

Comparative Study of Dance Curriculum Standards in Different Countries

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ABSTRACT

Dance education, as an important part of humanities and arts education, has diversity and commonality worldwide. Dance curriculum standards in different countries have certain differences in curriculum objectives, contents, teaching methods and evaluation systems. By adopting literature review and comparative analysis method, this paper conducts a comparative study on the dance curriculum standards of China, the United States, Britain and France, and concludes that the dance curriculum standards of different countries have certain commonalities and differences in curriculum objectives, contents, teaching methods and evaluation systems. By comparing the dance curriculum standards of different countries, it is hoped to provide a reference for the development of dance education in China.

KEYWORDS

Dance curriculum standards; Comparative study; Curriculum objectives; Teaching methods; Evaluation system

1. INTRODUCTION

Dance, as an ancient and vibrant art form, has been widely recognised and concerned worldwide. With the development of dance education, countries have established their own dance curriculum standards to regulate and guide the practice of dance education. However, there is a lack of in-depth research on what kind of differences exist between dance curriculum standards in different countries, what are the reasons behind these differences, and how they affect the development of dance education. This study aims to compare the dance curriculum standards of different countries. By analysing the dance curriculum standards of China, the United States, the United Kingdom and France, this study explores their similarities and differences in curriculum objectives, curriculum content, teaching methods and evaluation systems, and provides references and inspirations for the reform and development of dance education in China. This study is of great theoretical and practical significance for promoting international exchange and cooperation in dance education and enhancing the international competitiveness of Chinese dance education. At the same time, this study also provides dance educators, policy makers and dance enthusiasts with a new perspective to understand and think about dance education issues.

2. RESEARCH METHODOLOGY

2.1. Literature Review

Dance as an art form is widely loved worldwide. With the development of dance education, countries have established their own dance curriculum standards to regulate the content and objectives of dance education.

First of all, China's dance curriculum standards emphasise the basic training and skill development of dance, while focusing on the combination of dance theory and practice. The American dance curriculum standards, on the other hand, focus on students' personality development and creativity cultivation, and encourage students to explore their own dance styles. The British dance curriculum standards emphasise the historical and cultural background of dance, so that students can understand and appreciate the art of dance in different cultural contexts while learning dance. The French dance curriculum standards, on the other hand, focus on the aesthetic education of dance and cultivate students' aesthetic ability and dance appreciation. In terms of teaching methods, the Chinese and American dance curriculum standards focus on teachers' demonstration and students' imitation, while the British and French dance curriculum standards place more emphasis on students' independent learning and cooperative communication. In terms of evaluation system, the Chinese and American dance curriculum standards mainly adopt tests and performances to evaluate students' dance skills and expression, while the British and French dance curriculum standards pay more attention to the process evaluation, focusing on students' progress and growth in the learning process.

To sum up, the dance curriculum standards of different countries have their own characteristics, but all of them aim to cultivate students' dance skills, aesthetic ability and creativity. Through comparative analysis, we can find out the advantages and shortcomings of the dance curriculum standards of different countries, and provide reference and improvement direction for the development of dance education in China [1].

2.2. Comparative Analysis Method

Comparative analysis method is a research method aimed at revealing the differences and commonalities between the dance curriculum standards of different countries by comparing them, so as to provide useful reference for the reform and development of dance education in China. When implementing the comparative analysis method, the following aspects need to be paid attention to.

Firstly, when choosing the comparative objects, it is necessary to ensure that they are representative. In this study, the dance curriculum standards of China, the United States, the United Kingdom and France, which have high status and influence in the field of dance education, are selected as the comparative objects. Secondly, the comparison dimensions are clarified. This study compares the dance curriculum standards of different countries in four dimensions: curriculum objectives, curriculum content, teaching methods and evaluation system. This can provide a comprehensive understanding of the characteristics and advantages of dance education in different countries and provide reference for the reform of dance education in China. Once again, a combination of quantitative and qualitative methods is used for comparative analysis. By collecting and processing the relevant data of the dance curriculum standards of each country, the quantitative analysis results are obtained. At the same time, the qualitative analysis of dance education in each country is carried out by combining literature review and field research to enhance the persuasive power of the study [2]. Finally, in the process of comparative analysis, it is important to maintain an objective and impartial attitude. Conduct in-depth research on the dance curriculum standards of each country, respect their cultural background and educational traditions, and avoid bias on the comparison results due to subjective factors.

To sum up, the comparative analysis method effectively reveals the differences and common points of the dance curriculum standards of different countries in this study, which provides useful reference for the reform and development of dance education in China. In the future educational practice, China can learn from the excellent experience of dance education in different countries to further improve the dance curriculum system and enhance the quality of dance education [3].

2.3. Data Collection and Processing

In the era of big data, efficient and accurate data collection and processing are crucial to the study of dance curriculum standards in different countries. First of all, data collection is the foundation of research and determines the breadth and depth of research. By collecting a large amount of data related to dance curriculum standards, including policy documents, syllabi, teaching materials, etc., it is possible to have a comprehensive understanding of the current situation of dance education in different countries. In addition, it is also necessary to collect information related to the historical background and cultural traditions of dance education in each country in order to deeply analyse the formation and development of dance curriculum standards. Secondly, data processing is the key to the study, which determines the accuracy and reliability of the study. When processing data, the collected information needs to be screened, sorted and analysed. Firstly, duplicated, erroneous or irrelevant data are removed to ensure the quality of the research data. Secondly, the remaining data were classified, summarised and concluded to distil the commonalities and differences of dance curriculum standards across countries. Finally, statistical methods were used to quantitatively analyse the data, such as frequency counts and percentages, in order to visually demonstrate the characteristics and trends of the dance curriculum standards in each country. In addition, in the process of data processing, comparative analyses should be emphasised to explore the links and differences between the dance curriculum standards of different countries. For example, comparisons can be made in terms of curriculum objectives, curriculum content, teaching methods and evaluation systems to analyse the advantages and shortcomings of dance education in different countries. At the same time, the problems and challenges in the implementation of dance curriculum standards in various countries are explored in the light of the actual situation of dance education. Finally, data visualisation occupies an important position in data processing. By transforming data into charts, images and other forms, the results of the study can be displayed more intuitively, helping researchers to discover the patterns and trends in the dance curriculum standards. For example, bar charts, line graphs, pie charts, etc., are used to show the distribution of dance curriculum standards in various countries, the trend of change and the relationship between them [4].

In summary, under the background of big data, efficient data collection and processing are of great significance for studying dance curriculum standards in different countries. Through rigorous data processing methods, the current situation and characteristics of dance education in different countries can be comprehensively and accurately revealed, providing useful reference and inspiration for the development of dance education in China. At the same time, the comparative analysis and visual display in the data processing process can help to discover the laws and problems in the dance curriculum standards and provide scientific basis for education policy makers and practitioners.

3. OVERVIEW OF DANCE CURRICULUM STANDARDS IN DIFFERENT COUNTRIES

3.1. Chinese Dance Curriculum Standards

Dance education in China has a long history and rich cultural heritage, and the Chinese dance curriculum standards aim to cultivate students' dance skills and pass on and carry forward Chinese dance culture. Chinese dance curriculum standards mainly include dance skills, dance theory, dance performance and dance creation.

In terms of dance skills, China's dance curriculum standards focus on students' basic skills training, such as dance movements, dance postures, dance steps and dance combinations. It also focuses on the cultivation of students' dance expression, sense of rhythm and body coordination [5]. In terms of dance theory, Chinese dance curriculum standards require students to understand the history, genres, characteristics and performance techniques of Chinese dance. By learning dance theory, students can better understand the cultural connotation and artistic value of Chinese dance. In terms of dance performance, the Chinese dance curriculum standards require students to be able to perform dance movements independently and to be able to perform dance with music, costumes and choreography. Students also need to learn how to co-operate with their dance partners in choreography and performance. In terms of dance creation, the Chinese dance curriculum standards encourage students to use their creativity and imagination to create dance works. Students can demonstrate their dance talent and creativity by choreographing dance movements, designing dance scenes and conceptualising dance plots.

China's dance curriculum standard focuses on the all-round development of students, requiring students to have not only solid dance skills and theoretical knowledge, but also good performance and creative abilities. Through learning dance, students can cultivate their artistic literacy and aesthetic ability, and improve their comprehensive quality and humanistic qualities [6].

3.2. American Dance Curriculum Standards

First of all, the American dance curriculum standard focuses on the cultivation of dance skills. In terms of curriculum, American dance courses cover a variety of dance styles such as ballet, modern dance, jazz dance, street dance and so on. Students can choose the suitable dance type to study according to their own interests and strengths. In addition, the American dance curriculum also pays attention to the cultivation of students' dance creation ability and performance ability, and encourages students to create and perform dances. Secondly, the American dance curriculum standard emphasises the combination of dance theory and practice. In the curriculum, there is not only the training of dance skills, but also the learning of theoretical knowledge such as dance history, dance aesthetics and dance anatomy. Through the combination of theoretical learning and practical training, students can fully understand the art of dance and improve their dance literacy. Again, the American dance curriculum standards focus on individual differences and multiple evaluations. In the American dance curriculum, teachers will make personalised teaching plans according to students' individual differences and encourage students to give play to their own strengths. In terms of evaluation, in addition to the traditional skills assessment, they also pay attention to students' creativity, expressiveness, teamwork ability and other aspects of evaluation. This multifaceted evaluation system helps to comprehensively and objectively measure students' dance ability [7]. In addition, the American dance curriculum standards emphasise social responsibility and the popularity of dance education. The American dance curriculum encourages students to participate in community dance activities to cultivate their sense of social responsibility. At the same time, the popularity of dance education in the United States is high, and all kinds of dance schools, training institutions and dance clubs are spread all over the country, providing more people with the opportunity to learn dance.

In short, the American dance curriculum standards focus on dance skills training, the combination of theory and practice, individual differences and multiple evaluation, social responsibility and popularity of dance education. These features make American dance education highly flexible and adaptable, providing students with rich learning choices and development space.

3.3. British Dance Curriculum Standards

The British dance curriculum standard has a long history and deep cultural heritage. The British dance curriculum standards are mainly divided into several categories such as ballet, modern dance, jazz dance, etc., and the dance curriculum standards of different categories are different [8].

In terms of curriculum objectives, the British dance curriculum standards emphasise students' skill development and artistic literacy improvement. Students need to master the knowledge and skills of basic dance techniques, dance language, dance creation, etc., and at the same time develop good aesthetic ability, expressiveness and creativity. In addition, the British Dance Curriculum Standard also focuses on the all-round development of students, including the enhancement of body co-ordination, flexibility and muscle strength.

In terms of curriculum content, the British Dance Curriculum Standards cover various aspects such as dance history, dance theory, dance technique and dance creation. Students need to learn different styles of dance, understand the historical background and genre characteristics of dance development, and master the principles and methods of dance creation. At the same time, the British dance curriculum standard also emphasises practical teaching and encourages students to participate in dance performances and competitions to enhance their stage experience.

In terms of teaching methods, the British Dance Curriculum Standards advocate a student-centred teaching mode, focusing on individual differences and personalised teaching. Teachers should adopt appropriate teaching methods and approaches according to students' interests and abilities, and guide students to take the initiative to learn, explore and create. In addition, the British Dance Curriculum Standard also encourages schools to co-operate with dance groups and artists, and to carry out exchanges and co-operation projects both inside and outside schools, so as to broaden students' learning channels and horizons.

In terms of the assessment system, the British Dance Curriculum Standards adopt diversified assessment methods, including classroom performance, dance performance and creative works. Students are required to demonstrate their dance skills and artistic qualities at various stages, and teachers evaluate and give feedback according to their performance. In addition, the British Dance Curriculum Standards encourage students to take external examinations and certifications to assess their dance level [9].

In conclusion, the British dance curriculum standard focuses on the overall development of students and emphasises skill development and artistic literacy improvement. Through diversified teaching contents and assessment methods, it stimulates students' learning interests and potentials, and cultivates dance talents with international competitiveness.

3.4. French Dance Curriculum Standards

First of all, the French dance curriculum standard emphasises the aesthetic and creativity of dance art. In the curriculum, it pays attention to cultivating students' perception and aesthetic ability of dance art, encouraging students to give full play to their individuality and creativity, and taking dance as a way to express their inner world [10]. Secondly, the French dance curriculum standards focus on the training of dance skills. The content of the curriculum covers various fields such as basic dance skills, ballet, modern dance, etc., aiming to cultivate students' solid basic dance skills and a wide range of dance skills. Again, the French dance curriculum standards emphasise the importance of dance performance and practice. The curriculum includes dance performance, dance creation and practice sessions, so that students can improve their dance performance ability and teamwork ability in practice, and cultivate their sense of stage and desire to perform. In addition, the French dance curriculum standard focuses on the teaching of dance history and cultural knowledge. The content of the curriculum covers the history of dance development, the characteristics of different genres and the dance cultures of different countries in the world, so that students can understand the historical background and cultural connotation of dance while learning dance skills. Finally, the French dance curriculum standards focus on teacher training and teaching quality. French dance education institutions attach importance to teachers' professionalism and teaching ability, and regularly organise teacher training and teaching seminars to ensure teaching quality [11].

In conclusion, the French dance curriculum standards take the cultivation of students' aesthetic ability, skill level, performance practice and cultural literacy as the core, forming a set of unique dance education system. By studying the French dance curriculum standards, it can provide useful reference and inspiration for dance education in China.

4. COMPARISON OF DANCE CURRICULUM STANDARDS IN DIFFERENT COUNTRIES

4.1. Comparison of Curriculum Objectives

When comparing the dance curriculum standards of different countries, the first thing worth noting is the positioning and goal setting of dance education in each country. China's dance curriculum standards emphasise the cultivation of students' dance skills and performance abilities, as well as the improvement of dance cultural literacy. The American dance curriculum standards place more emphasis on the development of students' creativity, critical thinking and personal expression. The British dance curriculum standards focus on students' technical skills, artistic expression and the transfer of dance knowledge. The French dance curriculum standards, on the other hand, focus more on students' dance skills, artistic creation and understanding of dance culture.

In terms of the specific content of the curriculum objectives, the Chinese dance curriculum standards put the cultivation of dance skills and performance ability in an important position, emphasising that students can master certain dance skills and performance ability, as well as enhance their physical fitness and aesthetic ability through the study of dance courses. The American Dance Curriculum Standards place the development of students' creativity, critical thinking and personal expression as an important goal of the curriculum, emphasising that students can develop their creativity and personal style through the learning of the dance curriculum, and at the same time learn to think critically and evaluate dance works. The British Dance Curriculum Standard takes the teaching of students' technical skills, artistic expression and dance knowledge as the main objectives of the curriculum, emphasising that students can master certain dance techniques and artistic expression through the learning of dance courses, and at the same time increase their understanding of dance culture. The French dance curriculum standards, on the other hand, take students' dance skills, artistic creativity and understanding of dance culture as the key objectives of the curriculum, emphasising that students can master certain dance skills and artistic creativity as well as increase their understanding of dance culture through the learning of the dance curriculum.

In general, the dance curriculum standards of different countries differ in their curricular objectives, which reflects the different positioning and goal setting of dance education in each country. The Chinese dance curriculum standards focus on the development of students' dance skills and performance ability, the American dance curriculum standards focus on the development of students' creativity, critical thinking and personal expression, the British dance curriculum standards focus on the teaching of students' technical skills, artistic expression and dance knowledge, while the French dance curriculum standards focus on the students' dance technique, artistic creativity and understanding of dance culture. This difference reflects the pursuit of different values and goals for dance education in different countries.

4.2. Comparison of Curriculum Content

When comparing the dance curriculum contents of different countries, we can observe that each country has its own unique teaching focus and style. Chinese dance curriculum content emphasises training in traditional and folk dances, such as the basic movements of tai chi and ballet, as well as an in-depth understanding of dance history and culture. The content of the American dance programme is more diverse, including modern, jazz and street dance styles, with an emphasis on

personal expression and creative thinking. The British dance programme focuses on the basic training of ballet, but also includes the study of social dance and theatre dance, with an emphasis on the combination of technique and performance. The French dance programme focuses on classical ballet training, as well as in-depth study of the art of dance, including dance theory and dance history.

In general, the content of dance courses in different countries has its own characteristics, but all of them focus on the training of dance skills and the understanding of dance culture. The curriculum content of each country aims to cultivate students' dance skills and artistic cultivation, only the teaching methods and styles are different. Through comparative analysis, we can better understand the concepts of dance education in different cultural contexts, so as to provide useful reference and inspiration for dance education in China.

4.3. Comparison of Teaching Methods

Teaching methods are an important consideration when comparing the dance curriculum standards of different countries. Each country has its own characteristics in dance teaching methods, and these characteristics reflect their respective educational philosophy and cultural background [13].

Chinese dance teaching methods emphasise the training of basic skills, focusing on precision of technique and flexibility of the body. Strict norms and repetitive exercises are often used in teaching to achieve technical precision. Chinese dance education also emphasises the normality of movement and the inheritance of traditional dance, and students need to memorise a large number of dance movements and combinations during the learning process. American dance teaching methods, on the other hand, pay more attention to students' creativity and expression of individuality. American dance education encourages students to explore their own dance language, and teaching often uses open-ended discussion and practice to encourage students to improvise. American dance education also emphasises diversity and inclusiveness, and a variety of dance styles and genres have developed widely in the United States. British dance teaching methods focus on the historical background and cultural connotation of dance. Teaching is often combined with literature, theatre and other art forms to guide students to a deeper understanding of the meaning of dance works. British dance education also emphasises sociality and etiquette, and students need to develop good stage manners and performance skills in the learning process. French dance teaching methods focus on the artistry and expressiveness of dance. Teaching often uses delicate teaching methods to cultivate students' artistic perception and performance ability. French dance education also emphasises the scientific and systematic nature of dance, and students need to master scientific dance training methods and body function knowledge in the learning process.

In general, the dance teaching methods of different countries have their own characteristics, but they all aim to cultivate students' dance skills and artistic literacy. Through comparative analysis, we can better understand the educational philosophy and cultural background behind these teaching methods, thus providing useful reference and inspiration for dance education in China.

4.4. Comparison of Evaluation Systems

When comparing the dance curriculum standards of different countries, the evaluation system is an important consideration. The education system and cultural background of each country have an impact on the way the dance curriculum is evaluated.

China's dance curriculum evaluation system focuses on skills and normality, emphasising the accuracy of technical movements and the normality of dance. The evaluation criteria are more strict, focusing on the training of basic skills and the mastery of dance knowledge. The evaluation system of American dance courses pays more attention to individuality and creativity. The educational culture of the United States encourages students' individuality and innovation, so students' creativity and expressiveness are given higher weight in the dance evaluation. The British dance programme

evaluation system focuses on the cultivation of comprehensive quality. In addition to technical movements and dance expression, it also focuses on the evaluation of students' stage performance, dance theory and music literacy. The evaluation system of French dance courses focuses on the integration of artistry and cultural background. The evaluation criteria not only include technical movements and dance expression, but also focus on students' understanding of dance culture and the cultivation of aesthetic ability.

In general, the evaluation systems of dance courses in different countries have their own characteristics, but they all focus on the overall development of students. The differences in evaluation methods reflect the differences in the concepts and objectives of dance education in different countries. By comparing and analysing these evaluation systems, we can better understand the characteristics and advantages of dance education in different countries, thus promoting the exchange and development of dance education.

5. CONCLUSION

The results of the study show that the dance curriculum standards of each country emphasise the cultivation of students' dance skills, artistic literacy and creativity in terms of curriculum objectives; in terms of curriculum content, the Chinese dance curriculum focuses on the teaching of traditional dance dramas and folk dances, the American dance curriculum emphasises the education of modern and street dances, the British dance curriculum focuses on the training of ballet and contemporary dances, and the French dance curriculum has a relatively rich variety of dance genres; In terms of teaching methods, all countries use a combination of practical and theoretical teaching, but there are some differences in the specific implementation process; in terms of evaluation system, all countries focus on the combination of process evaluation and summative evaluation, and the evaluation standards and requirements have their own characteristics. To sum up, the dance curriculum standards of different countries have certain commonalities and differences in curriculum objectives, contents, teaching methods and evaluation systems. Drawing on international advanced experience, dance education in China should further optimise the curriculum, focus on the diversity of dance genres, improve the teaching methods and perfect the evaluation system, so as to cultivate more dance talents with international competitiveness.

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