations about the lives we live and the world in which we live." (National Dance Education Organization).

Dance Literacy Defined

'Dance literacy is the ability to identify, understand, interpret, create, communicate and analyze, using movement, spoken language, written materials, and symbolic means in varying contexts. Dance literacy involves a continuum of learning by enabling individuals to achieve their goals, develop their art, knowledge and potential, as well as participate fully in their community and wider society' (Curran 28). In comparing the current Idaho Humanities Standards for Dance, the new standards more clearly reflect our values in dance as art in education.

The new Dance Standards are designed:

- To build upon essential questions and enduring understandings that connect all art forms through eleven anchor standards.
- To identify the learning that we want for all of our students and to drive improvement in the system that delivers learning.
- To guide the delivery of arts education in the classroom in new ways of thinking, learning and creating.
To clarify through clear, concise, flexible standards for educators.
- To inform educators about implementation of arts programs for the traditional and emerging models and structures of education.
- To frame the artistic literacy, as outlined in philosophical foundations, lifelong goals and artistic processes.
- To focus a framework that delivers the educational nuance of standards in only four artistic processes (creating, performing, responding and connecting), bringing together what artists do and what we want our students to do.

Conclusion

The Idaho Dance Standards Revision Executive Committee, comprised of a group of experienced and qualified dance educators, recognize the extensive work that has gone into the creation of the new Arts Standards and value how they will support a quality arts education for Idaho's youth.

Resources:

Curran, T. (2014) Perspectives on Literacy and Dance Literacy.

National Dance Education Organization website www.ndeo.org

Dance Committee Members:

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