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Excellence through Equity, Engagement, and Environment



Washington Township School District

Course Title:	Dance 2					
Grade Level(s):	10-12					
Duration:	<i>Full Year:</i>	X	<i>Semester:</i>		<i>Marking Period:</i>	
Course Description:	<p>In Dance 2, students will learn to create, perform, respond and connect while continuing to refine and develop their technical skills in a variety of dance disciplines with an emphasis on the specific styles of Ballet, Jazz, and Modern Dance. Throughout the course, students will gain proficiency in these advanced movement skills and will begin to develop artistry in their dancing. Students will also expand their knowledge of dance history and dance terminology. Additionally, an emphasis will be placed on composition and choreography; including exploration of the creative process. Finally, students will have the opportunity to display their skills as well as to learn about all aspects of dance production (audition, rehearsal, and performance) by participating in a dance performance. Completion of Dance 2 will prepare students for future study in Dance Production and Dancer's Studio.</p>					
Grading Procedures:	<p>Course Grading will be calculated as follows:</p> <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> 1.1.12acc.Cr1a - Synthesize content generated from stimulus materials to choreograph dance studies or dances using original or codified movement. 1.1.12acc.Cr1b - Manipulate movement vocabulary from various dance genres using the elements of dance to create new choreographic works. <u>Plan</u> 1.1.12acc.Cr2a - Work individually and collaboratively to design dance studies that integrate and recombine movement vocabulary, choreographic devices and dance structures drawn from a variety of dance genres. Explain how the dance vocabulary and structures clarify the artistic intent. 1.1.12acc.Cr2b - Develop an artistic statement that reflects a personal aesthetic for an original dance study or dance. Select and demonstrate movements that support the artistic statement <u>Revise</u> 1.1.12acc.Cr3a - Clarify the artistic intent of a dance using established artistic criteria, self-reflection and the feedback of others. Analyze and evaluate the impact of choices made in the revision process. Justify the reasons for revisions. 1.1.12acc.Cr3b - Develop a strategy to record a dance using recognized systems of dance documentation (e.g., writing, a form of notation symbols, or using media technologies)	
Understandings: <i>Students will understand that...</i> <ol style="list-style-type: none"> Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression. The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers. Choreographers analyze, evaluate, refine, and document their work to communicate meaning. SEL Enduring Understandings: www.SELARTS.org 	Essential Questions: <ol style="list-style-type: none"> Where do choreographers get ideas for dances? What influences choice-making in creating choreography? How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work? SEL Essential Questions: www.SELARTS.org

Assessment Evidence

Performance Tasks:

- Identify choreographic and compositional techniques used to create choreography.
- Use improvisation as a choreographic tool
- Create a small group dance with their classmates

Other Evidence:

- Lectures, demonstrations and discussions
- Viewing of a variety of dance performances on video/DVD/YouTube
- Participation in improvisational studies
- Participation in advanced compositional studies
- Creation of a choreographic project

Benchmarks:

- Teacher monitoring
- Class participation
- Written assignments
- Completion and quality of choreographic project
- Final, small group choreographic project

Learning Plan

Learning Activities:

- Explore the choreographic process for dancers and choreographers
- Explore methods used by dancers to create choreography
- Explore personal approaches to the creative process
- Explore improvisational techniques used by dancers and choreographers when creating movement
- Explore methods for creating choreography from structured improvisation
- Explore personal preferences as to the use of improvisation as part of the creative process
- Explore a variety of compositional techniques that can be used to create choreography
- Utilize a variety of compositional techniques for a choreographic project
- Explore inspirational sources for choreography
- Create expectations in regard to participation in improvisational studies
- Create expectations in regard to participation in advanced compositional studies
- Create expectations and goals in regard to the choreographic requirements for the final choreography project

Resources:

- Teacher made handouts:
 - Informational worksheets on styles of dance
 - Informational worksheets on specific choreographers and their work
 - Requirements for final choreographic project
- Various internet videos from traditional and contemporary choreographers on YouTube
- Various books about choreography and the choreographic process

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"> • Synthesize content generated from stimulus materials to choreograph dance studies or dances using original or codified movement. • Manipulate movement vocabulary from various dance genres using the elements of dance to create new 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. 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.
2.0	<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.
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"> • Work individually and collaboratively to design dance studies that integrate and recombine movement vocabulary, choreographic devices and dance structures drawn from a variety of dance genres. Explain how the dance vocabulary and structures clarify the artistic intent. • Develop an artistic statement that reflects a personal aesthetic for an original dance study or dance. Select and demonstrate movements that support the artistic statement.
3.0	<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.
2.0	<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.

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	Students will be able to: <ul style="list-style-type: none"> • Clarify the artistic intent of a dance using established artistic criteria, self-reflection and the feedback of others. Analyze and evaluate the impact of choices made in the revision process. Justify the reasons for revisions. • Develop a strategy to record a dance using recognized systems of dance documentation (e.g., writing, a form of notation symbols, or using media technologies).
3.0	Students will be able to: <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).
2.0	Students will be able to: <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).
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	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: <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.</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> 1.1.12acc.Pr4a - Expand partner and ensemble skills. Execute floor and air pathways while maintaining relationships with spatial focus and intentionality. Dance alone and with others with spatial intention. 1.1.12acc.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. 1.1.12acc.Pr4c - Perform planned and improvised movement sequences and dance combinations while self-monitoring and adjusting dynamics and energy to the choreographic intent. <u>Embody, Execute</u> 1.1.12acc.Pr5a - Research healthful strategies essential for dancers and modify personal practice based on findings. 1.1.12acc.Pr5b - Investigate how kinesthetic principles and various body systems relate to the dancing body. Examine how the muscles and bones animate the dancer's moving structure. 1.1.12acc.Pr5c - Maintain optimal alignment and adjust the placement shifting energy of the body while traveling through space and preceding and following jumps. 1.1.12acc.Pr5d - Develop a personal conditioning practices, using different body conditioning techniques, that improves range of motion, muscular flexibility, strength, and endurance to enhance performance. 1.1.12acc.Pr5e - Execute clarity of movement intention during complex movement sequences. Use style/genre specific vocabulary and execute codified movements with style/genre specific alignment and characteristics, through focused practice and repetition. <u>Present</u>

1.1.12acc.Pr6a - Embody the use of the senses and create imagery to envision a particular outcome, projecting and completing movements to enhance dance performance.

1.1.12acc.Pr6b - Apply rehearsal strategies to refine ensemble skills, performance accuracy, consistency, and expressiveness. Develop personal rehearsal strategies to enhance artistry and achieve performance goals.

1.1.12acc.Pr6c - Implement performance strategies to enhance projection. Demonstrate leadership qualities (e.g., commitment, dependability, responsibility, cooperation) and model 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.

1.1.12acc.Pr6d - Select and organize alone and with others, technical and production elements necessary to fulfill the artistic intent of dance works in alternative performance venues.

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 the 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 intermediate level dance technique for Ballet, Modern, and Jazz dance
- Discuss and write about Ballet, Modern, and Jazz dance using correct terminology
- Define and use proper dance terminology
- Understand and participate in intermediate level dance auditions
- Understand and participate in intermediate level dance performances

Other Evidence:

- Lecture, demonstration, and discussion
- Distribution of Dance Concert information and contracts
- Distribution of course proficiencies through the course introduction
- Distribution of lockers
- Warm-up exercises
- Distribution of vocabulary review worksheets
- Participation in technical exercises and movement sequences of intermediate level 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
- Presentations of intermediate level choreography executed with proper technique and body alignment
- Lectures, demonstrations, and discussions regarding the audition process
- Participation in a mock audition

<ul style="list-style-type: none"> • Understand, speak and write about the audition, rehearsal, and performance processes • Participate in promotion of their performances • Understand, speak and write about the technical aspects of a performance • Understand, speak and write about enhancing a dance performance through costuming, scenery, props, and set design 	<ul style="list-style-type: none"> • Participation in full scale dance auditions • Viewing current auditions from popular television dance shows • Lectures, demonstrations, and discussions regarding the rehearsal process • Participation in dance 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 • Instructional tours of the theater • Technical demonstrations • Technical rehearsals • Participation in a dress rehearsal • Participation in the annual Dance Concert
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Benchmarks:

- Daily participation grade
- Teacher observation and monitoring
- Written assignments
- Performance tests
- Vocabulary tests
- Benchmark #1A Pirouette Test
- Benchmark #1B Leaping Test
- Benchmark #2- Modern Dance combination
- Mid-term
- Benchmark #3- Performance in annual Dance Concert
- Demonstrate technical proficiency in the intermediate levels of ballet, modern, and jazz technique
- Use dance specific terminology and vocabulary correctly
- Final project small group choreography
- Demonstrate appropriate technical proficiency in rehearsals
- Demonstrate appropriate technical proficiency and artistry in performance
- Demonstrate a working knowledge of the theater and technical production
- Demonstrate an understanding of the promotion process and participate in promoting our annual performance

Learning Plan

Learning Activities:

- Participating and moving appropriately through dance techniques and emotions in class, rehearsal, and performances
- 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
- Continued exploration and application of intermediate ballet techniques and development of artistry through ballet movement and musicality.

- Continued exploration and application of intermediate modern dance techniques and development of artistry through modern movement and musicality
- Continued exploration and application of intermediate jazz dance techniques and development of artistry through jazz movement and musicality
- Perform dance movements through proper body alignment
- Analyze and interpret aesthetics and characteristics of ballet, modern, and jazz technique
- Continued exploration of the components of ballet, modern, and jazz class
- Analyze and discuss proper Audition procedures, processes, and expectations
- Analyze and evaluate auditions as part of the performance process
- Analyze and discuss the rehearsal process
- Analyze and discuss the expectations and goals for dancers in regard to participation in class, rehearsal, and performances
- Evaluate the importance of technical components in a performance
- Discuss technical production
 - Costuming, scenery, props, and set design
 - Promotion
 - The roles of a technical crew and how they work together to achieve desired outcome with performers
- Evaluate the role of an understudy in a production
- Evaluate the role of a choreographer

Resources:

- Handouts to include: course proficiencies, course introduction, Dance Concert information and contract, rules and grading procedures
- Teacher made handouts regarding vocabulary, body alignment, and dance technique
- Current examples of Ballet, Jazz and Modern Dance performances via YouTube
- Teacher made handouts regarding audition requirements
- Teacher made handouts regarding rehearsal requirements
- Teacher made handouts regarding performance requirements
- Handout, "The Stage and Its Equipment"
- Current examples of auditions on popular television shows via YouTube

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"> • Expand partner and ensemble skills. Execute floor and air pathways while maintaining relationships with spatial focus and intentionality. Dance alone and with others with spatial intention. • 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 while self-monitoring and adjusting dynamics and energy to the choreographic intent.
3.0	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.

	<ul style="list-style-type: none"> • 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).
2.0	<p>Students will be able to:</p> <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).
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"> • Research healthful strategies essential for dancers and modify personal practice based on findings. • Investigate how kinesthetic principles and various body systems relate to the dancing body. Examine how the muscles and bones animate the dancer's moving structure. • Maintain optimal alignment and adjust the placement shifting energy of the body while traveling through space and preceding and following jumps. • Develop a personal conditioning practices, using different body conditioning techniques, that improves range of motion, muscular flexibility, strength, and endurance to enhance performance. • Execute clarity of movement intention during complex movement sequences. Use style/genre specific vocabulary and execute codified movements with style/genre specific alignment and characteristics, through focused practice and repetition.
3.0	<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).

	<ul style="list-style-type: none"> • 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.
2.0	<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.
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	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Embody the use of the senses and create imagery to envision a particular outcome, projecting and completing movements to enhance dance performance. • Apply rehearsal strategies to refine ensemble skills, performance accuracy, consistency, and expressiveness. Develop personal rehearsal strategies to enhance artistry and achieve performance goals. • Implement performance strategies to enhance projection. Demonstrate leadership qualities (e.g., commitment, dependability, responsibility, cooperation) and model 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. • Select and organize alone and with others, technical and production elements necessary to fulfill the artistic intent of dance works in alternative performance venues.
3.0	<p>Students will be able to:</p> <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. 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. Analyze and 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	<p>Students will be able to:</p> <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. 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. 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.
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

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The Arts as Community Engagement

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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 1.1.12acc.Re7a - Use genre-specific dance terminology to analyze dance works, recurring patterns of movement and their relationships that create structure and meaning in dance. 1.1.12acc.Re7b - Analyze and compare the movement patterns and their relationships in a variety of genres, styles, or cultural movement practices and explain how their differences impact communication and intent within a cultural context. Use genre-specific dance terminology.
Interpret

1.1.12acc.Re8a - Analyze and discuss how the elements of dance, execution of dance movements, and context contribute to artistic expression in a variety of genres, styles, or cultural movement practices using genre specific terminology.

Critique

1.1.12acc.Re9a - Differentiate artistic criteria to determine what makes an effective performance and justify the point of view. 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:

- Define aesthetic criteria
- Describe the aesthetics of a particular dance
- Understand, write, or discuss the analysis/evaluation of a particular dance
- Self-evaluate choreography and performance

Other Evidence:

- Lectures, discussions, and demonstrations.
- Viewing a variety of dance performances on video/DVD and YouTube
- Writing critiques/analysis of performances

Benchmarks:

- Teacher monitoring
- Class discussion and participation
- Written assignments
- Written critiques of the work of others
- Self-critique and analysis

Learning Plan

Learning Activities:

- Discuss the aesthetic criteria of dance
- Discuss and explore techniques for advance analysis and critique and dance
- Discuss and demonstrate the definition of aesthetic criteria
- Discuss a variety of choreographic works from traditional, contemporary, and world dance
- Discuss the definition of a personal criteria for viewing, analyzing, and appreciating dance
- Discuss the components of a quality dance critique
- Demonstrate how to apply critique analysis other performance/choreography to make improvements
- Discuss and implement expectations with regard to their own personal evaluations

Resources:

- Videos/DVDs
- Recent dance performances of a variety of dance styles on YouTube

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 dance terminology to analyze dance works, recurring patterns of movement and their relationships that create structure and meaning in dance. • Analyze and compare the movement patterns and their relationships in a variety of genres, styles, or cultural movement practices and explain how their differences impact communication and intent within a cultural context. Use genre-specific dance terminology.
3.0	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.
2.0	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.
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:
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	<ul style="list-style-type: none"> Analyze and discuss how the elements of dance, execution of dance movements, and context contribute to artistic expression in a variety of genres, styles, or cultural movement practices using genre specific terminology.
3.0	<p>Students will be able to:</p> <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.
2.0	<p>Students will be able to:</p> <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.
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"> Differentiate artistic criteria to determine what makes an effective performance and justify the point of view. 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"> 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.
2.0	<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.
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	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:

	<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.</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.

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The Arts as Community Engagement

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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**

1.1.12acc.Cn10a - Evaluate personal choreography and how personal experiences and exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to dance works.

1.1.12acc.Cn10b - Collaboratively investigate global issues, including climate change, to inform the development of an original dance project. Evaluate and present ways in which critical concepts are communicated metaphorically through dance.

Relate

1.1.12acc.Cn11a - Analyze how the role of dance in a global society has influenced various cultures, societies, historical periods throughout history. Examine how innovations in the arts have impacted dance-making in these communities 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:**

- Identify choreographic and compositional techniques used to create choreography
- Use improvisation as a choreographic tool
- Create a small group dance with their classmates
- Define aesthetic criteria
- Describe the aesthetics of a particular dance
- Understand, write, or discuss the analysis/evaluation of a particular dance
- Self-evaluate choreography and performance

Other Evidence:

- Lectures, demonstrations and discussion
- Viewing of a variety of dance performances on video/DVD/YouTube
- Participation in improvisational studies
- Participation in advanced compositional studies
- Creation of a choreographic project
- Viewing a variety of dance performances on video/DVD and YouTube
- Writing critiques/analysis of performances

<ul style="list-style-type: none"> • Understand and participate in intermediate level dance auditions • Understand and participate in intermediate level dance performances • Understand, speak and write about the audition, rehearsal, and performance processes • Participate in promotion of their performances • Understand, speak and write about the technical aspects of a performance • Understand, speak and write about enhancing a dance performance through costuming, scenery, props, and set design 	<ul style="list-style-type: none"> • Lectures, demonstrations, and discussions regarding the audition process • Participation in a mock audition • Participation in full scale dance auditions • Viewing current auditions for popular television dance shows • Lectures, demonstrations, and discussions regarding the rehearsal process • Participation in dance 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 • Instructional tours of the theater • Technical demonstrations • Technical rehearsals • Participation in a dress rehearsal • Participation in the annual Dance Concert
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Benchmarks:

- Teacher observation and monitoring
- Class discussion and participation
- Written assignments
- Completion and quality of choreographic project
- Final, small group choreographic project
- Written critiques of the work of others
- Self-critique/analysis
- Daily participation grade
- Performance Tests
- Benchmark #3 - Performance in the annual Dance Concert
- Final project small group choreography
- Demonstrate appropriate technical proficiency in rehearsals
- Demonstrate appropriate technical proficiency and artistry in performance
- Demonstrate a working knowledge of the theater and technical production
- Demonstrate an understanding of the promotion process and participate in promoting our annual performance

Learning Plan

Learning Activities:

- Discuss the understanding of the Choreographic process for dancers and choreographers
- Discuss improvisational techniques to familiarize with different structures and devices
- Discuss methods used by dancers to create choreography
- Discuss expectations in regard to improvisational studies and exploration
- Discuss personal preferences as to the use of improvisation as part of the creative process
- Discuss compositional techniques used to create choreography
- Discuss inspirational sources for choreography

- Discuss expectations with regard to participation in advance compositional studies
- Discuss the creative process in compositional practices
- Discuss expectations and goals in regard to choreographic requirements within the class (improvisational choreography, choreography project, final choreography project)
- Discuss a variety of influential dance works in their respective choreographers
- Discuss a variety of choreographic works from traditional, contemporary, and world dance forms
- Discuss the definition of aesthetic criteria in dance
- Discuss the components of a quality dance critique
- Discussed techniques for advance analysis and critique and dance
- Discuss and demonstrate critique analysis of performance/choreography to make improvements
- Discuss the definition of personal criteria for viewing, analyzing, and appreciating dance
- Discuss the expectations with regards to their own personal evaluation's
- Discuss the procedures and processes which comprise an audition
- Discuss the components of the rehearsal process and performance process (similarities and differences)
- Discuss the technical production (costuming, scenery, props, and set design)
- Discuss the procedures and characteristics of an audition
- Discuss the importance of technical components within a performance
- Discuss the roles of the technical crew and how they work together with the performers to achieve the desired outcome
- Discuss expectations and goals for dancers in rehearsal and performance settings
- Discuss the role of an understudy in a production
- Discuss the role of the choreographer

Resources:

- Teacher made handouts:
 - Informational worksheets on styles of dance
 - Informational worksheets on specific choreographers and their work.
 - Requirements for final choreographic project
- Videos/DVDs and various internet videos from traditional and contemporary choreographers on YouTube
- Videos/DVDs and recent dance performances of a variety of styles on YouTube
- Teacher made handouts regarding audition requirements
- Teacher made handouts regarding rehearsal requirements
- Teacher made handouts regarding performance requirements
- Handout, "The Stage and Its Equipment"
- Current examples of auditions on popular television shows via YouTube

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	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Evaluate personal choreography and how personal experiences and exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to dance works. • Collaboratively investigate global issues, including climate change, to inform the development of an original dance project. Evaluate and present ways in which critical concepts are communicated metaphorically through dance.
3.0	<p>Students will be able to:</p> <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.
2.0	<p>Students will be able to:</p> <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.
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	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Analyze how the role of dance in a global society has influenced various cultures, societies, historical periods throughout history. Examine how innovations in the arts have impacted dance-making in these communities 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"> • 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.
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