

Model Curriculum – The Arts

Dance 6-8

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

Enduring Understandings

Personal Choice and Vision	Students construct and solve problems of personal relevance and interest when expressing themselves through dance.
Critical and Creative Thinking	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.
Authentic Application & Collaboration	Students work individually and in groups to focus ideas and create and perform works to address genuine local and global community needs.
Literacy:	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. Demonstrate increased awareness of how the body moves in the environment and in relation to others.
- B. Engage in diverse dance movement genres, forms and styles.
- C. Experience relationships between dance, rhythm and musical accompaniment.
- D. Use available technology and new media arts to create and record dances in conventional and creative ways.
- E. Understand why and how dance is a valuable proficiency for community and career development.
- F. Demonstrate safe and healthy dance practices.
- G. Reflect on the cultural, collaborative and interdisciplinary functions of dance.
- H. Begin to articulate a personal aesthetic and dance preference.
- I. Recognize that examining the socio-cultural traditions and historical and political significance of dances deepens personal understanding of their worlds.

GRADE

6

Cognitive and Creative Processes

	PERCEIVING/KNOWING (PE)	PRODUCING/PERFORMING (PR)	RESPONDING/REFLECTING (RE)
1PE	Deepen personal awareness of the expressive body as it moves and feels in personal and communal spaces.	1PR Create movement that is influenced by personal, social, cultural and political concepts	1RE Identify a variety of career possibilities in which dance skills are useful.

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<p>2PE Deepen personal awareness of the expressive body as it moves and feels in relation to the dance elements.</p> <p>3PE Observe and ask questions about movement concepts.</p> <p>4PE Explore the body's range of movement possibilities.</p> <p>5PE View works by various influential choreographers.</p> <p>6PE Recognize how thoughts and ideas influence dance.</p> <p>7PE Observe dances with attention to rhythmic structure, with or without musical accompaniment.</p>	<p>2PR Perform dances from various global cultures, theatrical styles and historical periods.</p> <p>3PR Perform movement phrases with increased focus, alignment, strength, flexibility, coordination and skill.</p> <p>4PR Demonstrate and use available technology including new media to create, record and share dances in conventional and innovative ways.</p> <p>5PR Demonstrate how to dance with a supporting partner or group.</p>	<p>2RE Explain the role of dance in daily life across various periods and cultures and provide examples.</p> <p>3RE Identify an influential choreographer and describe his or her choreographic work in terms of genre, form and style.</p> <p>4RE State and support a personal preference of dance genre form and style.</p> <p>5RE Create and apply criteria to make judgments about self-made dances and dances made by others.</p> <p>6RE Share ideas and raise questions about the relevance of dance skills to their lives and adult career choices.</p>
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GRADE 7	Cognitive and Creative Processes		
	PERCEIVING/KNOWING (PE)	PRODUCING/PERFORMING (PR)	RESPONDING/REFLECTING (RE)
	<p>1PE Demonstrate a perspective by explaining different societal values on the meaning and function of dances made, performed or shared.</p> <p>2PE View choreographic works and improvisations by various influential choreographers.</p> <p>3PE Explore the expressive body range of movement possibilities.</p> <p>4PE Sense and express the impact and interrelationship between dance and the body's physical and emotional state of being.</p> <p>5PE Recognize and discuss how thoughtful inquiry influences dance making, performing and sharing.</p> <p>6PE Observe dances with attention to rhythmic structure, with or without musical accompaniment.</p>	<p>1PR Explore and refine the body's movement possibilities in relation to varied dance techniques and choreography.</p> <p>2PR Perform dances from various global cultures, theatrical styles and historical periods.</p> <p>3PR Embody dance performance with attention to rhythmic structure with or without musical accompaniment.</p> <p>4PR Create dance movement studies with clear intent and attention to dance elements, features and choreographic principles.</p> <p>5PR Perform movement phrases with increased focus, alignment, strength, flexibility, coordination and skill.</p> <p>6PR Recognize the importance of warm-up and cross-discipline training to dance (e.g.,</p>	<p>1RE Discuss ways that dance contributes to a community and provide examples.</p> <p>2RE Analyze and describe the movement patterns and the expressive and stylistic characteristics of selected dances.</p> <p>3RE Evaluate and refine collaborative rehearsal processes.</p> <p>4RE Articulate the intended meanings of the dances they create.</p> <p>5RE Critique a dance based on how effectively the formal, technical and expressive aspects communicate a theme or idea.</p> <p>6RE Demonstrate initiative and confidence when creating and presenting dances to express their feelings, ideas and viewpoints.</p>

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		sports, yoga, Pilates, swimming, running, walking and cycling). 7PR Demonstrate self-direction and independence.	
GRADE	Cognitive and Creative Processes		
8	PERCEIVING/KNOWING (PE)	PRODUCING/PERFORMING (PR)	RESPONDING/REFLECTING (RE)
	<p>1PE Attend to, consider and articulate the aesthetic qualities in dances observed.</p> <p>2PE Explore and interpret the expressive body's movement possibilities in relation to other choreography tools and dance techniques with increased skill.</p> <p>3PE View and describe choreographic works and improvisations by various influential choreographers.</p> <p>4PE Explore the body's range of movement possibilities.</p> <p>5PE Observe dances with attention to rhythmic structure, with or without musical accompaniment.</p> <p>6PE Observe how gender influences dance across cultures.</p> <p>7PE Investigate and explain how cultural and ethnic groups contribute to the development of a particular dance.</p>	<p>1PR Perform dances from various global cultures, theatrical styles and historical periods.</p> <p>2PR Use theatrical features (e.g., sound scores, music, lighting, costumes props and text) in dance performance to enhance artistic expression.</p> <p>3PR Refine the use of available technology and the media arts to create, record, and share dance in creative ways.</p> <p>4PR Perform movement phrases with increased focus, alignment, strength, flexibility, coordination and skill.</p> <p>5PR Demonstrate self-direction, independence and risk-taking when creating and performing dances.</p>	<p>1RE Describe, interpret and assess their dance works and challenge the opinions of others.</p> <p>2RE Compare the creative process in dance to the creative process in other arts disciplines (e.g., generating ideas, problem-solving and communicating).</p> <p>3RE Differentiate among statements of description, interpretation and evaluation within a variety of published dance literature selections.</p> <p>4RE Differentiate among statements of description, interpretation and evaluation and use them in a discussion about dance performance.</p> <p>5RE Examine and discuss the way that different events (e.g., cultural, political, social and technological) impact dance and dance development.</p> <p>6RE Recognize, advocate and discuss how participation in dance develops skills that are valuable and applicable to their lives and adult careers.</p>

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Grade 6 – 1PE, 2PE, 4PE, 6PE, 1PR		
Discipline	Dance	
Strand/Process	Perceiving/Knowing (PE); Producing/Performing (PR)	
Grade Level	Grade 6	
Content Statement	<p>1PE Deepen personal awareness of the expressive body as it moves and feels in personal and communal spaces. 2PE Deepen personal awareness of the expressive body as it moves and feels in relation to the dance elements. 4PE Explore the body’s range of movement possibilities. 6PE Recognize how thoughts and ideas influence dance. 1PR Create movement that is influenced by personal, social, cultural and political concepts.</p> <p>Enduring Understandings: Personal Choice and Vision, Critical and Creative Thinking, Authentic Application and Collaboration, Literacy</p> <p>Progress Points: A. Demonstrate increased awareness of how the body moves in the environment and in relation to others. C. Experience relationships between dance, rhythm and musical accompaniment. F. Demonstrate safe and healthy dance practices. H. Begin to articulate a personal aesthetic and dance preference. I. Recognize that examining the sociocultural traditions and historical and political significance of dances deepens personal understanding of their worlds.</p>	
Essential Questions	How does your body feel when dancing? How can your movements communicate those feelings?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> How to observe internal sensations, impulses and perceptions as they relate to communicating through dance; How to connect exterior shaping and movement to internal sensations and motivations; How to create movement using internal impulses, sensations and motivations; How moving in various spaces in varying ways changes sensation, receptivity, reaction, perception and interpretation. 	<p>Students will demonstrate this by ...</p> <ul style="list-style-type: none"> Experiencing somatic imagery related to movement concepts during improvisations and learned movement patterns; Responding kinesthetically and verbally to somatic questions regarding sensations; Observing and critiquing performances of peers with regard to somatic impressions and reactions; Keeping a journal of dance experiences relating to somatics and expressivity. <p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by ...</p> <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> Age-appropriate somatic concepts; Writing prompts; Movement prompts; Observing various forms of dance (live and recorded); Guided discussion; Instruction by credentialed dance educator. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts

Application		
<p style="text-align: center;"><u>Student Performance Task</u></p> <p>Students keep a journal specifically for experiences during dance classes. They reflect during or after each class to deepen awareness and heighten sensitivity to different experiences and environments and ideas.</p>	<p style="text-align: center;"><u>Career Connections</u></p> <p>LINK to Pearltrees</p> <p style="text-align: center;"><u>Learning Standards Connections</u></p> <ul style="list-style-type: none"> • GRADE 6 English Language Arts • GRADE 6 Mathematics • GRADE 6 Science • GRADE 6 Social Studies 	<p style="text-align: center;"><u>Diverse Learners</u></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"> • ODE Diverse Learners • VSA Ohio • CAST <p style="text-align: right; font-weight: bold; color: blue; font-size: 1.2em;">BACK</p>

Model Curriculum: DANCE Grade 6-7-8

Grade 6 – 5PE, 3RE, 4RE		
Discipline	Dance	
Strand/Process	Perceiving/Knowing (PE); Responding/Reflecting (RE)	
Grade Level	Grade 6 (Coordinates with Grade 7 - 2PE)	
Content Statement	<p>5PE View works by various influential choreographers. 3RE Identify an influential choreographer and describe his or her choreographic work in terms of genre, form and style. 4RE state and support a personal preference of dance genre, form and style.</p> <p>Enduring Understandings: Personal Choice and Vision, Critical and Creative Thinking, Literacy</p> <p>Progress Points: 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>	
Essential Question	What does a choreographer do?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> To observe choreography and improvisations by influential choreographers; To describe the choreography through writing and discussion; To describe the improvisations through writing and discussion; To explore the similarities and differences of choreographic work and improvisations; To research why a selected choreographer is influential. 	<p>Students will demonstrate this by ...</p> <ul style="list-style-type: none"> Observing and discussing works by selected choreographers; Reflective writing about choreographic work and improvisations of influential choreographers; Comparing and contrasting selected works. 	<p>Students will be engaged supported in learning by ...</p> <ul style="list-style-type: none"> Observing live and recorded works; Guided discussion; Writing prompts; Critical thinking and reasoning. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts
	<p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by ...</p> <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	

Model Curriculum: DANCE Grade 6-7-8

Application		
<p><u>Student Performance Task</u></p> <p>After viewing a work, students describe the work's body movement using elements of dance. Students predict beforehand and discuss afterwards what about the work makes this choreographer important.</p>	<p><u>Career Connections</u></p> <p>LINK to Pearltrees</p> <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• GRADE 6 English Language Arts• GRADE 6 Mathematics• GRADE 6 Science• GRADE 6 Social Studies	<p><u>Diverse Learners</u></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">• ODE Diverse Learners• VSA Ohio• CAST <p>BACK</p>

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Grade 6 – 3PE, 3PR, 6RE		
Discipline	Dance	
Strand/Process	Perceiving/Knowing (PE); Producing/Performing (PR); Responding/Reflecting (RE)	
Grade Level	Grade 6	
Content Statement	<p>3PE Observe and ask questions about movement concepts. 3PR Perform movement phrases with increased focus, alignment, strength, flexibility, coordination and skill. 6RE Share ideas and raise questions about the relevance of dance skills to their lives and adult career choices.</p> <p>Enduring Understandings: Personal Choice and Vision, Critical and Creative Thinking, Authentic Application and Collaboration, Literacy</p> <p>Progress Points: A. Demonstrate increased awareness of how the body moves in the environment and in relation to others. B. Engage in diverse dance movement genres, forms and styles. F. Demonstrate safe and healthy dance practices.</p>	
Essential Question	Why is “focus” important to dance?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> Technically correct execution of taught movements; Technically sound execution of improvised movements; How to make decisions when creating personal movement sequences; How to delve deeply into the pursuit of technical precision and sound choreographic choices, and that no two people approach those concepts in the same way; What works for one dancer may not work for others; To ask questions about movements, rather than to simply repeat old (potentially harmful) patterns. 	<p>Students will demonstrate this by ...</p> <ul style="list-style-type: none"> Keeping a journal of questions, corrections, thoughts and experiences during technique classes; Actively asking questions in class about movement and choreographic concepts; Actively making corrections to movement patterns and working to form good habits; Applying answers to previously posed questions during observation of peer and live and recorded dances. 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> Writing prompts; Guided discussion during and after technique, improvisation and composition classes; Access to live and recorded dance works and exemplars; Instruction by a credentialed dance educator. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts
	<p>Assessment</p> <p>Students will know how well they are learning by ...</p> <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	

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Application		
<p style="text-align: center;"><u>Student Performance Task</u></p> <p>Students write corrections they receive during technique class in their journal throughout class.</p> <p>Students list corrections they constantly receive and write about why they fail to apply those corrections. Make a plan to implement corrections and follow through.</p> <p>Students keep a journal of questions they think of about dance.</p> <p>During a post-performance reflection discussion, ask students how discussions about technique and composition affected their performance experience.</p>	<p style="text-align: center;"><u>Career Connections</u></p> <p>LINK to Pearltrees</p> <p style="text-align: center;"><u>Learning Standards Connections</u></p> <ul style="list-style-type: none"> • GRADE 6 English Language Arts • GRADE 6 Mathematics • GRADE 6 Science • GRADE 6 Social Studies 	<p style="text-align: center;"><u>Diverse Learners</u></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"> • ODE Diverse Learners • VSA Ohio • CAST <p style="text-align: right; color: blue; font-weight: bold; font-size: 1.2em;">BACK</p>

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Grade 6 – 7PE, 4PR, 5RE		
Discipline	Dance	
Strand/Process	Perceiving/Knowing (PE); Producing/Performing (PR); Responding/Reflecting (RE)	
Grade Level	Grade 6	
Content Statement	<p>7PE Observe dances with attention to rhythmic structure, with or without musical accompaniment. 4PR Demonstrate and use available technology including new media to create, record and share dances in conventional and innovative ways. 5RE Create and apply criteria to make judgments about self-made dances and dances made by others.</p> <p>Enduring Understandings: Personal Choice and Vision, Critical and Creative Thinking, Authentic Application and Collaboration, Literacy</p> <p>Progress Points: C. Experience relationships between dance, rhythm and musical accompaniment. G. Reflect on the cultural, collaborative and interdisciplinary functions of dance. H. Begin to articulate a personal aesthetic and dance preference.</p>	
Essential Question	What role does music play in the rhythm of dance?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> To identify a variety of rhythmic structures; To explore different pulses and beats; To explore tempo and metric structure; To explore repetition and alteration of rhythm; To explore rhythm with or without music accompaniment; To observe dance with attention to rhythmic features; To record, document and share rehearsals using new digital media; Create criteria for assessing dance performance and apply it to evaluate dance. 	<p>Students will demonstrate this by ...</p> <ul style="list-style-type: none"> Demonstrating comprehension of musicality while moving; Demonstrating musicality while playing instruments; Applying criteria to assess the dances they observe; Give and receive constructive feedback on performances. <p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by ...</p> <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> Credentialed dance educator-led rhythm exercises; Listening to music with different rhythms; Exploring rhythms with body sound; Observation and assessment; Guided discussion. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts

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Application		
<p><u>Student Performance Task</u></p> <p>View a choreographed work that does not use traditional music for accompaniment. Analyze individually and as a group how the dancers are keeping time.</p>	<p><u>Career Connections</u></p> <p>LINK to Pearltrees</p> <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• GRADE 6 English Language Arts• GRADE 6 Mathematics• GRADE 6 Science• GRADE 6 Social Studies	<p><u>Diverse Learners</u></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">• ODE Diverse Learners• VSA Ohio• CAST <p>BACK</p>

Model Curriculum: DANCE Grade 6-7-8

Grade 6 – 2PR, 5PR, 2RE, 1RE		
Discipline	Dance	
Strand/Process	Producing/Performing (PR) Responding/Reflecting (RE)	
Grade Level	Grade 6	
Content Statement	<p>2PR Perform dances from various global cultures, theatrical styles and historical periods. 5PR Demonstrate how to dance with a supporting partner or group. 1RE Identify a variety of career possibilities in which dance skills are useful. 2RE Explain the role of dance in daily life across various periods and cultures and provide examples.</p> <p>Enduring Understandings: Personal Choice and Vision, Critical and Creative Thinking, Literacy Progress Points: E. Understand why and how dance is a valuable proficiency for community and career development. G. Reflect on the cultural, collaborative and interdisciplinary functions of dance. I. Recognize that examining the sociocultural traditions and historical and political significance of dances deepens personal understanding of their worlds.</p>	
Essential Question	In your mind, what purpose does dance serve in our culture?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> To think critically about the role of dance in our lives; Observational skills needed to identify the features of selected historical and cultural dances; The contributions of dance to history and culture; To rehearse and perform a cultural dance. 	<p>Students will demonstrate this by ...</p> <ul style="list-style-type: none"> Researching the role of dance in assigned time periods; Researching the role of dance in various assigned cultures; Citing examples of purposeful dance in cultures within and outside of their own culture; Selecting and performing a cultural or historical dance for peers. 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> Observing live and recorded dances; Guided discussion; Writing prompts; Research assignments and resources; Instruction from a credentialed dance educator. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts
	<p>Assessment</p> <p>Students will know how well they are learning by ...</p> <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	

Application		
<p style="text-align: center;"><u>Student Performance Task</u></p> <p>Students research an historical or cultural dance. They learn the dance and teach it to an ensemble of their peers.</p> <p>They explain the contexts and specific cultural characteristics.</p>	<p style="text-align: center;"><u>Career Connections</u></p> <p>LINK to Pearltrees</p> <p style="text-align: center;"><u>Learning Standards Connections</u></p> <ul style="list-style-type: none"> • GRADE 6 English Language Arts • GRADE 6 Mathematics • GRADE 6 Science • GRADE 6 Social Studies 	<p style="text-align: center;"><u>Diverse Learners</u></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"> • ODE Diverse Learners • VSA Ohio • CAST <p style="text-align: right;">BACK</p>

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Grade 7 – 1PE, 2PE, 5PE, 1RE		
Discipline	Dance	
Strand/Process	Perceiving/Knowing (PE); Responding/Reflecting (RE)	
Grade Level	Grade 7	
Content Statement	<p>1PE Demonstrate a perspective by explaining different societal values on the meaning and function of dances made, performed or shared. 2PE View choreographic works and improvisations by various influential choreographers. 5PE Recognize and discuss how thoughtful inquiry influences dance making, performing and sharing. 1RE Discuss ways that dance contributes to a community and provide examples.</p> <p>Enduring Understandings: Personal Choice and Vision, Critical and Creative Thinking, Authentic Application and Collaboration, Literacy</p> <p>Progress Points: B. Engage in diverse dance movement genres, forms and styles. G. Reflect on the cultural, collaborative and interdisciplinary functions of dance. H. Begin to articulate a personal aesthetic and dance preference. I. Recognize that examining the sociocultural traditions and historical and political significance of dances deepens personal understanding of their worlds.</p>	
Essential Question	What and how does dance communicate?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> Dances embody the values of the culture in which they are created; Audience perception of dances is affected by cultural identity and experience; Dances can be done for many purposes, such as to express, communicate, worship, celebrate, unify or mourn; All people have a cultural and experiential perspective that influences how we dance, make dances and view dances. 	<p>Students will demonstrate this by ...</p> <ul style="list-style-type: none"> Observing dances of different genres, forms and styles from different cultures and time periods; Defining their personal frame of reference in terms of culture, heritage and experience when commenting on a performance; Articulating their own perspective on viewed, performed and self-created dances based on personal identity. 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> Observing live and recorded dance of various cultures, styles, forms and genres by various choreographers; Writing prompts; Inquiry and guided discussion; Dance-making prompts; Modeling and coaching; Instruction by credentialed dance educator and guest artists, if available and/or applicable. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations
	<p>Assessment</p> <p>Students will know how well they are learning by ...</p> <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	

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- Careers
- Cross-Disciplinary Fine Arts

Application

Student Performance Task

After viewing a world dance on film, students discuss the values represented in the dance. In writing, students connect those values to their own while interpreting the dance.

Career Connections

[LINK to Pearltrees](#)

Learning Standards Connections

- GRADE 7 [English Language Arts](#)
- GRADE 7 [Mathematics](#)
- GRADE 7 [Science](#)
- GRADE 7 [Social Studies](#)

Diverse Learners

Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.

- [ODE Diverse Learners](#)
- [VSA Ohio](#)
- [CAST](#)

BACK

Model Curriculum: DANCE Grade 6-7-8

Grade 7 – 4PE, 6PR, 7PR, 3RE, 6RE		
Discipline	Dance	
Strand/Process	Perceiving/Knowing (PE); Producing/Performing (PR); Responding/Reflecting (RE)	
Grade Level	Grade 7	
Content Statement	<p>4PE Sense and express the impact and interrelationship between dance and the body’s physical and emotional state of being. 6PR Recognize the importance of warm-up and cross-discipline training to dance (e.g., sports, yoga, Pilates, swimming, running, walking and cycling). 7PR Demonstrate self-direction and independence. 3RE Embody dance performance with attention to rhythmic structure with or without musical accompaniment. 6RE Demonstrate initiative and confidence when creating and presenting dances to express their feelings, ideas and viewpoints.</p> <p>Enduring Understandings: Personal Choice and Vision, Critical and Creative Thinking Progress Points: A. Demonstrate increased awareness of how the body moves in the environment and in relation to others. B. Engage in diverse dance movement genres, forms and styles. F. Demonstrate safe and healthy dance practices.</p>	
Essential Question	How does dance train the body and the mind?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn...</p> <ul style="list-style-type: none"> • Features of a proper warm-up; • Aspects of healthy muscle balance (flexibility, strength, endurance); • Common chronic dance injuries and their causes; • Features of personal wellness (physical, psychological, emotional); • The value of rest; • The value of nutrition; • Fitness areas addressed and not addressed by participating in dance; • Training techniques that enhance physical health, wellness and dance skills. 	<p>Students will demonstrate this by ...</p> <ul style="list-style-type: none"> • Self-assessing personal wellness and the effect on dance practice; • Researching and practicing sound warm-up techniques and alternative training regimens; • Articulating the benefits of physical activity; • Researching and sharing the benefits of various sports-related activities; • Applying strategies from their research to everyday practice in class and beyond; • The initiative confidence and self-direction shown in practice sessions. 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> • Practicing; • Research and inquiry assignments; • Interviews with coaches; • Lectures by nutrition, training, and/or sports medicine practitioners; • Guided discussion; • Modeling and coaching by a credentialed dance educator. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts
	<p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by ...</p> <ul style="list-style-type: none"> • Standards-Based Rubric Template • Arts Assessment Menu 	

Model Curriculum: DANCE Grade 6-7-8

Application		
<p><u>Student Performance Task</u></p> <p>Students research criteria for healthy, proper warm-up. They share their criteria verbally and through demonstration to their peers.</p>	<p><u>Career Connections</u></p> <p>LINK to Pearltrees</p> <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• GRADE 7 English Language Arts• GRADE 7 Mathematics• GRADE 7 Science• GRADE 7 Social Studies	<p><u>Diverse Learners</u></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">• ODE Diverse Learners• VSA Ohio• CAST <p>BACK</p>

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Grade 7 – 6PE, 2PR, 2RE, 5RE		
Discipline	Dance	
Strand/Process	Perceiving/Knowing (PE); Producing/Performing (PR); Responding/Reflecting (RE)	
Grade Level	Grade 7	
Content Statements	<p>6PE Observe dances with attention to rhythmic structure, with or without musical accompaniment. 2PR Perform dances from various global cultures, theatrical styles and historical periods. 2RE Analyze and describe the movement patterns and the expressive and stylistic characteristics of selected dances. 5RE Critique a dance based on how effectively the formal, technical and expressive aspects communicate a theme or idea.</p>	
	<p>Enduring Understandings: Personal Choice and Vision, Critical and Creative Thinking, Authentic Application and Collaboration, Literacy</p> <p>Progress Points: B. Engage in diverse dance movement genres, forms and styles. C. Experience relationships between dance, rhythm and musical accompaniment. D. Use available technology and new media arts to create and record dances in conventional and creative ways. G. Reflect on the cultural, collaborative and interdisciplinary functions of dance. H. Begin to articulate a personal aesthetic and dance preference. I. Recognize that examining the socio-cultural traditions and historical and political significance of dances deepens personal understanding of their worlds.</p>	
Essential Question	What is the value of learning a dance from another culture or historical period?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> The meaning of form, structure and dance aesthetics; The difference among formal, technical and expressive aspects of dance; Movement serves to communicate, represent, preserve and solidify cultural identity and community; Dance from other times resonates with current and future themes; Similarities and differences between forms; Dance changes across time and place; Reasoning skills needed to critique a dance. 	<p>Students will demonstrate this by ...</p> <ul style="list-style-type: none"> Demonstrating a dance indigenous to another culture; Empathy acquired for a culture discovered through the study of dance; Kinesthetic empathy; Critical reasoning about the selected dances they observe and learn; Articulating the cultural understanding achieved through dance. 	<p>Students will be engaged supported in learning by ...</p> <ul style="list-style-type: none"> Observations; Hearing and attending interviews, and documentaries; Experiential approaches; Formative assessment. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts
	<p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by ...</p> <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	

Application		
<p style="text-align: center;"><u>Student Performance Task</u></p> <p>Students learn and teach the class a dance from their family heritage or a world dance they have studied.</p>	<p style="text-align: center;"><u>Career Connections</u></p> <p>LINK to Pearltrees</p> <p style="text-align: center;"><u>Learning Standards Connections</u></p> <ul style="list-style-type: none"> • GRADE 7 English Language Arts • GRADE 7 Mathematics • GRADE 7 Science • GRADE 7 Social Studies 	<p style="text-align: center;"><u>Diverse Learners</u></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"> • ODE Diverse Learners • VSA Ohio • CAST <p style="text-align: right;">BACK</p>

Model Curriculum: DANCE Grade 6-7-8

Grade 7 – 3PE, 1PR, 3PR, 4PR, 3RE, 4RE		
Discipline	Dance	
Strand/Process	Perceiving/Knowing (PE); Producing/Performing (PR); Responding/Reflecting (RE)	
Grade Level	Grade 7	
Content Statement	<p>3PE Explore the expressive body range of movement possibilities. 1PR Explore and refine the body’s movement possibilities in relation to varied dance techniques and choreography. 3PR Embodiment dance performance with attention to rhythmic structure with or without musical accompaniment. 4PR Create dance movement studies with clear intent and attention to dance elements, features and choreographic principles. 3RE Evaluate and refine collaborative rehearsal processes. 4RE Articulate the intended meanings of the dances they create.</p> <p>Enduring Understandings: Personal Choice and Vision, Critical and Creative Thinking, Authentic Application and Collaboration, Literacy</p> <p>Progress Points: A. Demonstrate increased awareness of how the body moves in the environment and in relation to others. B. Engage in diverse dance movement genres, forms and styles. C. Experience relationships between dance, rhythm and musical accompaniment. D. Use available technology and new media arts to create and record dances in conventional and creative ways. F. Demonstrate safe and healthy dance practices.</p>	
Essential Question	What roles do music and expressive features have in realizing the intent of your movement study or dance?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> To create movement studies based on the elements of dance; To use choreographic tools and compositional structures in dance-making; Intention comes from internal forces within the body; To establish criteria to assess rehearsal processes; To give and receive feedback from peers. 	<p>Students will demonstrate this by ...</p> <ul style="list-style-type: none"> Improvising with the elements of dance; Improvising to various prompts; Composing personal studies alone and in small groups; Using the elements of dance, compositional structures and choreographic devices to clarify intention; Clarifying and refining work through rehearsal processes; Using feedback to refine and evolve work; Performing studies with clear intention and focus. 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> Improvising, composing and coaching by a credentialed dance educator; Movement prompts; Writing prompts; Guided discussion; Self and peer assessment using rubrics. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts
	<p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by ...</p> <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	

Application		
<p style="text-align: center;"><u>Student Performance Task</u></p> <p>Students perform a personal study with a clear theme, demonstrated focus and intention, applying the elements of dance in a studied compositional structure.</p> <p>They receive feedback from peers and use it to refine or evolve their dance studies.</p>	<p style="text-align: center;"><u>Career Connections</u></p> <p>LINK to Pearltrees</p> <p style="text-align: center;"><u>Learning Standards Connections</u></p> <ul style="list-style-type: none"> • GRADE 7 English Language Arts • GRADE 7 Mathematics • GRADE 7 Science • GRADE 7 Social Studies 	<p style="text-align: center;"><u>Diverse Learners</u></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"> • ODE Diverse Learners • VSA Ohio • CAST <p style="text-align: right; color: blue; font-weight: bold; font-size: 1.2em;">BACK</p>

Model Curriculum: DANCE Grade 6-7-8

Grade 8 – 1PE, 3PE, 5PE, 1PR, 3PR, 1RE, 5RE		
Discipline	Dance	
Strand/Process	Perceiving/Knowing (PE); Producing/Performing (PR); Responding/Reflecting (RE)	
Grade Level	Grade 8	
Content Statement	<p>1PE Attend to, consider and articulate the aesthetic qualities in dances observed; 1PR Perform dances from various global cultures, theatrical styles and historical periods. 3PR Refine the use of available technology and the media arts to create, record and share dance in creative ways. 3PE View and describe choreographic works and improvisations by various influential choreographers. 5PE Observe dances with attention to rhythmic structure, with or without musical accompaniment. 1RE Describe, interpret and assess their dance works and challenge the opinions of others. 5RE Examine and discuss the way that different events (e.g., cultural, political, social and technological) impact dance and dance development.</p>	
	<p>Enduring Understandings: Personal Choice and Vision, Critical and Creative Thinking, Authentic Application and Collaboration, Literacy Progress Points: C. Experience relationships between dance, rhythm and musical accompaniment. H. Begin to articulate a personal aesthetic and dance preference.</p>	
Essential Question	What impact do new media and technologies have on dance and choreography?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn . . .</p> <ul style="list-style-type: none"> The meaning of aesthetics as it relates to dance; To recognize influential choreographers and their works; To interpret the dances they observe; The role of dance in selected cultures; To appreciate diverse dance styles; The meaning of rhythmic structure; Dance themes from other times resonate with contemporary themes; Dance changes across time and place; The value of dance as an art form. 	<p>Students will demonstrate learning by . . .</p> <ul style="list-style-type: none"> Reasoning critically when observing and interpreting dance; Making connections between a performance and its cultural, political or social intent; Questioning the issues and structures they see in a dance; Making meaning from the dances they create, perform and observe. 	<p>Students will be engaged and supported in learning by . . .</p> <ul style="list-style-type: none"> Observations; Viewing dance videos and documentaries; Analysis and interpretation; Discussion and readings as appropriate. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts

Model Curriculum: DANCE Grade 6-7-8

Application		
<p><u>Student Performance Task</u></p> <p>Students research a choreographer of their choice. They prepare a presentation on his or her life, work and creative processes using the digital media of choice.</p> <p>Part of the presentation must include the student’s performance or demonstration to help illustrate the choreographer’s style.</p>	<p style="text-align: center;"><u>Career Connections</u></p> <p>LINK to Pearltrees</p> <p style="text-align: center;"><u>Learning Standards Connections</u></p> <ul style="list-style-type: none"> • GRADE 5 English Language Arts • GRADE 5 Mathematics • GRADE 5 Science • GRADE 5 Social Studies 	<p style="text-align: center;"><u>Diverse Learners</u></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"> • ODE Diverse Learners • VSA Ohio • CAST <p style="text-align: right;">BACK</p>

Model Curriculum: DANCE Grade 6-7-8

Grade 8 – 4PR, 5PR, 2RE, 6RE		
Discipline	Dance	
Strand/Process	Producing/Performing (PR); Responding/Reflecting (RE)	
Grade Level	Grade 8	
Content Statement	<p>4PR Perform movement phrases with increased focus, alignment, strength, flexibility, coordination and skill. 5PR Demonstrate self-direction, independence and risk-taking when creating and performing dances. 2RE Compare the creative process in dance to the creative process in other disciplines (e.g., generating ideas, problem solving and communicating). 6RE Recognize, advocate and discuss how participation in dance develops skills that are valuable and applicable to their lives and adult careers.</p> <p>Enduring Understandings: Personal Choice and Vision, Critical and Creative Thinking, Authentic Application and Collaboration</p> <p>Progress Points: A. Demonstrate increased awareness of how the body moves in the environment and in relation to others. F. Demonstrate safe and healthy dance practices.</p>	
Essential Questions	What does it mean to think like a dancer? What do dance skills have in common with other subject area skills?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn . . .</p> <ul style="list-style-type: none"> • New and challenging movement skills; • Attributes of strong and healthy movement practices (including focus, alignment, strength, flexibility, coordination and movement skill); • Strategies to improve and increase skills taught and movement practices; • Agency, self-direction, independence and risk-taking in dance-making; • What it means to advocate for the arts. 	<p>Students will demonstrate learning by . . .</p> <ul style="list-style-type: none"> • Taking risks as they improvise, learn and perform new movement phrases and dances; • Performing movement phrases with increasing coordination and flexibility; • Using feedback to improve and evolve their dances; • Developing a creative manifesto for dance. <p style="text-align: center;">Assessment Tools</p> <p>Students will know how well they learned . . .</p> <ul style="list-style-type: none"> • Standards-Based Rubric Template • Arts Assessment Menu 	<p>Students will be engaged and supported in learning by . . .</p> <p>Creating and improvising; Performance assessment; Modeling and coaching; Journal writing.</p> <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts
Application		
Performance Task Option	Career Connections	Diverse Learners
Students compose and choreograph a dance to the theme of identity. They develop criteria to assess their	<p>LINK to Pearltrees</p> <p style="text-align: center;">Learning Standards Connections</p>	Strategies for meeting the needs of learners with special needs and talents in the arts can

Model Curriculum: DANCE Grade 6-7-8

<p>performances.</p>	<ul style="list-style-type: none">• GRADE 8 English Language Arts• GRADE 8 Mathematics• GRADE 8 Science• GRADE 8 Social Studies	<p>be found below.</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p>BACK</p>
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Model Curriculum: DANCE Grade 6-7-8

8 – 2PE, 4PE, 6PE, 7PE, 2PR, 3 RE, 4RE		
Discipline	Dance	
Strand/Process	Perceiving/Knowing (PE); Producing/Performing (PR); Responding/Reflecting (RE)	
Level (Grade)	8	
Content Statement	<p>2PE Explore and interpret expressive body movement possibilities in relation to other choreographic tools and dance technique with increased skill; 4PE Explore the body’s range of movement possibilities; 6PE Observe how gender influences dance across cultures; 7PE investigate and explain how cultural and ethnic groups contribute to the development of a particular dance; 2PR Use theatrical features (E.g., sound scores, music, lighting, costumes props and text) in dance performance to enhance artistic expression; 3RE Differentiate among statements of description, interpretation and evaluation within dance literature selections; 4RE Differentiate among statements of description, interpretation and evaluation and use them in a discussion about dance performance.</p> <p>Enduring Understandings: Personal Choice and Vision, Critical and Creative Thinking, Authentic Application and Collaboration,</p> <p>Progress Points: A. Demonstrate increased awareness of how the body moves in the environment and in relation to others. F. Demonstrate safe and healthy dance practices.</p>	
Essential Question	Why do you think people dance?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn. . .</p> <ul style="list-style-type: none"> • The meaning of “theatrical features” and how these embellish a dance; • How sound scores, music, lighting, costumes, props and text can enhance or distract from artistic expression in dance; • The meaning of “choreographic tools;” • How to describe, interpret and evaluate dance and written dance reviews; • To observe patterns of gender and its influence in selected cultural dances; • What it means to improvise. 	<p>Students will demonstrate learning by. . .</p> <ul style="list-style-type: none"> • Analyzing and interpreting a dance; • Using critical analysis to share the meaning they make of dances they observe; • Applying choreographic tools to perform expressive movements; • Using one or more theatrical features in an improvised dance; <p style="text-align: center;">Assessment Tools</p> <p>Students will know how well they learned. . .</p> <ul style="list-style-type: none"> • Standards-Based Rubric Template • Arts Assessment Menu 	<p>Students will be engaged and supported in learning by. . .</p> <ul style="list-style-type: none"> • Critical reasoning; • Analysis and interpretation; • Experiential learning; • Peer teaching <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts
Application		

Model Curriculum: DANCE Grade 6-7-8

<u>Performance Task</u>	<u>Career Connections</u>	<u>Diverse Learners</u>
<p>Students work individually or in groups to create a movement piece using one or more theatrical features.</p>	<p>LINK to Pearltrees</p> <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• GRADE 8 English Language Arts• GRADE 8 Mathematics• GRADE 8 Science• GRADE 8 Social Studies	<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">• ODE Diverse Learners• VSA Ohio• CAST <p>BACK</p>