

# Model Curriculum – The Arts

## Dance 3-5

CLICK on the [blue](#) number code of each content statement to view the model curriculum page.

### Enduring Understandings

<b>Personal Choice and Vision</b>	Students construct and solve problems of personal relevance and interest when expressing themselves through dance.
<b>Critical and Creative Thinking</b>	Students combine and apply artistic and reasoning skills to imagine, create, realize and refine dances in conventional and innovative ways and understand the dances created and performed by others.
<b>Authentic Application &amp; Collaboration</b>	Students work individually and in groups to focus ideas and create and perform works to address genuine local and global community needs.
<b>Literacy:</b>	As consumers, critics and creators, students evaluate and understand performances, choreographies, improvisations and other texts produced in the media forms of the day.

### Progress Points

**Students will, at the appropriate developmental level:**

- A. Examine a range of dance forms to gain insight into the historical and cultural traditions of local and global communities.
- B. Identify and apply dance concepts and processes to communicate meanings, moods and ideas in personal and collaborative dance works.
- C. Demonstrate kinesthetic awareness and understanding of dance concepts when inventing solutions to creative and technical movement challenges.
- D. Communicate personal responses to artistic works giving reasons for their interpretations and preferences.
- E. Improvise, create and perform movement phrases with concentration and kinesthetic awareness in personal and shared spaces.
- F. Provide and use feedback to improve and refine movement explorations.

GRADE	Cognitive and Creative Processes		
<b>3</b>	PERCEIVING/KNOWING (PE)	PRODUCING/PERFORMING (PR)	RESPONDING/REFLECTING (RE)
	<p><b>1PE</b> Develop an understanding of dance concepts and vocabulary.</p> <p><b>2PE</b> Observe, identify and describe basic choreographic elements.</p> <p><b>3PE</b> Observe the dances created by peers</p>	<p><b>1PR</b> Explore and improvise with basic choreographic elements.</p> <p><b>2PR</b> Improvise and create movements that reflect an understanding of themes from a range of sources, including other content areas.</p>	<p><b>1RE</b> Reflect and share personal reactions to viewing, creating and performing dances.</p> <p><b>2RE</b> Recognize and identify personal characteristics and how these are reflected in their movements.</p>

<p>and identify and discuss creative problem-solving strategies.</p> <p><b>4PE</b> Recognize the connection of somatic sensation of breath and kinesthetic awareness to their personal movement.</p> <p><b>5PE</b> Recognize and describe the role of dance in their lives and communities.</p>	<p><b>3PR</b> Learn dances related to the cultures represented in the local community.</p> <p><b>4PR</b> Demonstrate kinesthetic awareness, self-direction and safe practices when improvising and performing.</p> <p><b>5PR</b> Assume shared responsibility for collaboration with peers to create original movement sequences and dances.</p>	<p><b>3RE</b> Describe themes, concepts and ideas from other content areas that are reflected in dances they view.</p> <p><b>4RE</b> Describe why safe practices and kinesthetic awareness are important for participation in dance.</p> <p><b>5RE</b> Describe the relationship among visual, aural and kinesthetic elements in a dance that is performed or observed.</p> <p><b>6RE</b> Discuss and develop individual and shared criteria to assess dance performances.</p>	
<p>GRADE</p> <p><b>4</b></p>	<p><b>Cognitive and Creative Processes</b></p>		
	<p><b>PERCEIVING/KNOWING (PE)</b></p>	<p><b>PRODUCING/PERFORMING (PR)</b></p>	<p><b>RESPONDING/REFLECTING (RE)</b></p>
<p><b>1PE</b> Relate specific dance concepts and vocabulary to meanings conveyed through dance.</p> <p><b>2PE</b> Observe, identify and describe basic choreographic elements.</p> <p><b>3PE</b> Observe the dances created by peers and identify creative problem-solving strategies using dance concepts and vocabulary.</p> <p><b>4PE</b> Increase kinesthetic awareness by attending to and describing a range of somatic ideas.</p> <p><b>5PE</b> Recognize and describe features of dance in Ohio and how it represents local cultural values.</p>	<p><b>1PR</b> Learn and demonstrate dances from various cultures represented in Ohio, past and present.</p> <p><b>2PR</b> Invent multiple solutions to movement prompts, improvisations and dance compositions by varying aspects of space, time or energy.</p> <p><b>3PR</b> Improvise, create and perform dances in response to prompts.</p> <p><b>4PR</b> Demonstrate kinesthetic awareness and safe practices when performing developmentally appropriate movements and sequences</p> <p><b>5PR</b> Apply and combine the elements of dance to express ideas, feelings, moods and personal narratives.</p>	<p><b>1RE</b> Discuss personal reactions to dances viewed or performed and explain how these reactions relate to personal artistic criteria.</p> <p><b>2RE</b> Discuss personal assessment of movement skills and challenges in performing dance movements of increasing difficulty.</p> <p><b>3RE</b> Describe the relationship among visual, aural and kinesthetic elements in a dance that is performed or observed.</p> <p><b>4RE</b> Demonstrate inquiry skills when stating and supporting their views about dance.</p> <p><b>5RE</b> Give and receive constructive feedback to produce dances that achieve learning goals.</p>	

GRADE	Cognitive and Creative Processes		
5	PERCEIVING/KNOWING (PE)	PRODUCING/PERFORMING (PR)	RESPONDING/REFLECTING (RE)
	<p><b>1PE</b> Interpret various dances and support their interpretations with specific observations using appropriate dance vocabulary.</p> <p><b>2PE</b> Observe, identify and describe basic choreographic elements.</p> <p><b>3PE</b> Observe selected dances and identify creative problem-solving strategies using specific dance concepts and vocabulary.</p> <p><b>4PE</b> Further develop kinesthetic awareness by attending to and describing a range of somatic ideas.</p> <p><b>5PE</b> Recognize and describe features of dance forms in the United States and how they represent their historical and cultural contexts.</p>	<p><b>1PR</b> Demonstrate strength, flexibility and movement patterning when performing movement sequences with clarity, focus and kinesthetic awareness.</p> <p><b>2PR</b> Demonstrate safe practices for dance, including warm-up, stretching, partnering and appropriate use of shared spaces in increasingly complex movement situations.</p> <p><b>3PR</b> Learn and demonstrate dances from various cultures represented in the United States, past and present.</p> <p><b>4PR</b> Create, refine and perform dances based on concepts and issues drawn from historical and contemporary times.</p> <p><b>5PR</b> Use formal and informal compositional structures in choreography and improvisation.</p> <p><b>6PR</b> Demonstrate initiative when working alone, with partners and in small groups to improvise and solve movement problems.</p>	<p><b>1RE</b> Discuss personal reactions to dances viewed or performed and consider how these are informed by cultural and social influences.</p> <p><b>2RE</b> Identify ways that the same dance movement can be described differently, based on point of view.</p> <p><b>3RE</b> Reflect on how attention to physical sensations can impact movement experiences and performance.</p> <p><b>4RE</b> Use forms of writing (e.g., note-taking, graphic organizers, motif notation) to record choices made in the dance-making process.</p> <p><b>5RE</b> Reflect on, evaluate and refine choreographic, rehearsal and performance processes based on established criteria.</p>

Grade 3 - 1PR, 5PR, 2PE, 1RE		
<b>Discipline</b>	Dance	
<b>Strand/Process</b>	Perceiving/Knowing (PE); Producing/Performing (PR); Responding/Reflecting (RE)	
<b>Grade Level</b>	Grade 3	
<b>Content Statement</b>	<p><b>1PR</b> Explore and improvise with basic choreographic elements. <b>5PR</b> Share responsibility for collaboration with peers to create original movement sequences and dances. <b>2PE</b> Observe, identify and describe basic choreographic processes. <b>1RE</b> Reflect and share personal reactions to viewing, creating and performing dances.</p> <p><b>Enduring Understandings:</b> Personal Choice and Vision, Critical and Creative Thinking, Literacy  <b>Progress Points:</b> A. Identify and apply dance concepts and processes to communicate meanings, moods and ideas in personal and collaborative dance works. D. Communicate personal responses to artistic works giving reasons for their interpretations and preferences.</p>	
<b>Essential Question</b>	Where do choreographers get their ideas for dances?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn . . .</b></p> <ul style="list-style-type: none"> <li>• People have different ways of moving;</li> <li>• Dance companies create unique ways of moving that shape their work;</li> <li>• Each individual can move in a unique way based on body physique;</li> <li>• Movement differences make dances interesting;</li> <li>• Personal values, personality, mood and experience can shape the way a person moves;</li> <li>• What a choreographer does.</li> </ul>	<p><b>Students will demonstrate learning by . . .</b></p> <ul style="list-style-type: none"> <li>• Observing the dances of peers, professionals and community member;</li> <li>• Speaking or writing about dances they observe;</li> <li>• Participating in guided movement explorations and reactions to various stimuli;</li> <li>• Thinking like a choreographer when creating a dance.</li> </ul> <p style="text-align: center;"><b>Assessment Tools</b></p> <p><b>Students will know how well they learned . . .</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standards-Based Rubric Template</a></li> <li>• <a href="#">Arts Assessment Menu</a></li> </ul>	<p><b>Students will be engaged and supported in learning by . . .</b></p> <ul style="list-style-type: none"> <li>• Guided improvisations;</li> <li>• Video playback of dances they choreograph;</li> <li>• Guided observations of recorded dance (personal, peer and professional works);</li> <li>• Guided discussion in pairs and groups;</li> <li>• Writing prompts.</li> </ul> <p><b>Resources <a href="#">LINK to Pearltrees</a></b></p> <ul style="list-style-type: none"> <li>• Lesson Design and Content</li> <li>• Digital Tools</li> <li>• Research and Advocacy</li> <li>• Professional Organizations</li> <li>• Careers</li> <li>• Cross-Disciplinary Fine Arts</li> </ul>

Application		
<p><b><u>Performance Task Option</u></b>                      Students choreograph a short solo dance; they discuss the process of creating it as a choreographer and what influenced their idea for the dance.</p>	<p style="text-align: center;"><b><u>Career Connection</u></b></p> <p><a href="#">LINK to Pearltrees</a></p> <p style="text-align: center;"><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"> <li>• GRADE 3 <a href="#">English Language Arts</a></li> <li>• GRADE 3 <a href="#">Mathematics</a></li> <li>• GRADE 3 <a href="#">Science</a></li> <li>• GRADE 3 <a href="#">Social Studies</a></li> </ul>	<p style="text-align: center;"><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> <li>• <a href="#">ODE Diverse Learners</a></li> <li>• <a href="#">VSA Ohio</a></li> <li>• <a href="#">CAST</a></li> </ul> <p style="text-align: right; font-weight: bold; font-size: 1.2em;">BACK</p>

Grade 3 – 2PR, 1PE, 3PE, 6RE		
<b>Discipline</b>	Dance	
<b>Strand/Process</b>	Perceiving/Knowing (PE); Producing/Performing (PR); Responding/Reflecting (RE)	
<b>Grade Level</b>	Grade 3	
<b>Content Statements</b>	<p><b>2PR</b> Improvise and create movements that reflect understanding of themes from a range of sources including other content areas. <b>1PE</b> Develop an understanding of dance concepts and vocabulary. <b>3PE</b> Observe the dances created by peers and discuss creative problem-solving strategies. <b>6RE</b> Discuss and develop individual and shared criteria to assess dance performances.</p> <p><b>Enduring Understandings:</b> Critical and Creative Thinking, Literacy  <b>Progress Points:</b> B. Identify and apply dance concepts and processes to communicate meanings, moods and ideas in personal and collaborative dance works. D. Communicate personal responses to artistic works giving reasons for their interpretations and preferences.</p>	
<b>Essential Question</b>	What do you think makes a good dance?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn . . .</b></p> <ul style="list-style-type: none"> <li>To recognize the qualities that make a dance good;</li> <li>To critique a dance through description and reasoning using dance and movement vocabulary;</li> <li>To use problem-solving strategies as they improvise and create movements.</li> </ul>	<p><b>Students will demonstrate learning by . . .</b></p> <ul style="list-style-type: none"> <li>Improvise and generating movements to conceptual or thematic prompts;</li> <li>Working individually or in groups to describe and analyze dances they observe;</li> <li>Sharing personal interpretations and judgments about dances they observe.</li> </ul> <p style="text-align: center;"><b>Assessment Tools</b></p> <p><b>Students will know how well they learned . . .</b></p> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	<p><b>Students will be engaged and supported in learning by . . .</b></p> <ul style="list-style-type: none"> <li>Responding in movement to verbal prompt;</li> <li>Guided critiques;</li> <li>Identifying similarities and differences in dances they observe.</li> </ul> <p><b>Resources <a href="#">LINK to Pearltrees</a></b></p> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross-Disciplinary Fine Arts</li> </ul>
Application		
<p><b><u>Student Performance Task</u></b>                      Students improvise movements in response to an idea prompt. They engage in discussion with peers to share their thinking and intent. They name qualities that make for a good movement response to the prompt.</p>	<p><b><u>Career Connections</u></b>  <a href="#">LINK to Pearltrees</a>  <b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"> <li>GRADE 3 <a href="#">English Language Arts</a></li> <li>GRADE 3 <a href="#">Mathematics</a></li> <li>GRADE 3 <a href="#">Science</a></li> <li>GRADE 3 <a href="#">Social Studies</a></li> </ul>	<p><b><u>Diverse Learners</u></b></p> <ul style="list-style-type: none"> <li><a href="#">ODE Diverse Learners</a></li> <li><a href="#">VSA Ohio</a></li> <li><a href="#">CAST</a></li> </ul>

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Model Curriculum: DANCE Grades 3-4-5



Grade 3 – 2PR, 1PE, 3PE, 6RE		
<b>Discipline</b>	Dance	
<b>Strand/Process</b>	Perceiving/Knowing (PE); Producing/Performing (PR); Responding/Reflecting (RE)	
<b>Grade Level</b>	Grade 3	
<b>Content Statements</b>	<p><b>2PR</b> Improvise and create movements that reflect understanding of themes from a range of sources including other content areas. <b>1PE</b> Develop an understanding of dance concepts and vocabulary. <b>3PE</b> Observe the dances created by peers and discuss creative problem-solving strategies. <b>6RE</b> Discuss and develop individual and shared criteria to assess dance performances.</p> <p><b>Enduring Understandings:</b> Critical and Creative Thinking, Literacy  <b>Progress Points:</b> B. Identify and apply dance concepts and processes to communicate meanings, moods and ideas in personal and collaborative dance works. D. Communicate personal responses to artistic works giving reasons for their interpretations and preferences.</p>	
<b>Essential Question</b>	What do you think makes a good dance?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn . . .</b></p> <ul style="list-style-type: none"> <li>To recognize the qualities that make a dance good;</li> <li>To critique a dance through description and reasoning using dance and movement vocabulary;</li> <li>To use problem-solving strategies as they improvise and create movements.</li> </ul>	<p><b>Students will demonstrate learning by . . .</b></p> <ul style="list-style-type: none"> <li>Improvise and generate movements to conceptual or thematic prompts;</li> <li>Working individually or in groups to describe and analyze dances they observe;</li> <li>Sharing personal interpretations and judgments about dances they observe.</li> </ul> <p style="text-align: center;"><b>Assessment Tools</b></p> <p><b>Students will know how well they learned . . .</b></p> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	<p><b>Students will be engaged and supported in learning by . . .</b></p> <ul style="list-style-type: none"> <li>Responding in movement to verbal prompt;</li> <li>Guided critiques;</li> <li>Identifying similarities and differences in dances they observe.</li> </ul> <p><b>Resources <a href="#">LINK to Pearltrees</a></b></p> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross-Disciplinary Fine Arts</li> </ul>
Application		
<p><b>Student Performance Task</b></p> <p>Students improvise movements in response to an idea prompt. They engage in discussion with peers to share their thinking and intent. They name qualities that make for a good movement response to the prompt.</p>	<p style="text-align: center;"><b>Career Connections</b></p> <p><a href="#">LINK to Pearltrees</a></p> <p><b>Learning Standards Connections</b></p> <ul style="list-style-type: none"> <li>GRADE 3 <a href="#">English Language Arts</a></li> <li>GRADE 3 <a href="#">Mathematics</a></li> <li>GRADE 3 <a href="#">Science</a></li> <li>GRADE 3 <a href="#">Social Studies</a></li> </ul>	<p style="text-align: center;"><b>Diverse Learners</b></p> <ul style="list-style-type: none"> <li><a href="#">ODE Diverse Learners</a></li> <li><a href="#">VSA Ohio</a></li> <li><a href="#">CAST</a></li> </ul>



Model Curriculum: DANCE Grades 3-4-5



Grade 3 – 3PR, 5PE, 3RE, 5RE		
<b>Discipline</b>	Dance	
<b>Strand/Process</b>	Producing/Performing (PR); Perceiving/Knowing (PE); Responding/Reflecting (RE)	
<b>Grade Level</b>	Grade 3	
<b>Content Statement</b>	<p><b>3PR</b> Learn dances related to the cultures represented in the local community. <b>5PE</b> Recognize and describe the role of dance in their lives and communities. <b>3RE</b> Describe themes, concepts and ideas from other content areas that are reflected in dances they view. <b>5RE</b> Describe the relationship among visual, aural and kinesthetic awareness in a dance that is performed or observed.</p> <p><b>Enduring Understandings:</b> Critical and Creative Thinking, Literacy  <b>Progress Points:</b> A. Examine a range of dance forms to gain insight into the historical and cultural traditions of local and global communities. D. Communicate personal responses to artistic works giving reasons for their interpretations and preferences.</p>	
<b>Essential Questions</b>	Why do people dance? Where do people dance? What can the dances we view tell us?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn . . .</b></p> <ul style="list-style-type: none"> <li>To connect dance and other content areas;</li> <li>Analyze dances to identify cultural dance features;</li> <li>That the visual, aural and kinesthetic elements in a dance can have meaning in a broader context;</li> <li>Performers draw personal meaning beyond that of the intent of the choreographer.</li> </ul>	<p><b>Students will demonstrate learning by . . .</b></p> <ul style="list-style-type: none"> <li>Making connections to dance based on other discipline concepts;</li> <li>Describing how dance uses visual, aural, and kinesthetic awareness and why that is valuable in dance;</li> <li>Articulating cultural features of dances performed and viewed.</li> </ul> <p style="text-align: center;"><b>Assessment Tools</b></p> <p><b>Students will know how well they learned . . .</b></p> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	<p><b>Students will be engaged and supported in learning by . . .</b></p> <ul style="list-style-type: none"> <li>Arts integration strategies;</li> <li>Questioning and inquiry;</li> <li>Guided discussion;</li> <li>Guided writing prompts.</li> </ul> <p><b>Resources <a href="#">LINK to Pearltrees</a></b></p> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross-Disciplinary Fine Arts</li> </ul>
Application		
<u>Student Performance Task</u>	<u>Career Connections</u>	<u>Diverse Learners</u>
<p>Watch performance either live or video and analyze connections from specified content areas.</p> <p>Perform a cultural dance showing and naming cultural features.</p>	<p><a href="#">LINK to Pearltrees</a></p> <p><b>Learning Standards Connections</b></p> <ul style="list-style-type: none"> <li>GRADE 3 <a href="#">English Language Arts</a></li> <li>GRADE 3 <a href="#">Mathematics</a></li> <li>GRADE 3 <a href="#">Science</a></li> <li>GRADE 3 <a href="#">Social Studies</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">ODE Diverse Learners</a></li> <li><a href="#">VSA Ohio</a></li> <li><a href="#">CAST</a></li> </ul>

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Model Curriculum: DANCE Grades 3-4-5



Grade 3 – 4PE, 4PR, 4RE		
<b>Discipline</b>	Dance	
<b>Strand/Process</b>	Producing/Performing (PR), Perceiving/Knowing (PE), Responding/Reflecting (RE)	
<b>Grade Level</b>	Grade 3	
<b>Content Statement</b>	<p><b>4PE</b> Recognize the connection of somatic sensation of breath and kinesthetic awareness to their personal movement. <b>4PR</b> Demonstrate kinesthetic awareness, self-direction and safe practices when improvising and performing. <b>4RE</b> Describe why safe practices and kinesthetic awareness are important for participation in dance.</p> <p><b>Enduring Understandings:</b> Personal Choice and Vision, Critical and Creative Thinking, Literacy  <b>Progress Points:</b> C. Demonstrate kinesthetic awareness and understanding of dance concepts when inventing solutions to creative and technical movement challenges.</p>	
<b>Essential Question</b>	How does a dancer think about space?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>To engage in exploratory movement and sensory awareness to understand themselves and their world;</li> <li>To execute isolated as well as coordinated dance movements;</li> <li>To facilitate kinesthetic explorations that require improvisation of movement phrases;</li> <li>To use their bodies to build a rich store of sensory experiences.</li> </ul>	<p><b>Students will demonstrate this by ...</b></p> <ul style="list-style-type: none"> <li>Expanding and demonstrating movement vocabulary, e.g., diagonals, curves, twists moving into symmetry;</li> <li>Performing isolated as well as coordinated dance movements;</li> <li>Engaging in movement problem-solving skills in duos and trios.</li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>Kinesthetic approaches (trying out movements to understand how the four elements can change the movements);</li> <li>Group and peer interaction;</li> <li>Modeling and coaching by a licensed dance educator.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross-Disciplinary Fine Arts</li> </ul>
	<p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by ...</b></p> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	

Application		
<p style="text-align: center;"><b><u>Student Performance Task</u></b></p> <p>Students execute isolated as well as coordinated dance movements, maintaining alignment and balance as well as increasingly complex and contrasting body movement patterns.</p>	<p style="text-align: center;"><b><u>Career Connections</u></b></p> <p><a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>• Choreographer, Dance Instructor</li> <li>• Sports and Athletic Trainer</li> </ul> <p style="text-align: center;"><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"> <li>• GRADE 3 <a href="#">English Language Arts</a></li> <li>• GRADE 3 <a href="#">Mathematics</a></li> <li>• GRADE 3 <a href="#">Science</a></li> <li>• GRADE 3 <a href="#">Social Studies</a></li> </ul>	<p style="text-align: center;"><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> <li>• <a href="#">ODE Diverse Learners</a></li> <li>• <a href="#">VSA Ohio</a></li> <li>• <a href="#">CAST</a></li> </ul> <p style="text-align: right; font-weight: bold; color: blue; font-size: 1.2em;">BACK</p>

Grade 4 – 1PR, 5PE, 4RE		
<b>Discipline</b>	Dance	
<b>Strand/Process</b>	Producing/Performing (PR), Perceiving/Knowing (PE), Responding/Reflecting (RE)	
<b>Grade Level</b>	Grade 4	
<b>Content Statement</b>	<p><b>1PR</b> Learn and demonstrate dances from various cultures represented in Ohio, past and present. <b>5PE</b> Recognize and describe features of dance in Ohio and how they represent local cultural values. <b>4RE</b> Demonstrate inquiry skills when stating and supporting their views on dance.</p>	
	<p><b>Enduring Understandings:</b> Personal Choice and Vision, Critical and Creative Thinking, Literacy  <b>Progress Point:</b> A. Examine a range of dance forms to gain insight into the historical and cultural traditions of local and global communities.</p>	
<b>Essential Question</b>	What do you think people dance?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>To engage in exploratory movement and sensory awareness to understand themselves and their world;</li> <li>Deepen movement awareness by exploring rich, varied moves drawn from ethnic and cultural dances specific to Ohio;</li> <li>To use their bodies to build a rich store of sensory experiences;</li> <li>The four elements of dance -- (affecting how movement is performed) -- the body and its parts, time, space, and energy or movement quality.</li> </ul>	<p><b>Students will demonstrate this by ...</b></p> <ul style="list-style-type: none"> <li>Exploring movements to show diagonals, curves and twists;</li> <li>Associating movements with various cultural dances;</li> <li>Engaging in ways to embellish dances with costumes and props inspired by selected cultural dances.</li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>Active kinesthetic approaches (trying out movements in cultural dances they observe);</li> <li>Group and peer interaction;</li> <li>Modeling and coaching by a licensed dance educator.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross-Disciplinary Fine Arts</li> </ul>

<b>Application</b>		
<p><b><u>Student Performance Task</u></b></p> <p>Students collaborate in trios and small groups to re-create a dance from a selected heritage or time period of their choice. They perform it for their peer groups and point out the different styles and features they chose to use and remix in their re-created dance.</p>	<p><b><u>Career Connections</u></b></p> <p><a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>• Choreographer, Dance Instructor</li> <li>• Dance Reviewer and Historian</li> </ul> <p><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"> <li>• GRADE 4 <a href="#">English Language Arts</a></li> <li>• GRADE 4 <a href="#">Mathematics</a></li> <li>• GRADE 4 <a href="#">Science</a></li> <li>• GRADE 4 <a href="#">Social Studies</a></li> </ul>	<p><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> <li>• <a href="#">ODE Diverse Learners</a></li> <li>• <a href="#">VSA Ohio</a></li> <li>• <a href="#">CAST</a></li> </ul> <p style="text-align: right;"><b>BACK</b></p>

Grade 4 – 3PR, 3PE, 4PE, 1RE		
<b>Discipline</b>	Dance	
<b>Strand/Process</b>	Producing/Performing (PR), Perceiving/Knowing (PE), Responding/Reflecting (RE)	
<b>Grade Level</b>	Grade 4	
<b>Content Statement</b>	<p><b>3PR</b> Improvise, create and perform dances in response to prompts. <b>3PE</b> Observe the dances created by peers and identify creative problem-solving strategies using dance concepts and vocabulary. <b>4PE</b> Increase kinesthetic awareness by attending to and describing a range of somatic ideas. <b>1RE</b> Discuss personal reactions to dances viewed or performed and explain how these reactions relate to personal artistic criteria.</p>	
	<p><b>Enduring Understandings:</b> Personal Choice and Vision, Critical and Creative Thinking, Literacy  <b>Progress Points:</b> D. Communicate personal responses to artistic works giving reasons for their interpretations and preferences.</p>	
<b>Essential Question</b>	What do you think are the qualities that define something as a dance? (What makes a dance a dance?)	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>• What influences and inspires the creation of a dance, e.g., emotions, observations, images or themes, and social issues;</li> <li>• To generate movement ideas and problems;</li> <li>• How to respond in movement to a verbal prompt or image;</li> <li>• What qualities make something a dance versus something that is not a dance.</li> </ul>	<p><b>Students will demonstrate this by ...</b></p> <ul style="list-style-type: none"> <li>• Exploring and creating movements in response to a verbal prompt or image;</li> <li>• Associating movements with emotions;</li> <li>• Responding to the creative movements and dances performed by peers;</li> <li>• Identifying qualities they think make something a dance.</li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>• Kinesthetic problem solving;</li> <li>• Identifying similar characteristics observed in dances;</li> <li>• Guided practice;</li> <li>• Nonlinguistic representation through use of the body.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>• Lesson Design and Content</li> <li>• Digital Tools</li> <li>• Research and Advocacy</li> <li>• Professional Organizations</li> <li>• Careers</li> <li>• Cross-Disciplinary Fine Arts</li> </ul>



Application		
<p style="text-align: center;"><b><u>Student Performance Task</u></b></p> <p>Students receive a series of cut paper shapes on white paper. They work solo or in small groups to transform the paper shapes into movements. They discuss their processes for transforming the paper shapes into movements and their strategies for solving this problem.</p>	<p style="text-align: center;"><b><u>Career Connections</u></b></p> <p><a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>• Choreographer, Dance Instructor</li> <li>• Lighting and Costume Designers</li> </ul> <p style="text-align: center;"><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"> <li>• GRADE 4 <a href="#">English Language Arts</a></li> <li>• GRADE 4 <a href="#">Mathematics</a></li> <li>• GRADE 4 <a href="#">Science</a></li> <li>• GRADE 4 <a href="#">Social Studies</a></li> </ul>	<p style="text-align: center;"><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> <li>• <a href="#">ODE Diverse Learners</a></li> <li>• <a href="#">VSA Ohio</a></li> <li>• <a href="#">CAST</a></li> </ul> <p style="text-align: right; color: blue; font-weight: bold; font-size: 1.2em;">BACK</p>

Grade 4 – 2PR, 5PR, 1PE, 2RE, 5RE		
<b>Discipline</b>	Dance	
<b>Strand/Process</b>	Producing /Performing (PR); Perceiving/Knowing (PE); Responding/Reflecting (RE)	
<b>Grade Level</b>	Grade 4	
<b>Content Statement</b>	<p><b>2PR</b> Invent multiple solutions to movement prompts, improvisations and dance compositions by varying aspects of space, time or energy. <b>5PR</b> Apply and combine the elements of dance to express ideas, feelings, moods and personal narratives. <b>1PE</b> Relate specific dance concepts and vocabulary to meanings conveyed through dance. <b>2RE</b> Discuss personal assessment of movement skills and challenges in performing dance movements of increasing difficulty. <b>5RE</b> give and receive constructive feedback to produce dances that achieve learning goals.</p> <p><b>Enduring Understandings:</b> Personal Choice and Vision, Critical and Creative Thinking, Authentic Application and Collaboration, Literacy</p> <p><b>Progress Points:</b> B. Identify and apply dance concepts and processes to communicate meanings, moods and ideas in personal and collaborative dance works. C. Demonstrate kinesthetic awareness and understanding of dance concepts when inventing solutions to creative and technical movement challenges. F. Provide and use feedback to improve and refine movement explorations.</p>	
<b>Essential Question</b>	What does it mean to be a good dancer?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>• Various improvisational techniques;</li> <li>• The elements of dance and their use in solving problems, creating solutions, and in forming studies and choreography;</li> <li>• Compositional tools and choreographic devices;</li> <li>• How to use the elements of dance to create movements and express emotion;</li> <li>• How to create and present a movement study.</li> </ul>	<p><b>Students will demonstrate this by ...</b></p> <ul style="list-style-type: none"> <li>• Improvising and composing;</li> <li>• Exploring possibilities for movement problems: engaging and persisting;</li> <li>• Demonstrating and performing original personal studies;</li> <li>• Writing and dancing a personal story;</li> <li>• Explaining reasons for choices;</li> <li>• Giving and receiving feedback.</li> </ul> <p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by ...</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standards-Based Rubric Template</a></li> <li>• <a href="#">Arts Assessment Menu</a></li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>• Movement prompts;</li> <li>• Writing prompts;</li> <li>• Guided discussion;</li> <li>• Informal class performances and self-assessment.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>• Lesson Design and Content</li> <li>• Digital Tools</li> <li>• Research and Advocacy</li> <li>• Professional Organizations</li> <li>• Careers</li> <li>• Cross-Disciplinary Fine Arts</li> </ul>

<b>Application</b>		
<p style="text-align: center;"><b><u>Student Performance Task</u></b></p> <p>Students solve and improvise a compositional study. Once they complete their studies and show them to peers for feedback, they use the feedback to improve and evolve their studies.</p> <p><i>Alternate:</i> Students write a brief personal narrative and create movements to communicate the story using the elements of dance.</p>	<p style="text-align: center;"><b><u>Career Connections</u></b></p> <p><a href="#">LINK to Pearltrees</a></p> <p style="text-align: center;"><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"> <li>• GRADE 4 <a href="#">English Language Arts</a></li> <li>• GRADE 4 <a href="#">Mathematics</a></li> <li>• GRADE 4 <a href="#">Science</a></li> <li>• GRADE 4 <a href="#">Social Studies</a></li> </ul>	<p style="text-align: center;"><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> <li>• <a href="#">ODE Diverse Learners</a></li> <li>• <a href="#">VSA Ohio</a></li> <li>• <a href="#">CAST</a></li> </ul> <p style="text-align: right;"><b>BACK</b></p>

Grade 4 – 2PE, 4PR, 3RE		
<b>Discipline</b>	Dance	
<b>Strand/Process</b>	Perceiving/Knowing (PE); Producing/Performing (PR); Responding/Reflecting (RE)	
<b>Grade Level</b>	Grade 4	
<b>Content Statement</b>	<p><b>2PE</b> Observe, identify and describe basic choreographic elements. <b>4PR</b> Demonstrate kinesthetic awareness and safe practices when performing developmentally appropriate movements and sequences. <b>3RE</b> Describe the relationship among visual, aural and kinesthetic elements in a dance that is performed or observed.</p> <p><b>Enduring Understandings:</b> Personal Choice and Vision, Critical and Creative Thinking, Authentic Application and Collaboration, Literacy</p> <p><b>Progress Points:</b> C. Create, interpret and perform dances to demonstrate understanding of choreographic principles, processes and structures. D. Express orally and in writing their interpretations and evaluations of dances they observe and perform. G. Understand the ways in which technological, financial and human resources impact the creation and performance of a dance</p>	
<b>Essential Question</b>	How do you make a dance?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>The elements of dance (body, space, energy and time);</li> <li>The use of the elements of dance to generate new movements;</li> <li>The use of the elements of dance to manipulate and alter previously created movements;</li> <li>Simple compositional structures, such as ABA, rondo, theme and variation, or others;</li> <li>How to practice dance safely and why this is important.</li> <li>To attend to the visual, aural and kinesthetic elements in dance and how these work together.</li> </ul>	<p><b>Students will demonstrate this by ...</b></p> <ul style="list-style-type: none"> <li>Exploring the elements of dance via improvising;</li> <li>Using the elements of dance to alter movements in assigned ways;</li> <li>Articulating what movements are seen as well as how a movement is altered;</li> <li>Noticing and describing the visual, aural and kinesthetic elements in dance.</li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>Guided improvisations;</li> <li>Guided discussions;</li> <li>Observation of live and recorded dance exemplars;</li> <li>Questioning and taking action.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross-Disciplinary Fine Arts</li> </ul>
	<p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by ...</b></p> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	

<b>Application</b>		
<p><b><u>Student Performance Task</u></b></p> <p>For this task, students are encouraged to think like a choreographer creating a short dance phrase and then lengthening it with attention to the elements of dance they learned and also the visual, aural and kinesthetic qualities.</p> <p>They share their performances with each other giving feedback related to the dance elements and qualities emphasized.</p> <p>Additionally, students can work in partners with each partner teaching the other the movement phrase he or she created.</p>	<p><b><u>Career Connections</u></b></p> <p><a href="#">LINK to Pearltrees</a></p> <p><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"> <li>• GRADE 4 <a href="#">English Language Arts</a></li> <li>• GRADE 4 <a href="#">Mathematics</a></li> <li>• GRADE 4 <a href="#">Science</a></li> <li>• GRADE 4 <a href="#">Social Studies</a></li> </ul>	<p><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> <li>• <a href="#">ODE Diverse Learners</a></li> <li>• <a href="#">VSA Ohio</a></li> <li>• <a href="#">CAST</a></li> </ul> <p style="text-align: right;"><b>BACK</b></p>

Grade 5 – 3PE, 4PE, 2PR, 3RE		
<b>Discipline</b>	Dance	
<b>Strand/Process</b>	Perceiving/Knowing (PE); Producing/Performing (PR); Responding/Reflecting (RE)	
<b>Grade Level</b>	Grade 5	
<b>Content Statement</b>	<p><b>3PE</b> Observe selected dances and identify creative problem-solving strategies using specific dance concepts and vocabulary. <b>3RE</b> Reflect on how attention to physical sensations can impact movement experiences and performance. <b>4PE</b> Observe selected dances and identify creative problem-solving strategies using specific dance concepts and vocabulary. <b>2PR</b> Demonstrate safe practices for dance including warm-up, stretching and partnering.</p> <p><b>Enduring Understandings:</b> Personal Choice and Vision, Critical and Creative Thinking, Authentic Application and Collaboration, Literacy</p> <p><b>Progress Points:</b> B. Identify and apply dance concepts and processes to communicate meanings, moods and ideas in personal and collaborative dance works. C. Demonstrate kinesthetic awareness and understanding of dance concepts when inventing solutions to creative and technical movement challenges. E. Improvise, create and perform movement phrases with concentration and kinesthetic awareness in personal and shared spaces.</p>	
<b>Essential Questions</b>	What do I feel when I move? What do I feel when I watch movement? What do I think the performers are feeling?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>How to observe internal sensations, impulses and perceptions as they relate to communicating through dance;</li> <li>How to begin connecting exterior shaping and movement to internal sensations and motivations;</li> <li>How to create movement using internal impulses, sensations and motivations;</li> <li>Internal motivations create intention in dance.</li> </ul>	<p><b>Students will demonstrate this by ...</b></p> <ul style="list-style-type: none"> <li>Experiencing somatic imagery related to movement concepts during improvisations and learned movement patterns;</li> <li>Responding kinesthetically and verbally to somatic questions regarding sensations;</li> <li>Observing and critiquing performances of peers and with regard to somatic impressions and reactions;</li> <li>Practicing problem-solving as they engage in dance-making tasks.</li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>Age-appropriate somatic concepts;</li> <li>Writing prompts;</li> <li>Movement prompts;</li> <li>Watching various forms of dance (live and film), with follow-up discussions;</li> <li>Modeling and coaching;</li> <li>Problem solving.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross-Disciplinary Fine Arts</li> </ul>
	<p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by ...</b></p> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	

<b>Application</b>		
<p style="text-align: center;"><b><u>Student Performance Task</u></b></p> <p>Teach students a phrase using counts, and allow them to perform the phrase for each other for feedback. Then re-teach the same phrase using intention, sensation and motivation in place of counts. Allow them to perform the phrase for each other again to music without obvious counts. Encourage them to let their timing be dictated by the internal motivation (they may not perform each movement together this time).</p> <p>Discuss the differences between the two performances with audiences for each group. Focus on what was brought to the performance in the second version that wasn't there in the first. Ask student to explain their problem-solving strategies as they addressed the task.</p>	<p style="text-align: center;"><b><u>Career Connections</u></b></p> <p><a href="#">LINK to Pearltrees</a></p> <p style="text-align: center;"><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"> <li>• GRADE 5 <a href="#">English Language Arts</a></li> <li>• GRADE 5 <a href="#">Mathematics</a></li> <li>• GRADE 5 <a href="#">Science</a></li> <li>• GRADE 5 <a href="#">Social Studies</a></li> </ul>	<p style="text-align: center;"><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> <li>• <a href="#">ODE Diverse Learners</a></li> <li>• <a href="#">VSA Ohio</a></li> <li>• <a href="#">CAST</a></li> </ul>

**BACK**

Grade 5 – 1PR, 6PR, 5RE		
<b>Discipline</b>	Dance	
<b>Strand/Process</b>	Producing/Performing (PR); Responding/Reflecting (RE)	
<b>Grade Level</b>	Grade 5	
<b>Content Statement</b>	<p><b>1PR</b> Demonstrate strength, flexibility and movement patterning when performing movement sequences with clarity, focus and kinesthetic awareness. <b>6PR</b> Demonstrate initiative when working alone, with partners and in small groups to improvise and solve movement problems. <b>5RE</b> Reflect on, evaluate and refine choreographic, rehearsal and performance processes.</p> <p><b>Enduring Understandings:</b> Personal Choice and Vision, Critical and Creative Thinking, Authentic Application and Collaboration, Literacy</p> <p><b>Progress Points:</b> B. Identify and apply dance concepts and processes to communicate meanings, moods and ideas in personal and collaborative dance works. C. Demonstrate kinesthetic awareness and understanding of dance concepts when inventing solutions to creative and technical movement challenges. E. Improvise, create and perform movement phrases with concentration and kinesthetic awareness in personal and shared spaces. F. Provide and use feedback to improve and refine movement explorations.</p>	
<b>Essential Questions</b>	What benefits does dancing have on the human body? What benefits does dancing have on the human mind?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>Discipline, safety and awareness are a part of dance and being a dancer;</li> <li>Safe ways of moving include proper warm up, staying aware of others in your space and not placing your body at risk by attempting movements that are unsafe or which your body isn't prepared for;</li> <li>Self-direction is an important component of dancing and dance making;</li> <li>Dance improves strength, flexibility, endurance and coordination;</li> <li>With practice, learning movement sequences</li> </ul>	<p><b>Students will demonstrate this by ...</b></p> <ul style="list-style-type: none"> <li>Defining their space — self-space or general space;</li> <li>Working individually and in groups in self and general space;</li> <li>Making safe choices during all movement activities;</li> <li>Following directions for movement activities;</li> <li>Learning movement sequences and performing with improving accuracy;</li> <li>Thinking independently;</li> <li>Using feedback to improve and evolve work.</li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>Taught movement sequences;</li> <li>Discussing safe practices;</li> <li>Teacher-led or student-led prompts for movement;</li> <li>Individual and group assignments;</li> <li>Self-assessment.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross-Disciplinary Fine Arts</li> </ul>
	<p><b>Assessment</b></p> <p><b>Students will know how well they are learning by ...</b></p> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	



<p>becomes easier.</p>		
<b>Application</b>		
<p style="text-align: center;"><b><u>Student Performance Task</u></b></p> <p>Give time for individual warm-up and observe which students are making safe warm-up choices.</p> <p>During an improvisation, observe students who are able to use space safely.</p> <p>Give students open rehearsal time. Look for those that remain on task.</p> <p>Teach students dance phrases and combinations with gradual increases in complexity (of effort, timing, skill or spatial design). Give multiple opportunities for mastery.</p>	<p style="text-align: center;"><b><u>Career Connections</u></b></p> <p><a href="#">LINK to Pearltrees</a></p> <p style="text-align: center;"><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"> <li>• GRADE 5 <a href="#">English Language Arts</a></li> <li>• GRADE 5 <a href="#">Mathematics</a></li> <li>• GRADE 5 <a href="#">Science</a></li> <li>• GRADE 5 <a href="#">Social Studies</a></li> </ul>	<p style="text-align: center;"><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> <li>• <a href="#">ODE Diverse Learners</a></li> <li>• <a href="#">VSA Ohio</a></li> <li>• <a href="#">CAST</a></li> </ul> <p style="text-align: right;"><b>BACK</b></p>

Grade 5 – 3PR, 5PE, 4PR		
<b>Discipline</b>	Dance	
<b>Strand/Process</b>	Producing/Performing (PR); Perceiving/Knowing (PE)	
<b>Grade Level</b>	Grade 5	
<b>Content Statement</b>	<p><b>3PR</b> Learn and demonstrate dances from various cultures represented in the United States, past and present. <b>5PE</b> Recognize and describe features of dance forms in the United States and how they represent their historical and cultural contexts. <b>4PR</b> Create, refine and perform dances based on concepts and issues drawn from historical and contemporary times.</p> <p><b>Enduring Understandings:</b> Critical and Creative Thinking, Authentic Application and Collaboration, Literacy  <b>Progress Points:</b> A. Examine a range of dance forms to gain insight into the historical and cultural traditions of local and global communities. B. Identify and apply dance concepts and processes to communicate meanings, moods and ideas in personal and collaborative dance works.</p>	
<b>Essential Questions</b>	What makes this dance unique? What values of this culture are represented in the dance?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>• A folk, vernacular or world dance that either originates in the United States or whose participants represent a cultural group found in the United States;</li> <li>• What values from that group can be found in the dance form;</li> <li>• How those values are communicated in the dance;</li> <li>• The traditions of the people of that culture (including dance traditions);</li> <li>• What aesthetic qualities define the selected cultural dance form.</li> </ul>	<p><b>Students will demonstrate this by ...</b></p> <ul style="list-style-type: none"> <li>• Learning dance movements;</li> <li>• Performing dance movements;</li> <li>• Identifying features of a folk or world dance;</li> <li>• Discussing essential values and aesthetics that define a cultural dance and differentiate it from other dances.</li> </ul> <p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by ...</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standards-Based Rubric Template</a></li> <li>• <a href="#">Arts Assessment Menu</a></li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>• Dance classes in the style and form of the dance selected;</li> <li>• If available, guest artists to share a selected dance form;</li> <li>• Observing live or recorded dances;</li> <li>• Lessons designed and implemented by a credentialed dance teacher;</li> <li>• Readings and research applicable to a selected dance and its culture.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>• Lesson Design and Content</li> <li>• Digital Tools</li> <li>• Research and Advocacy</li> <li>• Professional Organizations</li> <li>• Careers</li> <li>• Cross-Disciplinary Fine Arts</li> </ul>

<b>Application</b>		
<p style="text-align: center;"><b><u>Student Performance Task</u></b></p> <p>Students will learn a dance and perform it for another class. Examples could come from Native Americans, U.S. regions, or from cultural groups who have settled in the United States yet originate in other nations.</p>	<p style="text-align: center;"><b><u>Career Connections</u></b></p> <p><a href="#">LINK to Pearltrees</a></p> <p style="text-align: center;"><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"> <li>• GRADE 5 <a href="#">English Language Arts</a></li> <li>• GRADE 5 <a href="#">Mathematics</a></li> <li>• GRADE 5 <a href="#">Science</a></li> <li>• GRADE 5 <a href="#">Social Studies</a></li> </ul>	<p style="text-align: center;"><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> <li>• <a href="#">ODE Diverse Learners</a></li> <li>• <a href="#">VSA Ohio</a></li> <li>• <a href="#">CAST</a></li> </ul> <p style="text-align: right;"><b>BACK</b></p>

Grade 5 – 5PR, 4RE		
<b>Discipline</b>	Dance	
<b>Strand/Process</b>	Responding/Reflecting (RE); Producing/Performing (PR)	
<b>Grade Level</b>	Grade 5	
<b>Content Statement</b>	<p><b>5PR</b> Use formal and informal compositional structures in choreography and improvisation. <b>4RE</b> Use forms of writing (e.g., note-taking, graphic organizers, motif notation) to record choices made in the dance-making process.</p> <p><b>Enduring Understandings:</b> Personal Choice and Vision, Critical and Creative Thinking, Authentic Application and Collaboration, Literacy</p> <p><b>Progress Points:</b> B. Identify and apply dance concepts and processes to communicate meanings, moods and ideas in personal and collaborative dance works. E. Improvise, create and perform movement phrases with concentration and kinesthetic awareness in personal and shared spaces. F. Provide and use feedback to improve and refine movement explorations.</p>	
<b>Essential Question</b>	How can you write and record a dance, so that you remember it later?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will be learning ...</b></p> <ul style="list-style-type: none"> <li>• How to create phrases, studies and dances;</li> <li>• How to capture the salient information gathered during improvisation into writing;</li> <li>• How to develop a personal system of notation to record newly created movements;</li> <li>• How to record the way movements are to be performed (spatial, dynamic, and time features) in writing;</li> <li>• To record previously learned or created movements;</li> <li>• To plan future movements;</li> <li>• To write changes and revisions.</li> </ul>	<p><b>Students will demonstrate this by ...</b></p> <ul style="list-style-type: none"> <li>• Maintaining a journal of notations;</li> <li>• Using multiple means of notation, including words, pictures, diagrams, graphic organizers and equations;</li> <li>• Recalling dance movement using their notations after some time has passed.</li> </ul> <hr/> <p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by ...</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standards-Based Rubric Template</a></li> <li>• <a href="#">Arts Assessment Menu</a></li> </ul>	<p><b>Students will be engaged supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>• Movement and compositional prompts;</li> <li>• Notating prompts;</li> <li>• Writing prompts;</li> <li>• Video recording of movement;</li> <li>• Instruction by a credentialed dance educator.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>• Lesson Design and Content</li> <li>• Digital Tools</li> <li>• Research and Advocacy</li> <li>• Professional Organizations</li> <li>• Careers</li> <li>• Cross-Disciplinary Fine Arts</li> </ul>

<b>Application</b>		
<p style="text-align: center;"><b><u>Student Performance Task</u></b></p> <p>Once a creative movement task has been assigned to students to work on individually, instruct students to notate assignments in journals as part of a homework assignment. When students are showing their phrases, look at their notations to see correspondence between their movement choices and their personal notations. (The goal is that they wrote it in a way they understand and not some way the teacher prescribed. The teacher should be able to see some of what they performed in what they wrote.)</p>	<p style="text-align: center;"><b><u>Career Connections</u></b></p> <p><a href="#">LINK to Pearltrees</a></p> <p style="text-align: center;"><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"> <li>• GRADE 5 <a href="#">English Language Arts</a></li> <li>• GRADE 5 <a href="#">Mathematics</a></li> <li>• GRADE 5 <a href="#">Science</a></li> <li>• GRADE 5 <a href="#">Social Studies</a></li> </ul>	<p style="text-align: center;"><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> <li>• <a href="#">ODE Diverse Learners</a></li> <li>• <a href="#">VSA Ohio</a></li> <li>• <a href="#">CAST</a></li> </ul> <p style="text-align: right;"><b>BACK</b></p>

Grade 5 – 1PE, 2PE, 1RE, 2RE		
<b>Discipline</b>	Dance	
<b>Strand/Process</b>	Perceiving/Knowing (PE); Responding/Reflecting (RE)	
<b>Grade Level</b>	Grade 5	
<b>Content Statement</b>	<p><b>1PE</b> Interpret various dances and support their interpretations with specific observations using dance vocabulary. <b>2PE</b> Observe, identify and describe basic choreographic elements. <b>1RE</b> Discuss personal reactions to dances viewed or performed and consider how these are informed by cultural and social influences. <b>2RE</b> Identify ways that the same dance movement can be described differently, based on point of view.</p> <p><b>Enduring Understandings:</b> Personal Choice and Vision, Critical and Creative Thinking, Authentic Application and Collaboration, Literacy</p> <p><b>Progress Points:</b> A. Examine a range of dance forms to gain insight into the historical and cultural traditions of local and global communities. B. Identify and apply dance concepts and processes to communicate meanings, moods and ideas in personal and collaborative dance works. D. Communicate personal responses to artistic works giving reasons for their interpretations and preferences.</p>	
<b>Essential Question</b>	What makes physical movements become a dance?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>How to engage in discussion about a performance;</li> <li>Reasoning skills to analyze and interpret dances;</li> <li>The difference between description and interpretation;</li> <li>How personal experience and background influence personal points of view about a dance;</li> <li>To articulate how a selected dance relates to personal experiences found in one’s culture.</li> </ul>	<p><b>Students will demonstrate this by...</b></p> <ul style="list-style-type: none"> <li>Participating in discussion about dance or performance;</li> <li>Observing and interpreting selected dances;</li> <li>Expressing a personal reaction to dance or performance;</li> <li>Recognizing personal background factors that influence personal opinions of dance.</li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>Observing live or recorded dances;</li> <li>Questioning and curiosity;</li> <li>Guided discussion;</li> <li>Comparing and contrasting dances.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross-Disciplinary Fine Arts</li> </ul>
	<p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by ...</b></p> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	

<b>Application</b>		
<p><b>Student Performance Task</b></p> <p>Students write a personal biography in which they interview their parents about their culture/heritage. Using this as a lens, they respond to dances they view and connect them to their own experiences and heritage.</p>	<p style="text-align: center;"><b><u>Career Connections</u></b></p> <p><a href="#">LINK to Pearltrees</a></p> <p style="text-align: center;"><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"> <li>• GRADE 5 <a href="#">English Language Arts</a></li> <li>• GRADE 5 <a href="#">Mathematics</a></li> <li>• GRADE 5 <a href="#">Science</a></li> <li>• GRADE 5 <a href="#">Social Studies</a></li> </ul>	<p style="text-align: center;"><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> <li>• <a href="#">ODE Diverse Learners</a></li> <li>• <a href="#">VSA Ohio</a></li> <li>• <a href="#">CAST</a></li> </ul> <p style="text-align: right; color: blue; font-weight: bold; font-size: 1.2em;">BACK</p>