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Excellence through Equity, Engagement, and Environment

**Washington Township School District**

Course Title:	Dance 1				
Grade Level(s):	9-12				
Duration:	<i>Full Year:</i>	X	<i>Semester:</i>		<i>Marking Period:</i>
Course Description:	In Dance 1, students will learn to create, perform, respond, and connect through the study and practice of a variety of dance disciplines with an emphasis on the specific styles and techniques of Ballet, Jazz, and Modern Dance. Throughout the course, students will gain movement and performance skills with an emphasis on proper and healthful body alignment, as well as an historical overview of the development of dance and its relationships to political, cultural, and social issues. Students will study the terminology of dance and other related fields. In addition, students will view, analyze, and evaluate the works of choreographers from traditional, contemporary, and world dance forms. By studying the choreographic processes of others and by participating in improvisation and compositional studies, students will gain the skills and knowledge necessary to create dance both alone and in groups. Completion of this course will prepare students for future study in Dance 2.				
Grading Procedures:	Course Grading will be calculated as follows: <ul style="list-style-type: none">• 50% - Class and Performance Participation/Preparedness• 25% - Written Assignments and Tests• 25% - Rehearsals, Performance Tests and Performances				
Primary Resources:	Instructor selected materials				

Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21st century skills for College and Career Readiness in a global society

Designed by:	Eisa Jackson
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Under the Direction of:	Casey Corigliano
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Written: August 2021

Revised: _____

BOE Approval: _____

Unit Title: Creating	
Unit Description: Conceiving and Developing new artistic ideas and work. The aspects of these learning activities may also apply to other units of this curriculum.	
Unit Duration: Ongoing	
Desired Results	
Anchor Standard 1: Generating and conceptualizing ideas. Anchor Standard 2: Organizing and developing ideas. Anchor Standard 3: Refining and completing products.	
Indicators: <u>Explore</u> 1.1.12prof.Cr1a - Explore a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement. 1.1.12prof.Cr1b - Analyze the elements of dance to expand personal movement vocabulary and ascertain new movement possibilities through the creation of choreographic works. <u>Plan</u> 1.1.12prof.Cr2a - Manipulate a variety of choreographic devices and dance structures to collaboratively develop a dance study with a clear artistic intent. Use dance terminology to explain how the dance structures clarify the artistic intent. 1.1.12prof.Cr2b - Choose a theme to develop a dance and create corresponding movements to communicate the theme. Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates non-verbally. <u>Revise</u> 1.1.12prof.Cr3a - Revise a movement study based on self-reflection and feedback of others to improve the quality of a planned movement sequence. Articulate movement choices and revisions. Analyze and evaluate the impact of choices made in the revision process. 1.1.12prof.Cr3b - Compare recognized notation systems to document a section of a dance using writing, symbols, or media technologies (e.g., graphic symbols and figures, path mapping, numerical systems, letter and word notations).	
Understandings: <i>Students will understand that...</i> <ol style="list-style-type: none"> 1. Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression. 2. The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers. 3. Choreographers analyze, evaluate, refine, and document their work to communicate meaning. 4. SEL Enduring Understandings: www.SELARTS.org 	Essential Questions: <ol style="list-style-type: none"> 1. Where do choreographers get ideas for dances? 2. What influences choice-making in creating choreography? 3. How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work? 4. SEL Essential Questions: www.SELARTS.org

Assessment Evidence

Performance Tasks:

- Understand choreographic process
- Develop their own choreographic process
- Use improvisation to create choreography
- Use improvisational skills alone or with a group
- Create and manipulate choreography using different compositional techniques
- Create a one minute to one and half minute solo and perform it in front of the class
- Define their choreographic process used to create the solo
- Analyze and critique their composition

Other Evidence:

- Lectures
- Demonstrations
- Viewing a variety of dance performances
- Journaling
- Practice
- Group work

Benchmarks:

- Teacher monitoring
- Class participation and discussions
- Homework
- Written assignments
- Tests
- Final critique
- Performance of solo project

Learning Plan

Learning Activities:

- Understanding the Choreographic process for dancers and choreographers
 - Use improvisational techniques to familiarize with different structures and devices
 - Use improvisation to create a dance
 - Explore a variety of compositional techniques that can be used to create choreography
 - Utilize a variety of compositional techniques to choreographic solo performance
- Explore the means of self-expression through choreography

Resources:

- Teacher made handouts
- Choreographic techniques
- Examples through available media i.e. DVDs, YouTube, etc.
- Dance composition books

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Anchor Standard 1: Generating and conceptualizing ideas.

4.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> Explore a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement. Analyze the elements of dance to expand personal movement vocabulary and ascertain new movement possibilities through the creation of choreographic works.
3.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> Explore a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) for sourcing movement to develop an improvisational or choreographed dance study. Demonstrate the process and the relationship between the stimuli and the movement. Understand the elements of dance to expand personal movement vocabulary and ascertain new movement possibilities through the creation of choreographic works.
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> Use a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) for sourcing movement to develop an improvisational or choreographed dance study. Identify the process and the relationship between the stimuli and the movement. Identify the elements of dance to expand personal movement vocabulary and select new movement possibilities through the creation of choreographic works.
1.0	With help, partial success at level 2.0 content and level 3.0 content.
0.0	Even with help, no success.

Anchor Standard 2: Organizing and developing ideas.

4.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> Manipulate a variety of choreographic devices and dance structures to collaboratively develop a dance study with a clear artistic intent. Use dance terminology to explain how the dance structures clarify the artistic intent. Choose a theme to develop a dance and create corresponding movements to communicate the theme. Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates non-verbally.
3.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> Manipulate at least two choreographic devices and dance structures to collaboratively develop a dance study with artistic intent. Use dance terminology to explain how the dance structures clarify the artistic intent. Choose a theme to develop a dance and create corresponding movements to communicate the theme. Develop a dance study by selecting movement vocabulary to communicate a main idea. Understand how the dance communicates non-verbally.
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> Use at least one choreographic device or dance structure to develop a dance study. Use dance terminology to identify how the dance structures clarify the artistic intent.

	<ul style="list-style-type: none"> Develop a dance and create corresponding movements to communicate a theme. Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Identify how the dance communicates non-verbally.
1.0	With help, partial success at level 2.0 content and level 3.0 content.
0.0	Even with help, no success.

Anchor Standard 3: Refining and completing products.

4.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> Revise a movement study based on self-reflection and feedback of others to improve the quality of a planned movement sequence. Articulate movement choices and revisions. Analyze and evaluate the impact of choices made in the revision process. Compare recognized notation systems to document a section of a dance using writing, symbols, or media technologies (e.g., graphic symbols and figures, path mapping, numerical systems, letter and word notations).
3.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> Revise a movement study based on self-reflection and feedback of others to improve the quality of a planned movement sequence. Understand movement choices and revisions. Describe the impact of choices made in the revision process. Document a section of a dance using writing, symbols, or media technologies (e.g., graphic symbols and figures, path mapping, numerical systems, letter and word notations).
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> Revise a movement study based on feedback of others to improve the quality of a planned movement sequence. Identify movement choices and revisions. Identify the impact of choices made in the revision process. Document a section of a dance using writing.
1.0	With help, partial success at level 2.0 content and level 3.0 content.
0.0	Even with help, no success.

Unit Modifications for Special Population Students

Advanced Learners	Students can assist with demonstrations and be used as a model. Additional performance and enrichment opportunities may be provided.
Struggling Learners	Preferential placement in class will be provided. Directions for activities will be re-worded and clarified. Additional small group instruction/practice will be offered. Modification of homework/class work, tests and quizzes, project criteria and rubrics. Pair with advanced learners.
English Language Learners	Preferential placement in class will be provided. Directions for activities will be re-worded and clarified. Additional small group instruction/practice will be offered. A dictionary will be available and additional visual aids may be used. Modification of homework/class work, tests and quizzes, project criteria and rubrics. Pair with advanced learners.
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> Variation of time: adapting the time allotted for learning, task completion, or testing

	<ul style="list-style-type: none"> • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Instruction in the arts helps students with the development of motor skills, language skills, social skills, decision-making, risk-taking, and inventiveness. Working in the arts helps learners to develop creative problem-solving skills and teaching through the arts can present difficult concepts visually and creatively, making them easier to understand. Arts experiences boost critical thinking, teaching students to take the time to be more careful and thorough in how they observe the world as instruction in the arts connects students with their own culture as well as with the wider world. Integrating art with other disciplines provides challenges for learners at all levels and can reach students who might not otherwise be engaged in other subject areas. Instruction in the arts provides students with the skills to be life-long learners.

Integration of 21st Century Skills

The Arts as Communication

Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that expresses and communicates their own ideas and can respond by analyzing and interpreting the artistic communications of others.

The Arts as Creative Personal Realization

Artistically literate citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing/presenting/producing, responding and connecting to as an adult.

The Arts as Culture, History, and Connectors

Artistically literate citizens know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also seek to understand relationships among the arts, and cultivate habits of searching for and identifying patterns, relationships between the arts and other knowledge.

The Arts as a Means to Well-Being

Artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in the arts.

The Arts as Community Engagement

Artistically literate citizens seek artistic experience and support the arts in their local, state, national, and global communities.

Unit Title: Performing
Unit Description: Realizing artistic ideas and work through interpretation and presentation. The aspects of these learning activities may also apply to other units of this curriculum.
Unit Duration: Ongoing
Desired Results
Anchor Standard 4: Selecting, analyzing, and interpreting work. Anchor Standard 5: Developing and refining techniques and models or steps needed to create products. Anchor Standard 6: Conveying meaning through art.
Indicators: <u>Express</u> 1.1.12prof.Pr4a - Develop partner and ensemble skills that enable contrasting level changes while maintaining a sense of spatial design and relationship. Use space intentionally during phrases and through transitions between phrases. 1.1.12prof.Pr4b - Use syncopation and accented movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath with metric and kinesthetic phrasing. 1.1.12prof.Pr4c - Perform planned and improvised movement sequences and dance combinations, with variations that accurately demonstrate contrasting dynamics and energy (e.g., fast/slow, sharp/smooth, strong/gentle, tight/loose). <u>Embody, Execute</u> 1.1.12prof.Pr5a - Evaluate and apply healthful strategies (e.g., nutrition, injury prevention and emotional health and overall functioning) and safe body-use practices that are essential for the dancer. 1.1.12prof.Pr5b - Demonstrate joint articulations and basic anatomical terms (e.g., muscles, bones, tendons, ligaments) as they relate to dance. Apply kinesthetic principles and various body systems. 1.1.12prof.Pr5c - Demonstrate body coordination while moving (e.g., elongated spine, vertical alignment, release of tension from shoulders; use of vertical, off center, non-vertical alignment) the body through space. 1.1.12prof.Pr5d - Explore movement that develops a wide range of motion, muscular flexibility, strength, and endurance. Explore different body conditioning techniques (e.g., yoga, weight training, aerobics, Pilates)

1.1.12prof.Pr5e - Demonstrate style/genre specific vocabulary and codified movements with style/genre specific alignment. Demonstrate, through focused practice and repetition, breath control, body part initiation and body sequencing.

Present

1.1.12prof.Pr6a - Investigate visualization, motor imagery, and breath to apply and enhance the quality of body mechanics and the energy related to the movement skill.

1.1.12prof.Pr6b - Rehearse a dance and apply specific feedback to refine performance accuracy, consistency, and expressiveness. Demonstrate group awareness and develop personal rehearsal strategies.

1.1.12prof.Pr6c - Adapt movements to performance area. Demonstrate performance etiquette and performance practices during class, rehearsal and performance. Accept notes from choreographer and apply corrections to future performances. Document the rehearsal and performance process using dance and production terminology. Analyze and evaluate the success of a performance.

1.1.12prof.Pr6d - Demonstrate a variety of technical elements (e.g., costumes, lighting, sound, performance cues) of a dance performance. Utilize production and technical terminology to communicate with performers and backstage personnel.

Understandings:

Students will understand that...

1. Space, time, and energy are basic elements of dance.
2. The way the body is developed, execution of movement and movement quality vary in different dance styles, genres and traditions.
3. Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression. Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.
4. SEL Enduring Understandings: www.SELARTS.org

Essential Questions:

1. How do dancers work with space, time and energy to communicate artistic expression?
2. How is the body used as an instrument for technical and artistic expression?
3. What must a dancer do to prepare the mind and body for artistic expression? How does a dancer heighten artistry in a public performance?
4. SEL Essential Questions: www.SELARTS.org

Assessment Evidence

Performance Tasks:

- Identify the required code of conduct for a dance class
- Demonstrate correct procedures for changing clothing and using dressing room
- Demonstrate basic warm-up exercises
- Agree to attend the dance concert dress rehearsal and concert performance
- Demonstrate proper body alignment for dance
- Demonstrate and identify aesthetics and characteristics of Ballet, Modern, and Jazz dance
- Demonstrate proper dance technique for Ballet, Modern, and Jazz dance
- Discuss and write about Ballet, Modern, and Jazz dance using correct terminology
- Define and use correctly dance terminology

Other Evidence:

- Lecture
- Distribution of Dance Concert information and contracts
- Distribution of course proficiencies through the course introduction
- Distribution of lockers and textbooks
- Warm-up exercises
- Distribution of vocabulary worksheets
- Participation in technical exercises and movement sequences of Ballet, Jazz, and Modern dance
- Demonstration of proper body alignment
- Demonstration of relationships between music (rhythms, tempos, and dynamics) and dance
- Demonstration of the characteristics and aesthetics of Ballet, Jazz, and Modern dance

<ul style="list-style-type: none"> • Define muscle, bone, tendon, ligament • Identify the locations of major muscle groups • Explain how muscles, bones, tendons, and ligaments work together to move our bodies • Explain how knowledge of our body's movements can help prevent injuries • Explain what to do in the event of an injury • Define warm-up • Identify the elements of a warm-up • Demonstrate how to warm-up properly • Understand the importance of rehearsals • Actively participate in a good rehearsal • Understand the characteristics of a good rehearsal • Understand and participate in a dance performance • Understand, speak and write about the rehearsal and performance processes • Participate in promotion of their performances • Understand, speak and write about enhancing a dance performance through costuming, scenery, props, and set design 	<ul style="list-style-type: none"> • Presentations of dance executed with proper technique and body alignment • Practice • Lecture, written assignments, demonstrations, and discussions regarding the rehearsal and performance processes • Participation in class and on-stage rehearsals • Discussions regarding the choreographic process • Discussion of expectations regarding dance proficiency and artistry during rehearsals • Discussion of appropriate costuming and set design for specific dance pieces • Acquire/create costumes for our dance production
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Benchmarks:

- Daily performance grade
- Teacher observation and monitoring
- Establish a routine system for changing and participating in dance class
- Exhibit respect or the teacher, dance space, equipment, and each other
- Performance tests
- Vocabulary tests
- Written assignments
- Written and unit tests
- Homework
- Basic Jazz dance combination incorporating chasse'
- Mid-term: Demonstration of section of class dance choreography for concert
- Demonstrate technical proficiency in ballet, modern, and jazz technique
- Use dance specific terminology and vocabulary correctly

Learning Plan

Learning Activities:

- Participating and moving appropriately through dance techniques and emotions.
- Spatial awareness when dancing
- Setting and meeting expectations dancers are to follow in the professional field both performances and rehearsals. (i.e. Responsibility for class equipment, deadline requirements, participation in performances and rehearsal)
- Appropriately using warm-up techniques to focus the body for dance
- Introduction to the basic elements and technique of modern dance
- Introduction to the basic elements and technique of Ballet dance
- Introduction to the basic elements and technique of jazz dance

- Exploring the aesthetic and characteristics of ballet, modern, and jazz techniques
- Utilizing the components of ballet, modern and jazz techniques in class
- Implementing healthy and safe dancer practices:
 - Understanding the connection between muscles, bones, and movement
 - Understanding the major bones and muscles of the body
 - Understanding the inner workings of how a body moves as a dancer
 - Injury prevention, reporting, and recovery
 - Healthy mental and physical health for a dancer

Resources:

- Teacher made handouts
- Dance Concert information and contract, rules, grading procedures, course proficiencies
- Anatomy and kinesiology
- The importance of warm-up
- Examples through available media i.e. DVDs, YouTube, etc.
- Textbook- Ballet and Modern Dance- A Concise History

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Anchor Standard 4: Selecting, analyzing, and interpreting work.

4.0	Students will be able to: <ul style="list-style-type: none"> • Develop partner and ensemble skills that enable contrasting level changes while maintaining a sense of spatial design and relationship. Use space intentionally during phrases and through transitions between phrases. • Use syncopation and accented movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath with metric and kinesthetic phrasing. • Perform planned and improvised movement sequences and dance combinations, with variations that accurately demonstrate contrasting dynamics and energy (e.g., fast/slow, sharp/smooth, strong/gentle, tight/loose).
3.0	Students will be able to: <ul style="list-style-type: none"> • Demonstrate partner and ensemble skills that enable contrasting level changes while maintaining a sense of spatial design and relationship. Use space during phrases and through transitions between phrases. • Use syncopation or accented movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Recognize breath with metric and kinesthetic phrasing. • Perform planned and improvised movement sequences and dance combinations, with variations that demonstrate contrasting dynamics and energy (e.g., fast/slow, sharp/smooth, strong/gentle, tight/loose).
2.0	Students will be able to: <ul style="list-style-type: none"> • Demonstrate ensemble skills that use level changes. Use space during phrases. • Understand syncopation and accented movements related to different tempi. Recognize rhythmic cues from different aspects of accompaniment. • Perform planned movement sequences and dance combinations.
1.0	With help, partial success at level 2.0 content and level 3.0 content.
0.0	Even with help, no success.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

4.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Evaluate and apply healthful strategies (e.g., nutrition, injury prevention and emotional health and overall functioning) and safe body-use practices that are essential for the dancer. • Demonstrate joint articulations and basic anatomical terms (e.g., muscles, bones, tendons, ligaments) as they relate to dance. Apply kinesthetic principles and various body systems. • Demonstrate body coordination while moving (e.g., elongated spine, vertical alignment, release of tension from shoulders; use of vertical, off center, non-vertical alignment) the body through space. • Explore movement that develops a wide range of motion, muscular flexibility, strength, and endurance. Explore different body conditioning techniques (e.g., yoga, weight training, aerobics, Pilates). • Demonstrate style/genre specific vocabulary and codified movements with style/genre specific alignment. Demonstrate, through focused practice and repetition, breath control, body part initiation and body sequencing.
3.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Apply healthful strategies (e.g., nutrition, injury prevention and emotional health and overall functioning) and safe body-use practices that are essential for the dancer. • Demonstrate joint articulations and basic anatomical terms (e.g., muscles, bones, tendons, ligaments) as they relate to dance. Understand kinesthetic principles and various body systems. • Demonstrate some body coordination while moving (e.g., elongated spine, vertical alignment, release of tension from shoulders; use of vertical, off center, non-vertical alignment) the body through space. • Understand movement that develops a wide range of motion, muscular flexibility, strength, and endurance. Understand different body conditioning techniques (e.g., yoga, weight training, aerobics, Pilates). • Recognize style/genre specific vocabulary and codified movements with style/genre specific alignment. Understand, through practice and repetition, breath control, body part initiation and body sequencing.
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Understand healthful strategies (e.g., nutrition, injury prevention and emotional health and overall functioning) and safe body-use practices that are essential for the dancer. • Identify joint articulations and basic anatomical terms (e.g., muscles, bones, tendons, ligaments) as they relate to dance. • Demonstrate some body coordination while moving (e.g., elongated spine, vertical alignment, release of tension from shoulders; use of vertical, off center, non-vertical alignment) the body through space. • Identify movement that develops a wide range of motion, muscular flexibility, strength, and endurance. Recognize different body conditioning techniques (e.g., yoga, weight training, aerobics, Pilates). • Recall style/genre specific vocabulary and codified movements. Understand, through practice and repetition at least one of the following: breath control, body part initiation and body sequencing.
1.0	With help, partial success at level 2.0 content and level 3.0 content.
0.0	Even with help, no success.

Anchor Standard 6: Conveying meaning through art.	
4.0	Students will be able to: <ul style="list-style-type: none"> Investigate visualization, motor imagery, and breath to apply and enhance the quality of body mechanics and the energy related to the movement skill. Rehearse a dance and apply specific feedback to refine performance accuracy, consistency, and expressiveness. Demonstrate group awareness and develop personal rehearsal strategies. Adapt movements to performance area. Demonstrate performance etiquette and performance practices during class, rehearsal and performance. Accept notes from choreographer and apply corrections to future performances. Document the rehearsal and performance process using dance and production terminology. Analyze and evaluate the success of a performance. Demonstrate a variety of technical elements (e.g., costumes, lighting, sound, performance cues) of a dance performance. Utilize production and technical terminology to communicate with performers and backstage personnel.
3.0	Students will be able to: <ul style="list-style-type: none"> Demonstrate visualization, motor imagery, and breath to apply and enhance the quality of body mechanics and the energy related to the movement skill. Rehearse a dance and apply specific feedback to refine performance accuracy, consistency, and expressiveness. Demonstrate group awareness and develop personal rehearsal strategies. Adapt movements to performance area. Understand performance etiquette and performance practices during class, rehearsal and performance. Accept notes from choreographer and apply corrections to future performances. Document the rehearsal and performance process using dance and production terminology. Evaluate the success of a performance. Understand a variety of technical elements (e.g., costumes, lighting, sound, performance cues) of a dance performance. Recognize production and technical terminology to communicate with performers and backstage personnel.
2.0	Students will be able to: <ul style="list-style-type: none"> Understand visualization, motor imagery, and breath to apply and enhance the quality of body mechanics and the energy related to the movement skill. Rehearse a dance and apply specific feedback to refine performance accuracy, consistency, and expressiveness. Identify group awareness and personal rehearsal strategies. Adapt movements to performance area using feedback. With some reminders, use performance etiquette and performance practices during class, rehearsal and performance. Accept notes from choreographer and apply some corrections to future performances. Document the rehearsal and performance process using dance and production terminology. Explain the success of a performance. Recognize a variety of technical elements (e.g., costumes, lighting, sound, performance cues) of a dance performance. With help, use production and technical terminology to communicate with performers and backstage personnel.
1.0	With help, partial success at level 2.0 content and level 3.0 content.
0.0	Even with help, no success.

Unit Modifications for Special Population Students	
Advanced Learners	Students can assist with demonstrations and be used as a model. Additional performance and enrichment opportunities may be provided.

Struggling Learners	Preferential placement in class will be provided. Directions for activities will be re-worded and clarified. Additional small group instruction/practice will be offered. Modification of homework/class work, tests and quizzes, project criteria and rubrics. Pair with advanced learners
English Language Learners	Preferential placement in class will be provided. Directions for activities will be re-worded and clarified. Additional small group instruction/practice will be offered. A dictionary will be available and additional visual aids may be used. Modification of homework/class work, tests and quizzes, project criteria and rubrics. Pair with advanced learners.
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Instruction in the arts helps students with the development of motor skills, language skills, social skills, decision-making, risk-taking, and inventiveness. Working in the arts helps learners to develop creative problem-solving skills and teaching through the arts can present difficult concepts visually and creatively, making them easier to understand. Arts experiences boost critical thinking, teaching students to take the time to be more careful and thorough in how they observe the world as instruction in the arts connects students with their own culture as well as with the wider world. Integrating art with other disciplines provides challenges for learners at all levels and can reach students who might not otherwise be engaged in other subject areas. Instruction in the arts provides students with the skills to be life-long learners.

Integration of 21st Century Skills

The Arts as Communication

Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that expresses and communicates their own ideas and can respond by analyzing and interpreting the artistic communications of others.

The Arts as Creative Personal Realization

Artistically literate citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing/presenting/producing, responding and connecting to as an adult.

The Arts as Culture, History, and Connectors

Artistically literate citizens know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also seek to understand relationships among the arts, and cultivate habits of searching for and identifying patterns, relationships between the arts and other knowledge.

The Arts as a Means to Well-Being

Artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in the arts.

The Arts as Community Engagement

Artistically literate citizens seek artistic experience and support the arts in their local, state, national, and global communities.

Unit Title: Responding

Unit Description:

Understanding and evaluating how the arts convey meaning. The aspects of these learning activities may also apply to other units of this curriculum.

Unit Duration: Ongoing

Desired Results

Anchor Standard 7: Perceiving and analyzing products.

Anchor Standard 8: Interpreting intent and meaning.

Anchor Standard 9: Applying criteria to evaluate products.

Indicators:

Analyze

1.1.12prof.Re7a - Use genre-specific terminology to analyze recurring patterns of movement and their relationships in dance in context of artistic intent.

1.1.12prof.Re7b - Analyze the use of elements of dance in a variety of genres, styles, or cultural movement practices within its cultural context to communicate intent. Use genre-specific dance terminology to compare and contrast.

Interpret

1.1.12prof.Re8a - Distinguish different dances and discuss their intent and artistic expression. Explain how the relationships among the elements of dance, execution of dance movements, and context enhance meaning and support intent using genre specific dance techniques.

Critique

1.1.12prof.Re9a - Analyze artistic criteria to determine what makes an effective performance. Consider content, context, genre, style, and or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology.

Understandings:

Students will understand that...

1. Dance is perceived and analyzed to comprehend its meaning.
2. Dance is interpreted by considering intent, meaning, and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context.
3. Criteria for evaluating dance vary across genres, styles, and cultures.
4. SEL Enduring Understandings: www.SELARTS.org

Essential Questions:

1. How is a dance understood?
2. How is dance interpreted?
3. What criteria are used to evaluate dance?
4. SEL Essential Questions: www.SELARTS.org

Assessment Evidence

Performance Tasks:

- Explain the important role that dance plays in society
- Explain how ballet evolved from court dancing
- Identify several ballets, ballet companies, and ballet choreographers
- Understand the historical perspective of Modern dance
- Identify Modern dance pioneers and choreographers
- Identify influential Modern choreographic masterpieces
- Identify the origins of Jazz dance
- Identify Jazz dance pioneers, choreographers and choreographic masterpieces
- Demonstrate knowledge of how Ballet, Modern, and Jazz dance choreographers connect with political, social, cultural, and historical events

Other Evidence:

- Lecture
- Demonstrations
- Practice

- View a performance and discuss what they saw in terms of aesthetics of the dance style
- Draw connections between dance and other art forms
- Draw connections between dance and cultural, political, and social issues
- Write a quality analysis and critique of a dance

Benchmarks:

- Teacher monitoring
- Class participation and discussions
- Homework
- Written tests
- Written Assignments
- Mid-term (Benchmark 2) – Written exam on Ballet and Modern Dance History and Vocabulary
- Unit tests
- Final critique
- Use dance specific terminology and vocabulary correctly

Learning Plan

Learning Activities:

- Evaluate the import role dance plays in all cultures and societies
- Evaluate the reasons for “why we dance”
- Discussion and reflection on dance as the universal language
- Discuss the evolution of ballet from court dancing to traditional ballet
- Discuss the development of ballet dance to romantic LA to the present
- Discuss the evolution of modern dance is a rebellion against ballet
- Discuss the historical development of modern dance
- Discuss jazz dance as it evolved from African American Social Dance
- Discuss African contributions to jazz dance
- Discuss the origins and contributions to the development of jazz dance
- Discuss theatrical jazz dance
- Discuss jazz dance pioneers, choreographers, and choreograph thick masterpieces
- Discuss/connect ballet, modern, and jazz dance to political, social, cultural, and historical events
- Discuss the definition of aesthetics in relation to dance
- Discuss the development of aesthetic criteria
- Discuss the proper observation of a dance
- Discuss and make connections between dance and other art forms in relation to cultural, political, and social issues
- Evaluate the characteristics of a quality critique
- Discuss proper questioning techniques when evaluating a dance
- Develop analysis and critiquing skills in relation to dance

Resources:

- Teacher made handouts:
 - Informational worksheets on styles of dance
 - Informational worksheets on specific choreographers and their work
 - Informational worksheets on styles of dance
 - Informational worksheets on specific choreographers and their work

- History of dance
- Romantic Ballet
- Modern Dance pioneers and forerunners
- Textbook: Ballet and Modern Dance: A Concise History by Jack Anderson
- Videos/DVDs:
 - An Evening with the Alvin Ailey American Dance Theater
 - Martha Graham- A Dancer Revealed
 - Bob Fosse Biography
- Various internet videos from traditional and contemporary choreographers

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Anchor Standard 7: Perceiving and analyzing products.

4.0	Students will be able to: <ul style="list-style-type: none"> ● Use genre-specific terminology to analyze recurring patterns of movement and their relationships in dance in context of artistic intent. ● Analyze the use of elements of dance in a variety of genres, styles, or cultural movement practices within its cultural context to communicate intent. Use genre-specific dance terminology to compare and contrast.
3.0	Students will be able to: <ul style="list-style-type: none"> ● Use genre-specific terminology to interpret recurring patterns of movement and their relationships in dance in context of artistic intent. ● Recognize the elements of dance in a variety of genres, styles, or cultural movement practices within its cultural context to communicate intent. Use genre-specific dance terminology to describe.
2.0	Students will be able to: <ul style="list-style-type: none"> ● Use genre-specific terminology to identify recurring patterns of movement and explain their relationships in dance in context of artistic intent. ● Recall the use of elements of dance in a variety of genres, styles, or cultural movement practices within its cultural context to communicate intent. Use genre-specific dance terminology to label.
1.0	With help, partial success at level 2.0 content and level 3.0 content.
0.0	Even with help, no success.

Anchor Standard 8: Interpreting intent and meaning.

4.0	Students will be able to: <ul style="list-style-type: none"> ● Distinguish different dances and discuss their intent and artistic expression. Explain how the relationships among the elements of dance, execution of dance movements, and context enhance meaning and support intent using genre specific dance techniques.
3.0	Students will be able to:

	<ul style="list-style-type: none"> Identify different dances and describe their intent and artistic expression. Explain how the relationships among the elements of dance, execution of dance movements, and context enhance meaning.
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> Recall different dances and understand their intent and artistic expression. Understand how the relationships among the elements of dance, execution of dance movements, and context enhance meaning.
1.0	With help, partial success at level 2.0 content and level 3.0 content.
0.0	Even with help, no success.

Anchor Standard 9: Applying criteria to evaluate products.	
4.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> Analyze artistic criteria to determine what makes an effective performance. Consider content, context, genre, style, and or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology.
3.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> Understand artistic criteria to determine what makes an effective performance. Consider content, context, genre, style, and or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology.
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> Recognize artistic criteria to determine what makes an effective performance. Consider content, context, genre, style, and or cultural movement practice to comprehend artistic expression.
1.0	With help, partial success at level 2.0 content and level 3.0 content.
0.0	Even with help, no success.

Unit Modifications for Special Population Students	
Advanced Learners	Students can assist with demonstrations and be used as a model. Additional performance and enrichment opportunities may be provided.
Struggling Learners	Preferential placement in class will be provided. Directions for activities will be re-worded and clarified. Additional small group instruction/practice will be offered. Modification of homework/class work, tests and quizzes, project criteria and rubrics. Pair with advanced learners
English Language Learners	Preferential placement in class will be provided. Directions for activities will be re-worded and clarified. Additional small group instruction/practice will be offered. A dictionary will be available and additional visual aids may be used. Modification of homework/class work, tests and quizzes, project criteria and rubrics. Pair with advanced learners.
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> Variation of time: adapting the time allotted for learning, task completion, or testing Variation of input: adapting the way instruction is delivered Variation of output: adapting how a student can respond to instruction

	<ul style="list-style-type: none"> • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Instruction in the arts helps students with the development of motor skills, language skills, social skills, decision-making, risk-taking, and inventiveness. Working in the arts helps learners to develop creative problem-solving skills and teaching through the arts can present difficult concepts visually and creatively, making them easier to understand. Arts experiences boost critical thinking, teaching students to take the time to be more careful and thorough in how they observe the world as instruction in the arts connects students with their own culture as well as with the wider world. Integrating art with other disciplines provides challenges for learners at all levels and can reach students who might not otherwise be engaged in other subject areas. Instruction in the arts provides students with the skills to be life-long learners.

Integration of 21st Century Skills

The Arts as Communication

Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that expresses and communicates their own ideas and can respond by analyzing and interpreting the artistic communications of others.

The Arts as Creative Personal Realization

Artistically literate citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing/presenting/producing, responding and connecting to as an adult.

The Arts as Culture, History, and Connectors

Artistically literate citizens know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also seek to understand relationships among the arts, and cultivate habits of searching for and identifying patterns, relationships between the arts and other knowledge.

The Arts as a Means to Well-Being

Artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in the arts.

The Arts as Community Engagement

Artistically literate citizens seek artistic experience and support the arts in their local, state, national, and global communities.

Unit Title: Connecting

Unit Description:

Relating artistic ideas and work with personal meaning and external content. The aspects of these learning activities may also apply to other units of this curriculum.

Unit Duration: Ongoing**Desired Results**

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to make art.

Anchor Standard 11: Relating artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Indicators:**Synthesize**

1.1.12prof.Cn10a - Analyze a dance to determine the ideas expressed by the choreographer. Explain how the perspectives expressed by the choreographer impacts personal interpretation. Consider how personal background and experiences influence responses to dance works.

1.1.12prof.Cn10b - Research global issues, including climate change, using multiple research methods to inform original dances expressed through multiple genres, styles, and varied cultural perspectives.

Relate

1.1.12prof.Cn11a - Analyze and discuss the role of dance in a global society. Examine genres, styles, historical time periods, societal changes and perspectives and how those changes impact dance in relation to the ideas and perspectives of the people from which the dances originate.

Understandings:

Students will understand that...

1. Dance is interpreted by considering intent, meaning, and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context.
2. Criteria for evaluating dance vary across genres, styles, and cultures.
3. SEL Enduring Understandings: www.SELARTS.org

Essential Questions:

1. How is dance interpreted?
2. What criteria are used to evaluate dance?
3. SEL Essential Questions: www.SELARTS.org

Assessment Evidence**Performance Tasks:**

- Explain the important role that dance plays in society
- Explain how ballet evolved from court dancing
- Identify several ballets, ballet companies, and ballet choreographers
- Understand the historical perspective of Modern dance
- Identify Modern dance pioneers and choreographers
- Identify influential Modern choreographic masterpieces
- Identify the origins of Jazz dance

Other Evidence:

- Lecture
- Demonstrations
- Practice

<ul style="list-style-type: none"> • Identify Jazz dance pioneers, choreographers and choreographic masterpieces • Demonstrate knowledge of how Ballet, Modern, and Jazz dance choreographers connect with political, social, cultural, and historical events • View a performance and discuss what they saw in terms of aesthetics of the dance style • Draw connections between dance and other art forms • Draw connections between dance and cultural, political, and social issues • Write a quality analysis and critique of a dance 	
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Benchmarks:

- Teacher monitoring
- Class participation and discussions
- Homework
- Written tests
- Written assignments
- Mid-term (Benchmark 2) – Written exam on Ballet and Modern Dance History and Vocabulary
- Unit tests
- Final critique

Learning Plan

Learning Activities:

- Evaluate the import role dance plays in all cultures and societies
- Evaluate the reasons for “why we dance”
- Discussion and reflection on dance as the universal language
- Discuss the evolution of ballet from court dancing to traditional ballet
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- Various internet videos from traditional and contemporary choreographers

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to make art.

4.0	Students will be able to: <ul style="list-style-type: none"> • Analyze a dance to determine the ideas expressed by the choreographer. Explain how the perspectives expressed by the choreographer impacts personal interpretation. Consider how personal background and experiences influence responses to dance works. • Research global issues, including climate change, using multiple research methods to inform original dances expressed through multiple genres, styles, and varied cultural perspectives.
3.0	Students will be able to: <ul style="list-style-type: none"> • Observe a dance to determine the ideas expressed by the choreographer. Understand how the perspectives expressed by the choreographer impacts personal interpretation. Recognize how personal background and experiences influence responses to dance works. • Identify global issues, including climate change, using multiple research methods to describe how the original dances are expressed through multiple genres, styles, and varied cultural perspectives.
2.0	Students will be able to: <ul style="list-style-type: none"> • Observe a dance to determine the ideas expressed by the choreographer. Recognize how the perspectives expressed by the choreographer impacts personal interpretation. • Recall global issues, including climate change, through a variety of research methods.
1.0	With help, partial success at level 2.0 content and level 3.0 content.
0.0	Even with help, no success.

Anchor Standard 11: Relating artistic ideas and works with societal, cultural, and historical context to deepen understanding.

4.0	Students will be able to:
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	<ul style="list-style-type: none"> Analyze and discuss the role of dance in a global society. Examine genres, styles, historical time periods, societal changes and perspectives and how those changes impact dance in relation to the ideas and perspectives of the people from which the dances originate.
3.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> Discuss the role of dance in a global society. Identify genres, styles, historical time periods, societal changes and perspectives and how those changes impact dance in relation to the ideas and perspectives of the people from which the dances originate.
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> Identify the role of dance in a global society. Recall genres, styles, historical time periods, societal changes and perspectives and how those changes impact dance in relation to the ideas and perspectives of the people from which the dances originate.
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