Ohio’s Model Curriculum for Fine Arts



Dance

2025



Ohio Department of Education & Workforce

Dance

Artistic Literacy			
Artistic Processes			
Creating	**Performing**	**Responding**	**Connecting**
Artists/Students conceive and develop new artistic ideas and work.	Artists/students realize artistic ideas and work through interpretation and presentation.	Artists/students understand and evaluate how the arts convey meaning.	Artists/students relate artistic ideas and work with personal meaning and external content.
Enduring Understandings			
Artists/students employ personal processes and skills to solve problems creatively and present work in various contexts.	Artists/students employ personal processes and skills to solve problems creatively and present work in various contexts.	Artists/students employ personal processes and skills to solve problems creatively and present work in various contexts.	Artists/students employ personal processes and skills to solve problems creatively and present work in various contexts.
Content Elaborations			
1. Dancers use a variety of sources as inspiration to transform concepts and ideas into movement for artistic expression. 2. Elements of dance, structures, and dance-making devices/tools serve both as a foundation and a departure point for dance makers to organize and develop creative work. 3. Dance makers analyze, evaluate, refine, and document their work to communicate meaning.	1. Space, time, and energy are commonly used elements of dance. 2. Dancers develop their minds and bodies to communicate technical and artistic expression in dance performance. 3. Dance performance is an interaction between performer, production elements, and audience which heightens and amplifies artistic expression.	1. Dance can be perceived and analyzed to understand its meaning. 2. Dance can be interpreted by considering intent, meaning, and artistic expression as communicated through the use of body, common dance elements, technique, dance making structures, and context. 3. Criteria to evaluate dance varies across genres, styles, cultures, and context.	1. Dance integrates and synthesizes personal experiences, knowledge, and context. 2. Dance literacy includes deep knowledge and perspectives about historical, societal, cultural, and community contexts. 3. Dance and kinesthetic literacy contribute to student post-secondary goals.
Essential Questions			
1. Where do dance makers get ideas for dances? a. How can ideas for dance be formed and developed to be effective and original? 2. What influences choice making in dance making? a. How are creativity and innovation developed within and through the dance-making and improvisation process? 3. How do dance makers use self-reflection, feedback, and documentation (digital and written notation) to improve the quality of their work? a. What is required to create a dance that conveys purpose, meaning, and artistic quality?	1. How do dancers work with common elements (such as space, time, and energy) to communicate artistic expression? 2. How do dancers prepare their minds and bodies for dancing? a. How do dancers use various techniques when preparing to perform? 3. How does a dancer heighten artistry (including both technical and artistic expression) in a public performance? a. How can presenting or sharing dance in a public format help dancers learn and grow?	1. How is dance understood? a. How do dancers analyze dance? b. How do students 'read' dance works and discern their relational components? 2. How is dance interpreted? 3. What criteria are used to evaluate dance? a. When and how should dancers evaluate and critique dance works to improve them?	1. How does dance deepen understanding of self, other knowledge, and events in the world? a. How do dancers learn about and create meaning through dance? 2. How does knowing about historical, societal, cultural, and community contexts and experiences expand dance literacy? a. How does investigating these relationships inform and deepen dancers' understanding and work? 3. How does cultivating dance skills and kinesthetic literacy prepare students for post-secondary success?

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Expectations for Learning			
1. Students can identify various sources dance makers use to generate and conceptualize work (individually and collaboratively) a. Students can make artistic choices to form effective and original dances. 2. Students can make decisions on how to organize their artistic and movement ideas (individually and collaboratively). a. Students can demonstrate creative and innovative thinking (individually and collaboratively) throughout the dance-making or improvisation process. 3. Students can reflect and apply feedback improve the quality of dance works and to communicate meaning. a. Students can identify various components to create and refine dances that convey a purpose, intent, or artistic quality.	1. Students can identify and demonstrate common elements (such as space, time, and energy) and how they contribute to artistic expression. 2. Students can safely and appropriately prepare their minds and body for dancing. 3. Students can apply technical and artistic skills in public performances. a. Students can demonstrate ability to perform various dance techniques in rehearsal and performance. b. Students can explain how performing dance contributes to personal improvement. c. Students explain how different performers, production elements, and audiences heighten artistic expression.	1. Students can analyze various dance works to determine meaning. a. Students can apply various approaches to analyze dances. b. Students can relate various dance components and how they contribute to the meaning or understanding of the work. 2. Students can use verbal, written, or abstract forms of communication to interpret intent and meaning in dances. a. Students can use dance specific vocabulary when analyzing dances for intent and meaning. 3. Students can identify and apply criteria to evaluate dances (both their own and others). a. Students can provide criticism and feedback that contributes to improving dance work.	1. Students can connect knowledge and personal experience to deepen understanding of dance and dance making. 2. Students can relate the historical, societal, cultural, or community context to how dance is understood and performed. a. Students can explain how dances communicate meaning and reflect cultural and historical context. b. Students can investigate relationships between historical, societal, cultural, and community context to their understanding of dance and their own dance works. 3. Students can connect their learning of dance skills, thinking dispositions, and creative processes to personal goals for college, career, and beyond.
Discipline Specific Performance Indicators			
Grade-/Skill-level Performance Indicators in the Standards	Grade-/Skill-level Performance Indicators in the Standards	Grade-/Skill-level Performance Indicators in the Standards	Grade-/Skill-level Performance Indicators in the Standards

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Sample Content Elaboration Progressions by Grade-Band

Creating	Performing	Responding	Connecting
Dancers use a variety of sources as inspiration to transform concepts and ideas into movement for artistic expression: • **K-2:** Students can explore basic movements inspired by everyday experiences, stories, and nature. They can create simple dance sequences based on their observations and imagination. • **3-5:** Students can use more complex sources of inspiration such as cultural stories, historical events, and emotions. They can create dance sequences that express these inspirations. • **6-8:** Students can explore a wide range of sources for inspiration, including literature, art, and personal experiences. They can create short dance studies that convey complex ideas and emotions. • **HS:** Students can delve into diverse and sophisticated sources of inspiration, such as philosophical concepts, social issues, and advanced artistic works. They can create dance compositions that convey deep and nuanced meaning.	**Space, time, and energy are commonly used elements of dance:** • **K-2:** Students can explore basic elements of dance such as space, time, and energy. They can demonstrate elements in simple dance routines. • **3-5:** Students demonstrate different ways to express space, time, and energy. They can demonstrate these elements to in more intricate dance routines. • **6-8:** Students can demonstrate different expressions of space, time, and energy, and make intentional choices for how this communicates ideas differently. They can demonstrate their understanding of these elements to enhance their dance routines. • **HS:** Students can select, apply, and demonstrate the use of various dance elements in nuanced and sophisticated ways. They can demonstrate these elements in highly complex and innovative dance routines.	**Dance can be perceived and analyzed to understand its meaning:** • **K-2:** Students can begin to analyze dance by observing and discussing simple dance movements and sequences. They can talk about what they see and how it makes them feel. • **3-5:** Students can engage in more detailed analysis of dance by observing and discussing more complex dance movements and sequences. They can talk about the meaning and intent behind the movements using simple dance vocabulary. • **6-8:** Students can engage in analysis and evaluation of dance by observing and discussing complex dance pieces. They can talk about the meaning and intent behind the movements and how they are communicated, citing evidence from what they observed using dance vocabulary. • **HS:** Students can conduct comprehensive analysis and evaluation of dance by observing and discussing highly complex dance pieces. They can talk or write about the meaning and intent behind the movements and how they are communicated by citing evidence, comparing and contrasting the piece with other dances they have seen, and using dance vocabulary.	**Dance integrates and synthesizes personal experiences, knowledge, and context:** • **K-2:** Students can connect basic movements inspired by everyday experiences, stories, and nature with simple dance sequences based on their observations and imagination. • **3-5:** Students can compare dance sequences that express similar ideas inspirations. They can discuss how the different experiences of each dance maker influence how the dances are different and the same. • **6-8:** Students can relate a wide range of sources for inspiration, including literature, art, and personal experiences. They can connect sources of inspiration, their personal experiences, and their artistic choices and consider how dance makers similarly may be influenced by various sources of inspiration. • **HS:** Students can synthesize personal experiences, knowledge, and inspiration contexts to communicate deep and nuanced meaning. They can connect multiple sources of inspiration with personal experience and artistic choices. They can compare their choices with those of other dance artists and consider how this impacts meaning in dance.
Elements of dance, structures, and dance-making devices/tools serve both as a foundation and a departure point for dance makers to organize and develop creative work: • **K-2:** Students can learn basic elements of dance such as space, time, and energy. They can experiment with these elements to create simple dance routines. • **3-5:** Students can explore more advanced elements of dance and structures, such as different types of movements, efforts, and formations. They can use these elements to create more intricate dance routines. • **6-8:** Students can experiment with various dance-making devices and tools, such as props and multimedia elements. They can use these tools to enhance their dance routines. • **HS:** Students can master the use of various dance elements, structures, and tools, creating highly complex and innovative dance routines.	**Dancers develop their minds and bodies to communicate technical and artistic expression in dance performance.** • **K-2:** Students can safely and appropriately prepare their minds and bodies for dancing. They can demonstrate creative and innovative thinking throughout the dance-making process. • **3-5:** Students can demonstrate ability to perform various dance techniques with kinesthetic awareness in rehearsal and performance. They can apply technical and artistic skills in public performances. • **6-8:** Students can apply principles of alignment, core support, balance, focus, coordination, strength, and flexibility in rehearsals and the public presentation of dance works. • **HS:** Students can demonstrate mastery of kinesthetic awareness and technical skills, including clarity of movement, expression, and intent when rehearsing and performing.	**Dance can be interpreted by considering intent, meaning, and artistic expression as communicated through the use of body, common dance elements, technique, dance making structures, and context:** • **K-2:**Students can watch simple dance pieces and write or talk about what they think the dance means and why. . • **3-5:** Students can watch short dance performances and consider what the intent and meaning of the piece was by discussing the elements, techniques, structure, or context using simple dance vocabulary. • **6-8:** Students can watch a dance performance and write or share verbally what they think the intent and meaning of the piece is citing evidence and using dance vocabulary. • **HS:** Students can watch a full dance performance and defend their interpretation of the intent and meaning citing evidence observed of the elements, techniques, structures, context, use of body, etc. They can use advanced dance vocabulary.	**Dance literacy includes deep knowledge and perspectives about historical, societal, cultural, and community contexts:** • **K-2:** Students can watch dances from different cultural groups or periods of history and discuss what they notice and how that connects with their knowledge of the cultural group or historical period. • **3-5:** Students can watch or learn several different dances and observe how the historical, societal, cultural, and community contexts inform artistic choices. They can talk about the meaning and intent behind the movements. • **6-8:** Students can compare and contrast difference dance performances or styles of dance learned. They can talk about the meaning and intent behind the movements and how they communicate aspects of the historical, societal, cultural, and community context of the dance. • **HS:** Students can conduct comprehensive analysis and evaluation of dance by observing citing evidence for their conception of the meaning and intent behind the movements. They can explain how artistic choices communicate the historical, societal, cultural, and community context of the dance.

Creating	Performing	Responding	Connecting
Dance makers analyze, evaluate, refine, and document their work to communicate meaning: • **K-2:** Students can begin to refine their dance creations, discussing what they liked and what they would change. They can document their revisions and creative process through drawings or simple written descriptions. • **3-5:** Students can engage in more detailed analysis of their dance creations, using feedback from peers and teachers to refine their work. They can document their creative process through written descriptions or video recording. • **6-8:** Students can engage in analysis and evaluation of their dance creations, using self-reflection and peer feedback to refine their work. They can document their creative through detailed written descriptions, video recordings, or digital portfolio. • **HS:** Students can conduct comprehensive analysis and evaluation of their dance creations, using advanced techniques and tools to refine their work. They can document their creative process through video recordings, detailed written descriptions, or digital portfolios.	**Dance performance is an interaction between performer, production elements, and audience which heightens and amplifies artistic expression:** • **K-2:** Students can begin to explore how production elements and audience heighten artistic expression by using props, costumes, or sharing dances for their peers. They can begin to understand how performing dance contributes to personal improvement. • **3-5:** Students can experiment with how dancing with different classmates, production elements, and in front of an audience changes how dancers express artistic expression. They can explain how performing dance contributes to personal improvement. • **6-8:** Students can apply their knowledge of technical and artistic expression to make intentional choices in performance. They can explain why performance contributes to personal improvement. • **HS:** Students can demonstrate a range of technical proficiency and advanced artistic expression in performance. They can demonstrate their understanding of how performance contributes to personal improvement through choice in rehearsals.	**Criteria to evaluate dance varies across genres, styles, cultures, and context:** • **K-2:** Students can learn different dance styles and genres by watching performances and discussing what they liked and why. They can begin to understand that different dances have different criteria for evaluation. • **3-5:** Students can learn to appreciate a wider range of dance styles and genres by watching performances and discussing what they noticed and how it was similar and different from other dance styles and genres they have seen or experienced. They can begin to apply their understanding of how different dances have different criteria for evaluation. • **6-8:** Students can learn to appreciate a variety of dance styles and genres by watching performances and describing their reactions citing evidence. They explain that different dances have different criteria for evaluation. • **HS:** Students can learn to appreciate a wide range of dance styles and genres by watching performances and discussing the criterion they used to evaluate or respond to the dances, their rationale for selecting criteria, and evidence for their criticism. They can explain why different dances have different criteria for evaluation.	**Dance and kinesthetic literacy contribute to student post-secondary goals:** • **K-2:** Students can safely and appropriately prepare their minds and bodies for dancing. They can demonstrate creative and innovative thinking throughout the dance-making process. They can identify how the process of rehearsal can contribute to improving dances. • **3-5:** Students can demonstrate ability to safely and appropriately prepare their minds and bodies for dancing in rehearsal and performance. They can explain how rehearsal and feedback processes contribute to improving the quality and enjoyment of dances. • **6-8:** Students can select appropriate warmups and strategies to prepare their minds and bodies based on the context. They can document their dance sequences and rehearsal processes through detailed written descriptions, video recordings, and digital portfolios. Students can explain how dance informs their approach to learning other subjects. • **HS:** Students can create plans for rehearsals and performances. They can document their creative and rehearsal processes through detailed written descriptions, video recordings, and digital portfolios. They can explain how dance and the artistic process relates and supports their goals for college, career, and beyond.

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Sample Lesson Plan Ideas

These sample lesson ideas are intended as a starting point for educators to craft high-quality learning experiences informed by evidence-based best practice, the guidance in the Fine Arts Model Curriculum Toolkit Document, and their local context. These samples are meant to be descriptive not prescriptive.

SAMPLE LESSON PLAN: 2ND GRADE DANCE CLASS

Lesson Title: Exploring Movement and Cultural Dance Forms

Grade Level: 2nd Grade

Duration: 5 Class Periods (30 minutes each)

Standards:

- 2.1CR: Explore and experiment with basic locomotor and non-locomotor movement patterns using changes in time, space, body shape, and movement quality to construct and express personal meaning.
- 2.1PE: Demonstrate kinesthetic awareness, self-direction, and safe practices when improvising and performing.
- 2.2CO: Observe, learn, and explore dance forms from various cultures.
- 2.1RE: Describe different ways movements shaped into dance depict feelings and emotions.

Essential Questions:

- How do dancers work with common elements to communicate artistic expression?
- How does knowing about historical, societal, cultural, and community contexts and experiences expand dance literacy?

Learning Objectives:

- Students will explore and experiment with basic locomotor and non-locomotor movement patterns.
- Students will demonstrate kinesthetic awareness, self-direction, and safe practices when improvising and performing.
- Students will observe, learn, and explore dance forms from various cultures.
- Students will describe different ways movements shaped into dance depict feelings and emotions.

Success Criteria:

- **Exploration and Experimentation (2.1CR):**
  - I can explore and experiment with basic locomotor and non-locomotor movement patterns.
  - I can use changes in time, space, body shape, and movement quality to express personal meaning.
- **Kinesthetic Awareness (2.1PE):**
  - I can demonstrate kinesthetic awareness and self-direction when improvising and performing.
  - I can practice safe movement techniques during dance activities.
- **Cultural Dance Forms (2.2CO):**
  - I can observe and learn about dance forms from various cultures.
  - I can explore and perform basic movements from different cultural dances.
- **Depicting Feelings and Emotions (2.1RE):**
  - I can describe how different movements in dance depict feelings and emotions.
  - I can express my own feelings and emotions through dance movements.

Materials:

- Music player and a selection of music tracks from various cultures
- Open dance space
- Visual aids (e.g., images, videos) of different dance forms
- Notebooks and crayons for drawing and journaling

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Learning Experiences and Instruction:

- **Day 1:** Introduction to basic locomotor and non-locomotor movements. Students will explore movements such as walking, running, jumping, bending, and stretching. They will experiment with changes in time, space, body shape, and movement quality to express personal meaning.
    - Introduce the concept of locomotor movements (movements that travel through space) such as walking, running, and jumping. Have students practice each locomotor movement across the room, emphasizing different speeds and directions.
    - Introduce the concept of non-locomotor movements (movements that do not travel through space) such as bending, stretching, and twisting. Have students practice each non-locomotor movement in place, focusing on different levels (high/low) and body parts (arms, legs, torso).
    - Divide students into small groups and give each group a simple prompt (e.g., "Move like a leaf in the wind" or "Move like a robot"). Encourage students to experiment with changes in time, space, body shape, and movement quality to express the prompt.
    - Have each group create a short movement sequence that incorporates both locomotor and non-locomotor movements.
- **Day 2:** Focus on kinesthetic awareness and safe practices. Students will practice self-direction and safe movement techniques while improvising and performing simple dance sequences.
    - Discuss the importance of being aware of one's own body and the space around them to ensure safe movement.
    - Demonstrate safe movement techniques, such as bending the knees when landing from a jump, keeping the back straight when bending, and maintaining balance while moving.
    - Have students practice these techniques individually and in pairs, providing guidance and feedback. Encourage students to explore different ways of moving their bodies through improvisation. Give them prompts such as "move like a flowing river" or "move like a bouncing ball."
    - Divide students into small groups and have them create short dance sequences that incorporate the safe movement techniques they have learned.
- **Day 3:** Exploration of how movements depict feelings and emotions. Students will discuss how different movements can express various emotions. They will create short dance sequences that depict specific feelings and emotions.
    - Facilitate a class discussion on how different movements can express various emotions. Ask questions such as:
        - How can a movement like jumping express happiness?
        - What kind of movements might depict sadness or anger?
    - Introduce a range of movements that can depict different emotions. Have students practice these movements individually, focusing on how their body feels and moves with each emotion. For example:
        - Happiness: jumping, spinning, light and quick movements
        - Sadness: slow, heavy, and downward movements
        - Anger: sharp, strong, and forceful movements
    - Divide students into small groups and assign each group a specific emotion to depict through movement. Have each group create a short dance sequence that incorporates the movements they practiced to express their assigned emotion.
    - Have each group perform their dance sequence for the class. After each performance, facilitate a discussion where students can provide feedback on how effectively the movements depicted the assigned emotion.
- **Day 4:** Observation and exploration of dance forms from various cultures. Students will watch videos and view images of different cultural dances. They will learn basic movements from selected cultural dances and practice them in class.
    - Discuss the significance of learning about and respecting cultural diversity through dance.
    - Show videos and images of different cultural dances from around the world. Choose a variety of dance forms to give students a broad perspective. Encourage students to observe the unique movements, costumes, and music associated with each dance form.
    - Facilitate a class discussion about the cultural dances they observed. Ask questions such as:
        - What did you notice about the movements in each dance?
        - How did the costumes and music contribute to the overall performance?
        - What cultural values or traditions do you think are represented in these dances?
        - How do you see the dancers performing locomotor and non-locomotor movements?
        - How do you see dancers expressing emotion?
    - Select a cultural dance to focus on and teach students some basic movements from the dance form.

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- **Day 5:** Final performances and reflective discussions. Students will perform their dance sequences and explain how their movements depict feelings and emotions. They will reflect on their learning experiences and share their thoughts with the class.
    - Divide students into small groups and assign each group a specific emotion or theme to depict through movement. Have each group brainstorm and create a short dance sequence that incorporates the movements and techniques they have learned throughout the week. Encourage students to experiment with changes in time, space, body shape, and movement quality to enhance their expression.
    - Have each group perform their dance sequence for the class. After each performance, ask the performers to explain how their movements depict the specific feelings and emotions they intended to convey.
    - Facilitate a feedback session where students can provide constructive feedback to their peers. Encourage them to focus on how effectively the movements depicted the assigned emotions and offer suggestions for improvement. Use prompts such as:
        - What emotions did you see in the performance?
        - How did the movements help convey those emotions?
        - What could be improved to make the emotions clearer?
    - Hold a class discussion to reflect on the learning experiences from Days 1-4. Ask students to share their thoughts on how they developed their movements and how they used changes in time, space, body shape, and movement quality to express personal meaning. Encourage students to discuss the following questions:
        - What did you learn about using movement to express emotions?
        - How did practicing safe movement techniques help you in your performance?
        - What did you find interesting about the cultural dances you learned?
        - How did you use the feedback from your peers to improve your dance sequences?

Assessment:

- **Formative Assessments:** Observations, informal feedback, and peer assessments during class activities.
- **Summative Assessments:** Final performance of the dance sequence, assessed using a rubric that evaluates exploration and experimentation, kinesthetic awareness, cultural dance forms, and depiction of feelings and emotions.

Reflection:

- After the final performances, hold a class discussion to reflect on the learning process, challenges faced, and successes achieved. Encourage students to share their experiences and insights.

Instructional Strategies:

- **Direct Instruction:** Begin each class with a brief lecture or demonstration on the day's focus, such as a specific movement pattern or cultural dance form.
- **Modeling:** Demonstrate basic locomotor and non-locomotor movements, highlighting key elements such as changes in time, space, body shape, and movement quality.
- **Guided Practice:** Lead students through structured exploration and improvisation exercises, providing guidance and feedback.
- **Collaborative Learning:** Encourage students to work in pairs and small groups to create and refine their dance sequences.
- **Formative Assessment:** Use observation and informal feedback to monitor student progress and provide targeted support.

Learning Strategies:

- **Spaced Practice:** Review and practice basic movements and dance sequences over multiple class periods to reinforce learning.
- **Interleaving:** Mix different types of activities (e.g., exploring movements, learning cultural dances, creating dance sequences) within each class to enhance retention and application of skills.
- **Retrieval Practice:** Have students recall and perform previously learned movements and dance sequences at the beginning of each class.
- **Elaboration:** Encourage students to explain their creative choices and the reasoning behind their dance sequences.
- **Concrete Examples:** Use visual aids and videos of professional dance performances to illustrate key concepts and techniques.
- **Dual Coding:** Combine verbal explanations with visual demonstrations to enhance understanding.

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SAMPLE ASSESSMENT RUBRIC: 2ND GRADE DANCE CLASS

Criteria	Exceeds Expectations	Meets Expectations	Approaching Expectations	Needs Improvement
Exploration and Experimentation (2.1CR)	Demonstrates exceptional ability to explore and experiment with basic locomotor and non-locomotor movement patterns. Uses changes in time, space, body shape, and movement quality to express personal meaning creatively and effectively.	Explores and experiments with basic locomotor and non-locomotor movement patterns. Uses changes in time, space, body shape, and movement quality to express personal meaning.	Explores and experiments with some basic locomotor and non-locomotor movement patterns. Uses changes in time, space, body shape, and movement quality to express personal meaning, but may lack consistency or depth.	Struggles to explore and experiment with basic locomotor and non-locomotor movement patterns. Limited use of changes in time, space, body shape, and movement quality to express personal meaning.
Kinesthetic Awareness (2.1PE)	Demonstrates exceptional kinesthetic awareness and self-direction when improvising and performing. Consistently practices safe movement techniques.	Demonstrates kinesthetic awareness and self-direction when improvising and performing. Practices safe movement techniques.	Demonstrates some kinesthetic awareness and self-direction when improvising and performing. Practices safe movement techniques inconsistently.	Struggles to demonstrate kinesthetic awareness and self-direction when improvising and performing. Limited practice of safe movement techniques.
Cultural Dance Forms (2.2CO)	Demonstrates exceptional ability to observe, learn, and explore dance forms from various cultures. Provides detailed and insightful explanations of cultural significance.	Observes, learns, and explores dance forms from various cultures. Provides clear explanations of cultural significance.	Observes and learns about some dance forms from various cultures. Provides basic explanations of cultural significance but may lack depth.	Struggles to observe and learn about dance forms from various cultures. Limited explanations of cultural significance.
Depicting Feelings and Emotions (2.1RE)	Demonstrates exceptional ability to describe how different movements in dance depict feelings and emotions. Expresses own feelings and emotions through dance movements creatively and effectively.	Describes how different movements in dance depict feelings and emotions. Expresses own feelings and emotions through dance movements.	Describes some ways movements in dance depict feelings and emotions. Expresses own feelings and emotions through dance movements but may lack consistency or depth.	Struggles to describe how movements in dance depict feelings and emotions. Limited expression of own feelings and emotions through dance movements.

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SAMPLE LESSON PLAN: 5TH GRADE DANCE CLASS

Lesson Title: Exploring Dance Forms and Their Cultural Contexts

Grade Level: 5th Grade

Duration: 5 Class Periods (30 minutes each)

Standards:

- 5.2CO: Recognize and describe features of dance forms and how they represent historical and cultural contexts.
- 5.1RE: Describe the relationship between production elements, music, and movement in creating meaning for dances performed or observed.
- 5.2PE: Demonstrate an understanding of the elements of dance and movement vocabulary when exploring, creating, and describing dance.

Essential Questions:

- How does knowing about historical, societal, cultural, and community contexts and experiences expand dance literacy?
- How is dance understood?

Learning Objectives:

- Students will recognize and describe features of various dance forms and their historical and cultural contexts.
- Students will describe the relationship between production elements, music, and movement in creating meaning for dances.
- Students will demonstrate an understanding of the elements of dance and movement vocabulary when exploring, creating, and describing dance.

Success Criteria:

- **Recognition and Description (5.2CO):**
  - I can identify and describe features of different dance forms and explain how they represent historical and cultural contexts.
  - I can explain the significance of specific dance forms in their cultural and historical settings.
- **Relationship Between Elements (5.1RE):**
  - I can describe how production elements, music, and movement work together to create meaning in dance.
  - I can analyze and explain the impact of different production elements on the interpretation of a dance piece.
- **Understanding Dance Elements (5.2PE):**
  - I can demonstrate an understanding of dance elements and movement vocabulary through exploration and creation.
  - I can use appropriate dance terminology to describe my own and others' dance movements.

Materials:

- Music player and a selection of music tracks from various cultures
- Open dance space
- Notebooks and pens for journaling and feedback
- Video recording device (optional)
- Visual aids (e.g., images, videos) of different dance forms

Learning Experiences and Instruction:

- **Day 1:** Introduction to the project, overview of different dance forms, and discussion on their historical and cultural contexts. Students will watch videos of various dance forms and take notes on their features.
  - Show a series of short video clips featuring various dance forms from around the world. Choose a varied selection to give students a broad perspective. As students watch the videos, encourage them to take notes on the key features of each dance form, such as movements, costumes, music, and any cultural or historical elements they observe. Discuss the historical and cultural contexts of each dance form. For example, explain how certain dances originated, their significance in their respective cultures, and how they have evolved over time.
  - Divide students into small groups and assign each group a specific dance form to research further. Provide resources such as books, articles, and online materials to help them gather more information.
  - Have each group create a short presentation about their assigned dance form, including its historical and cultural context, key features, and any interesting facts they discovered. Allow each group to present their findings to the class.

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    - Encourage students to ask questions and engage in discussions after each presentation. Conclude the class with a reflective discussion. Ask students to share what they found most interesting or surprising about the different dance forms and their contexts.
- **Day 2:** Exploration of production elements (e.g., costumes, lighting, props) and their relationship with music and movement. Students will analyze how these elements create meaning in dance.
    - Facilitate a class discussion on the importance of production elements in dance. Ask questions such as:
        - How do costumes help define a character or theme in a dance?
        - How can lighting create different moods and atmospheres?
        - What role do props play in enhancing the narrative of a dance performance?
    - Divide students into small groups and assign each group a specific production element to focus on (e.g., costumes, lighting, props). Provide each group with images or video clips of dance performances that highlight their assigned production element. Have each group analyze how their assigned element is used in the performance and discuss its impact on the overall meaning and emotional expression of the dance.
    - Have each group create a short design plan that incorporates their assigned production element. Encourage students to experiment with different ways to use their production element to convey meaning and emotion. For example:
        - The costume group can design simple costumes or accessories that reflect the theme of their dance.
        - The lighting group can use colored lights or flashlights to create different lighting effects.
        - The props group can incorporate props that enhance the narrative of their dance.
    - Ask students to write a short journal entry reflecting on their experience of exploring and using production elements in dance. Encourage them to consider what they learned about the relationship between production elements, music, and movement, and how these elements can create meaning in a dance performance.
- **Day 3:** Group work on creating short dance pieces inspired by different cultural dance forms. Students will focus on incorporating production elements and music to enhance their dance pieces.
    - Briefly review the cultural dance forms that were explored on Day 1. Discuss the key features, movements, and production elements that were observed. Review production designs groups created on Day 2.
    - Have each group brainstorm ideas for their short dance piece. Encourage them to think about how they can incorporate the key movements and production elements of their assigned cultural dance form. Provide guidance on how to structure their dance piece, including an introduction, main section, and conclusion.
    - Allow time for each group to create and practice their dance sequences. Encourage them to experiment with different movements, production elements, and music to enhance their performance. Provide guidance and feedback as they work on their dance pieces.
    - Ask students to write a short journal entry reflecting on their experience of creating and performing their dance pieces. Encourage them to consider what they learned about incorporating cultural dance elements, production elements, and music into their performances.
- **Day 4:** Refinement of dance pieces and practice of dance elements and movement vocabulary. Students will give and receive feedback to improve their performances.
    - Allow time for each group to practice their dance sequence, providing guidance and feedback as needed. Encourage students to focus on expressing the feelings and emotions they intend to convey through their movements.
    - After each performance, ask the performers to explain how their movements depict the specific ideas and concepts they intended to convey. This will help them articulate their creative choices and connect their movements to the emotions they represent.
    - Facilitate a feedback session where students can provide constructive feedback to their peers. Encourage them to focus on how effectively the movements depicted the assigned emotions and offer suggestions for improvement.
    - Ask students to write a short journal entry reflecting on their experience of creating and performing their dance pieces. Encourage them to consider what they learned about incorporating cultural dance elements, production elements, and music into their performances.
- **Day 5:** Final performances and reflective discussions. Students will present their dance pieces and explain the historical and cultural contexts, as well as the relationship between production elements, music, and movement.
    - Have each group perform their dance sequence for the class. After each performance, ask the performers to explain how their movements depict the specific feelings and emotions they intended to convey. This will help them articulate their creative choices and connect their movements to the emotions they represent.
    - Hold a class discussion to reflect on the learning experiences from Days 1-4. Ask students to share their thoughts on how they developed their movements and how they used changes in time, space, body shape, and movement quality to express personal meaning. Encourage students to discuss the following questions:

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        - What are the basic elements of dance, and how do they contribute to the overall performance?" and "How can changes in time, space, body shape, and movement quality affect the expression of a dance piece?
        - How did practicing safe movement techniques help you in your performance?
        - What did you find interesting about the cultural dances you learned?
        - How did you use the feedback from your peers to improve your dance sequences?
    - Ask students to write a short journal entry reflecting on their overall learning experience. Encourage them to consider what they learned about expressing emotions through movement, how they improved their kinesthetic awareness, and how they incorporated cultural dance elements into their performances.

Assessment:

- **Formative Assessments:** Observations, informal feedback, and peer assessments during class activities.
- **Summative Assessments:** Final performance of the dance piece, assessed using a rubric that evaluates recognition and description of dance forms, understanding of production elements, and demonstration of dance elements and movement vocabulary.

Reflection:

- After the final performances, hold a class discussion to reflect on the learning process, challenges faced, and successes achieved. Encourage students to share their experiences and insights.

Instructional Strategies:

- **Direct Instruction:** Begin each class with a brief lecture or demonstration on the day's focus, such as a specific dance form or production element.
- **Modeling:** Demonstrate dance movements and production elements, highlighting key features and their cultural significance.
- **Guided Practice:** Lead students through structured exploration and creation exercises, providing guidance and feedback.
- **Collaborative Learning:** Encourage students to work in pairs and small groups to create and refine their dance pieces.
- **Formative Assessment:** Use observation and informal feedback to monitor student progress and provide targeted support.

Learning Strategies:

- **Spaced Practice:** Review and practice dance elements and movement vocabulary over multiple class periods to reinforce learning.
- **Interleaving:** Mix different types of activities (e.g., watching videos, creating dance pieces, group discussions) within each class to enhance retention and application of skills.
- **Retrieval Practice:** Have students recall and perform previously learned dance movements and production elements at the beginning of each class.
- **Elaboration:** Encourage students to explain their creative choices and the reasoning behind their dance pieces.
- **Concrete Examples:** Use visual aids and videos of professional dance performances to illustrate key concepts and techniques.
- **Dual Coding:** Combine verbal explanations with visual demonstrations to enhance understanding.

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SAMPLE ASSESSMENT RUBRIC: 5TH GRADE DANCE CLASS

Criteria	Exceeds Expectations	Meets Expectations	Approaching Expectations	Needs Improvement
Recognition and Description (5.2CO)	Demonstrates exceptional ability to recognize and describe features of various dance forms and their historical and cultural contexts. Provides detailed explanations and insightful connections.	Recognizes and describes features of various dance forms and their historical and cultural contexts. Provides clear explanations and relevant connections.	Recognizes and describes some features of dance forms and their historical and cultural contexts. Explanations may lack depth or clarity.	Struggles to recognize and describe features of dance forms and their historical and cultural contexts. Explanations are unclear or incomplete.
Relationship Between Elements (5.1RE)	Provides a thorough and insightful analysis of how production elements, music, and movement work together to create meaning in dance. Demonstrates a deep understanding of the impact of different elements.	Describes how production elements, music, and movement work together to create meaning in dance. Demonstrates a clear understanding of the impact of different elements.	Describes some aspects of how production elements, music, and movement work together to create meaning in dance. Understanding may be incomplete or lack depth.	Struggles to describe how production elements, music, and movement work together to create meaning in dance. Understanding is unclear or incomplete.
Understanding Dance Elements (5.2PE)	Demonstrates an exceptional understanding of dance elements and movement vocabulary through exploration and creation. Uses appropriate dance terminology accurately and effectively.	Demonstrates a clear understanding of dance elements and movement vocabulary through exploration and creation. Uses appropriate dance terminology accurately.	Demonstrates a basic understanding of dance elements and movement vocabulary. Use of dance terminology may be inconsistent or inaccurate.	Struggles to demonstrate an understanding of dance elements and movement vocabulary. Use of dance terminology is limited or inaccurate.

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SAMPLE LESSON PLAN: 8TH GRADE DANCE CLASS

Lesson Title: Creating and Performing Original Dance Studies

Grade Level: 8th Grade

Duration: 5 Class Periods (50 minutes each)

Standards:

- 8.2CR: Create movement studies to develop dance content for an original dance study or dance.
- 8.3PE: Demonstrate leadership when working alone, with partners, and in small groups to improvise and solve movement problems to create movement phrases and dance works.
- 8.4PE: Demonstrate technical dance skills (alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement, weight shifts, flexibility, and range of motion).
- 8.3RE: Give and receive constructive feedback based on individual and shared criteria.

Essential Questions:

- What influences choice making in dance making?
- How do dancers use various techniques when preparing to perform?

Learning Objectives:

- Students will create and develop movement studies for an original dance piece.
- Students will demonstrate leadership and collaboration skills in improvising and solving movement problems.
- Students will exhibit technical dance skills including alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement, weight shifts, flexibility, and range of motion.
- Students will give and receive constructive feedback based on individual and shared criteria.

Success Criteria:

- **Creativity (8.2CR):**
  - I can demonstrate creativity in developing original movement studies by using innovative ideas and showing a deep understanding of dance content.
  - I can explain how my creative choices contribute to the overall dance study.
- **Technical Skills (8.4PE):**
  - I can exhibit technical dance skills including alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement, weight shifts, flexibility, and range of motion.
  - I can perform movement studies with precision and control.
- **Leadership and Collaboration (8.3PE):**
  - I can demonstrate leadership and collaboration skills when working alone, with partners, and in small groups to improvise and solve movement problems.
  - I can effectively communicate and collaborate with my peers to create movement phrases and dance works.
- **Constructive Feedback (8.3RE):**
  - I can give and receive constructive feedback based on individual and shared criteria.
  - I can use feedback to make significant improvements in my dance studies.

Materials:

- Music player and a selection of music tracks
- Open dance space
- Notebooks and pens for journaling and feedback
- Video recording device (optional)

Learning Experiences and Instruction:

- **Day 1:** Introduction to the project, review of technical skills, and initial improvisation exercises.
  - Begin the class by introducing the project and explaining its objectives. Discuss the importance of creating and developing movement studies for an original dance piece. Provide an overview of what students will be doing over the next few days, including creating movement studies, practicing technical skills, and performing their dance pieces.

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- Conduct a brief review of essential technical dance skills such as alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement, weight shifts, flexibility, and range of motion. Demonstrate each skill and have students practice them individually and in pairs. Provide guidance and feedback to ensure proper technique.
- Explain the concept of improvisation and its importance in dance. Discuss how improvisation allows dancers to explore movement, express creativity, and solve movement problems. Demonstrate a few basic improvisation exercises and encourage students to experiment with different movements and ideas.
  - Divide students into small groups and give each group a simple prompt (e.g., "Move like a flowing river" or "Move like a bouncing ball").
  - Encourage students to experiment with changes in time, space, body shape, and movement quality to express the prompt1.
- Have each group create a short movement sequence based on their improvisation. Allow time for practice and refinement.

- **Day 2:** Group work on creating movement studies, focusing on leadership and collaboration.
  - Divide students into small groups and assign each group a specific task or role, such as choreographer, leader, or performer. Emphasize the importance of leadership and collaboration in creating a successful dance piece. Provide each group with a simple prompt or theme to inspire their movement study (e.g., "nature," "emotions," "journey").
  - Have each group brainstorm ideas for their movement study. Encourage them to think about how they can incorporate different elements of dance, such as time, space, body shape, and movement quality. Provide guidance on how to structure their movement study, including an introduction, main section, and conclusion.
  - Allow time for each group to create and practice their movement studies. Encourage them to experiment with different movements, formations, and transitions. Provide guidance and feedback as they work on their movement studies, focusing on leadership and collaboration skills.
  - Ask students to write a short journal entry reflecting on their experience of creating and performing their movement studies. Encourage them to consider what they learned about leadership, collaboration, and expressing ideas through movement.
- **Day 3:** Refinement of movement studies and practice of technical skills.
  - Conduct drills to practice specific technical skills. Provide feedback and corrections to help students improve their technical skills. For example:
    - Alignment: Have students practice maintaining proper alignment while performing different movements.
    - Coordination: Lead exercises that require students to coordinate their movements with their group members.
    - Balance: Practice balance exercises, such as holding poses or performing movements on one leg.
    - Core Support: Emphasize the importance of core strength in maintaining stability and control during movements.
  - Divide students into their small groups and have them practice their movement studies. Encourage them to focus on refining their movements, making them more precise and expressive. Provide guidance and feedback as they work on their dance pieces, focusing on technical skills such as alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement, weight shifts, flexibility, and range of motion.
  - Encourage students to incorporate the feedback they received from their peers and the teacher on Day 2. Discuss how making small adjustments can significantly improve their performance. Allow time for each group to refine their movement studies based on the feedback and practice their revised dance pieces.
  - Ask students to write a short journal entry reflecting on their experience of refining their movement studies and practicing technical skills. Encourage them to consider what they learned about improving their dance pieces and how they can continue to develop their technical skills.
- **Day 4:** Peer feedback sessions and further refinement based on feedback.
  - Briefly review the movement studies created and refined on previous days. Discuss the importance of receiving and incorporating feedback to improve their dance pieces. Encourage students to think about how they can enhance their movements, transitions, and overall performance based on the feedback they receive.
  - Divide students into small groups and have each group perform their movement study for their peers. After each performance, facilitate a structured feedback session where students can provide constructive feedback to their peers. Use prompts such as:
    - What did you see in the performance?
    - How did the movements help convey the theme or emotion?
    - What could be improved to make the movements clearer or more expressive?
  - Encourage students to take notes on the feedback they receive and discuss it within their groups. Allow time for each group to refine their movement studies based on the feedback. Encourage them to experiment with different movements, formations, and transitions to enhance their performance.
  - Ask students to write a short journal entry reflecting on their experience of receiving and incorporating feedback. Encourage them to consider what they learned about improving their dance pieces and how they can continue to develop their technical skills.
- **Day 5:** Final performances and reflective discussions.

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- Divide students into their groups and briefly let them review and rehearse their dance study with the revisions from Day 4.
- Have each group perform their refined movement studies for the class. Encourage students to focus on demonstrating their improved technical skills and expressing the theme or prompt through their movements.
- After each performance, ask the performers to explain how their movements depict the specific feelings and emotions they intended to convey and the changes they made based on feedback received.
- Ask students to write a short journal entry reflecting on their overall learning experience. Encourage them to consider what they learned about expressing emotions through movement, how they improved their kinesthetic awareness, and how they incorporated cultural dance elements into their performances.

Assessment:

- **Formative Assessments:** Observations, informal feedback, and peer assessments during class activities.
- **Summative Assessments:** Final performance of the original dance study, assessed using a rubric that evaluates creativity, technical skills, leadership, and feedback integration.

Reflection:

- After the final performances, hold a class discussion to reflect on the learning process, challenges faced, and successes achieved. Encourage students to share their experiences and insights.

Instructional Strategies:

- **Direct Instruction:** Begin each class with a brief lecture or demonstration on the day's focus, such as a specific technical skill or improvisation technique.
- **Modeling:** Demonstrate movement studies and technical skills, highlighting key elements such as alignment and balance.
- **Guided Practice:** Lead students through structured improvisation exercises and movement studies, providing guidance and feedback.
- **Collaborative Learning:** Encourage students to work in pairs and small groups to create and refine their dance studies.
- **Formative Assessment:** Use observation and informal feedback to monitor student progress and provide targeted support.

Learning Strategies:

- **Spaced Practice:** Review and practice technical skills and movement studies over multiple class periods to reinforce learning.
- **Interleaving:** Mix different types of activities (e.g., improvisation, technical drills, group work) within each class to enhance retention and application of skills.
- **Retrieval Practice:** Have students recall and perform previously learned movement studies and technical skills at the beginning of each class.
- **Elaboration:** Encourage students to explain their creative choices and the reasoning behind their movement studies.
- **Concrete Examples:** Use video recordings of professional dance performances to illustrate key concepts and techniques.
- **Dual Coding:** Combine verbal explanations with visual demonstrations to enhance understanding.

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SAMPLE ASSESSMENT RUBRIC: 8TH GRADE DANCE CLASS

Criteria	Exceeds Expectations	Meets Expectations	Approaching Expectations	Needs Improvement
Creativity (8.2CR)	Demonstrates exceptional creativity in developing original movement studies. Uses innovative ideas and shows a deep understanding of dance content.	Demonstrates creativity in developing movement studies. Uses original ideas and shows a good understanding of dance content.	Demonstrates some creativity in developing movement studies. Uses some original ideas but may lack depth in understanding dance content.	Demonstrates limited creativity in developing movement studies. Uses few original ideas and lacks understanding of dance content.
Technical Skills (8.4PE)	Exhibits excellent technical dance skills including alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement, weight shifts, flexibility, and range of motion.	Exhibits good technical dance skills including alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement, weight shifts, flexibility, and range of motion.	Exhibits basic technical dance skills but may lack consistency in alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement, weight shifts, flexibility, and range of motion.	Exhibits limited technical dance skills and lacks consistency in alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement, weight shifts, flexibility, and range of motion.
Leadership and Collaboration (8.3PE)	Demonstrates outstanding leadership and collaboration skills when working alone, with partners, and in small groups. Effectively improvises and solves movement problems to create movement phrases and dance works.	Demonstrates good leadership and collaboration skills when working alone, with partners, and in small groups. Improvises and solves movement problems to create movement phrases and dance works.	Demonstrates basic leadership and collaboration skills but may struggle with improvisation and solving movement problems to create movement phrases and dance works.	Demonstrates limited leadership and collaboration skills and struggles with improvisation and solving movement problems to create movement phrases and dance works.
Constructive Feedback (8.3RE)	Consistently gives and receives constructive feedback based on individual and shared criteria. Uses feedback to make significant improvements in dance studies.	Gives and receives constructive feedback based on individual and shared criteria. Uses feedback to make improvements in dance studies.	Occasionally gives and receives constructive feedback but may not always use it effectively to improve dance studies.	Rarely gives or receives constructive feedback and does not use it effectively to improve dance studies.

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SAMPLE LESSON PLAN: HIGH SCHOOL DANCE CLASS

Lesson Title: Choreographic Choices and Artistic Intent

Grade Level: High School

Duration: 5 Class Periods (50 minutes each)

Standards:

- HSAD.2CR: Justify choreographic choices in movement study creation and explain how they are used to intensify artistic intent connecting to a universal or historic theme.
- HSAD.1PE: Perform movement studies while demonstrating originality, clarity of intent, focus (both inward and outward), and a broad range of movement.
- HSAD.2PE: Apply kinesthetic awareness and awareness of others through performance, reflection, and peer feedback.
- HSAD.3PE: Demonstrate self-direction, agency, accountability, fulfilled artistic expression, and technical growth when bringing a work to a point of completion.
- HSAD.1RE: Critique personal dances and those of others based on specific dance aesthetics.
- HSAD.5CO: Apply production techniques to collaborative event planning and arts administration skills.

Essential Questions:

- What is required to create a dance that conveys purpose, meaning, and artistic quality?
- How does a dancer heighten artistry in public performance?
- What criteria are used to evaluate dance?
- How does cultivating dance skills and kinesthetic literacy prepare students for post-secondary success?

Learning Objectives:

- Students will justify their choreographic choices and explain how they intensify artistic intent.
- Students will perform movement studies demonstrating originality, clarity of intent, focus, and a broad range of movement.
- Students will apply kinesthetic awareness and awareness of others through performance, reflection, and peer feedback.
- Students will demonstrate self-direction, agency, accountability, artistic expression, and technical growth in completing a dance work.
- Students will critique personal dances and those of others based on specific dance aesthetics.
- Students will apply production techniques to collaborative event planning and arts administration.

Success Criteria:

- **Choreographic Choices (HSAD.2CR):**
  - I can justify my choreographic choices and explain how they connect to a universal or historic theme.
  - I can articulate how my choreographic choices intensify the artistic intent of my dance.
- **Performance (HSAD.1PE):**
  - I can perform movement studies with originality, clarity of intent, and focus.
  - I can demonstrate a broad range of movements in my performance.
- **Kinesthetic Awareness (HSAD.2PE):**
  - I can apply kinesthetic awareness and awareness of others during performances.
  - I can reflect on my performance and provide constructive feedback to peers.
- **Self-Direction and Artistic Expression (HSAD.3PE):**
  - I can demonstrate self-direction, agency, and accountability in completing a dance work.
  - I can express artistic intent and show technical growth in my performance.
- **Critique (HSAD.1RE):**
  - I can critique my own dances and those of others based on specific dance aesthetics.
  - I can provide constructive feedback to improve performance.
- **Production Techniques (HSAD.5CO):**

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- I can apply production techniques to collaborative event planning.
- I can demonstrate arts administration skills in organizing a dance event.

Materials:

- Music player and a selection of music tracks
- Open dance space
- Notebooks and pens for journaling and feedback
- Video recording device (optional)
- Props and costumes for production elements

Learning Experiences and Instruction:

- **Day 1:** Introduction to choreographic choices and artistic intent. Students will explore different choreographic techniques and discuss how they can be used to convey a universal or historic theme. Students will begin creating their movement studies.
  - Show examples of professional dance performances that effectively use choreographic choices to convey themes. Discuss the techniques used and their impact on the audience.
  - Introduce students to various choreographic techniques such as repetition, contrast, canon, and unison. Explain how these techniques can be used to create meaning and enhance the artistic intent of a dance piece. Have students practice each technique individually, in pairs, or in small groups. Provide guidance and feedback to ensure they understand how to apply the techniques effectively.
  - Facilitate a class discussion on potential universal or historic themes that students can explore in their movement studies. Encourage students to think about themes that are meaningful to them and relevant to their experiences. Ask questions such as:
    - What are some universal themes that resonate with you?
    - How can dance be used to convey a historic event or period?
    - What emotions or messages do you want to express through your dance?
  - Divide students into small groups and have them brainstorm ideas for their movement studies based on the chosen themes. Encourage them to think about how they can use choreographic techniques to convey their themes. Provide each group with a simple prompt or theme to inspire their movement study (e.g., "freedom," "resilience," "cultural heritage," or from the themes identified in class discussion). Have each group create a rough outline of their movement study, including the choreographic techniques they plan to use and the emotions or messages they want to convey.
- **Day 2:** Focus on performance skills. Students will practice performing their movement studies with originality, clarity of intent, and focus. They will receive feedback from peers and the teacher to refine their performances.
  - Divide students into their small groups and have them practice their movement studies. Encourage them to focus on performing with originality, clarity of intent, and focus. Provide guidance and feedback as they work on their dance pieces, emphasizing the importance of expressing their artistic intent through their movements.
  - Have each group perform their movement study for the class. After each performance, facilitate a structured feedback session where students can provide constructive feedback to their peers. Use prompts that focus on the originality, clarity of intent, and focus such as:
    - What did you see in the performance? What did it make you think? Why do you think that (what evidence did you observe)? (Focus on the originality, clarity of intent, and focus)
    - How did the movements help convey the theme or emotion? What could be improved to make the movements clearer or more expressive?
    - What questions do you have or what parts of the dance are unclear and why?
  - Encourage students to take notes on the feedback they receive and discuss it within their groups. Allow time for each group to refine their movement studies based on the feedback. Encourage them to experiment with different movements, formations, and transitions to enhance their performance.
  - Have each group perform their refined movement studies for the class. Encourage students to focus on demonstrating their improved performance skills and expressing the theme or prompt through their movements.
- **Day 3:** Kinesthetic awareness and reflection. Students will perform their movement studies and reflect on their performances. They will provide and receive peer feedback to improve their kinesthetic awareness and awareness of others.
  - Briefly review the movement studies created and refined on previous days. Discuss the importance of kinesthetic awareness and how it helps dancers understand their own bodies and movements. Encourage students to think about how they can enhance their kinesthetic awareness during their performances.
  - Divide students into their small groups and have them practice their movement studies. Encourage them to focus on their kinesthetic awareness, paying attention to their body alignment, balance, and movement quality. Provide guidance and feedback as they work on their dance pieces, emphasizing the importance of being aware of their own movements and the movements of others.

    - Have each group perform their movement study for the class. Encourage students to focus on demonstrating their kinesthetic awareness and expressing the theme or prompt through their movements. After each performance, ask the performers to reflect on their experience. Use prompts such as:
        - How did you feel during the performance?
        - Were you aware of your body alignment and balance?
        - How did you interact with your group members during the performance?
    - Facilitate a structured feedback session where students can provide constructive feedback to their peers. Encourage them to focus on how effectively the performers demonstrated kinesthetic awareness and awareness of others. Encourage students to take notes on the feedback they receive and discuss it within their groups. Use prompts such as:
        - What did you notice about the performers' movements?
        - How did the performers demonstrate kinesthetic awareness?
        - What suggestions do you have for improving their performance?
- **Day 4:** Self-direction and artistic expression. Students will work independently to refine their movement studies, demonstrating self-direction, agency, and accountability. They will focus on expressing their artistic intent and showing technical growth.
    - Allow students to work independently on refining their movement studies. Encourage them to take ownership of their work and make decisions about how to improve their dance pieces.
    - Encourage students to think deeply about the emotions, themes, and messages they want to convey through their dance. Ask them to consider how their movements, formations, and transitions can be adjusted to better express their artistic intent. Provide prompts such as:
        - "What emotions or messages do you want to convey through your dance?"
        - "How can you use your movements to express these emotions or messages more clearly?"
        - "What changes can you make to enhance the overall impact of your performance?"
    - Emphasize the importance of technical growth in their performances. Encourage students to focus on improving their technical skills, such as alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement, weight shifts, flexibility, and range of motion. Provide specific feedback on areas where students can improve their technical skills and offer exercises or drills to help them practice.
    - Ask students to write a short journal entry reflecting on their experience of working independently to refine their movement studies. Encourage them to consider what they learned about self-direction, agency, and accountability, as well as how they improved their artistic expression and technical skills.
- **Day 5:** Final performances and critiques. Students will perform their completed movement studies and participate in a critique session. They will apply production techniques to organize a collaborative dance event and demonstrate arts administration skills.
    - Discuss the importance of production techniques and arts administration skills in organizing a collaborative dance event. Explain how elements such as lighting, costumes, and props can enhance a performance. Divide students into small groups and assign each group a specific production element to focus on (e.g., lighting, costumes, props). Have each group create a plan for how they would organize and implement their assigned element in a collaborative dance event.
    - Ask students to write a short journal entry reflecting on their overall learning experience. Encourage them to consider what they learned about expressing emotions through movement, how they improved their kinesthetic awareness, and how they incorporated production techniques into their performances.
    - Allow students some time to review and rehearse their movement studies with the revisions they made based on feedback from previous days. Encourage them to focus on demonstrating their improved technical skills and expressing their artistic intent.
    - Have each group perform their completed movement studies for the class. Encourage students to focus on demonstrating originality, clarity of intent, and a broad range of movement. After each performance, ask the performers to explain how their movements depict the specific feelings and emotions they intended to convey and the changes they made based on feedback received. Facilitate a structured critique session where students can provide constructive feedback to their peers.

Assessment:

- **Formative Assessments:** Observations, informal feedback, and peer assessments during class activities.
- **Summative Assessments:** Final performance of the movement study, assessed using a rubric that evaluates choreographic choices, performance skills, kinesthetic awareness, self-direction, artistic expression, critique, and production techniques.

Reflection:

- After the final performances, hold a class discussion to reflect on the learning process, challenges faced, and successes achieved. Encourage students to share their experiences and insights.

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Instructional Strategies:

- **Direct Instruction:** Begin each class with a brief lecture or demonstration on the day's focus, such as a specific choreographic technique or performance skill.
- **Modeling:** Demonstrate movement studies and performance skills, highlighting key elements such as clarity of intent and focus.
- **Guided Practice:** Lead students through structured exploration and improvisation exercises, providing guidance and feedback.
- **Collaborative Learning:** Encourage students to work in pairs and small groups to create and refine their movement studies.
- **Formative Assessment:** Use observation and informal feedback to monitor student progress and provide targeted support.

Learning Strategies:

- **Spaced Practice:** Review and practice movement studies and performance skills over multiple class periods to reinforce learning.
- **Interleaving:** Mix different types of activities (e.g., exploring choreographic choices, practicing performance skills, reflecting on feedback) within each class to enhance retention and application of skills.
- **Retrieval Practice:** Have students recall and perform previously learned movement studies and performance skills at the beginning of each class.
- **Elaboration:** Encourage students to explain their creative choices and the reasoning behind their movement studies.
- **Concrete Examples:** Use video recordings of professional dance performances to illustrate key concepts and techniques.
- **Dual Coding:** Combine verbal explanations with visual demonstrations to enhance understanding.

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SAMPLE ASSESSMENT RUBRIC: HIGH SCHOOL DANCE CLASS

Criteria	Exceeds Expectations	Meets Expectations	Approaching Expectations	Needs Improvement
Choreographic Choices (HSAD.2CR)	Justifies choreographic choices with exceptional clarity and insight. Explains how choices intensify artistic intent and connect to a universal or historic theme with detailed examples.	Justifies choreographic choices clearly. Explains how choices intensify artistic intent and connect to a universal or historic theme.	Provides some justification for choreographic choices. Explanation of how choices intensify artistic intent and connect to a theme may lack depth or clarity.	Struggles to justify choreographic choices. Explanation of how choices intensify artistic intent and connect to a theme is unclear or incomplete.
Performance (HSAD.1PE)	Performs movement studies with exceptional originality, clarity of intent, and focus. Demonstrates a broad range of movements with precision and control.	Performs movement studies with originality, clarity of intent, and focus. Demonstrates a broad range of movement.	Performs movement studies with some originality and clarity of intent. Demonstrates a range of movements but may lack consistency or control.	Struggles to perform movement studies with originality and clarity of intent. Demonstrates limited range of movement and control.
Kinesthetic Awareness (HSAD.2PE)	Applies kinesthetic awareness and awareness of others with exceptional skill. Reflects on performance and provides insightful peer feedback.	Applies kinesthetic awareness and awareness of others. Reflects on performance and provides constructive peer feedback.	Applies some kinesthetic awareness and awareness of others. Reflection and peer feedback may lack depth or consistency.	Struggles to apply kinesthetic awareness and awareness of others. Reflection and peer feedback are limited or unclear.
Self-Direction and Artistic Expression (HSAD.3PE)	Demonstrates exceptional self-direction, agency, and accountability. Expresses artistic intent and shows significant technical growth in performance.	Demonstrates self-direction, agency, and accountability. Expresses artistic intent and shows technical growth in performance.	Demonstrates some self-direction, agency, and accountability. Expression of artistic intent and technical growth may lack consistency or depth.	Struggles to demonstrate self-direction, agency, and accountability. Expression of artistic intent and technical growth are limited or unclear.
Critique (HSAD.1RE)	Provides exceptional critiques of personal dances and those of others based on specific dance aesthetics. Offers detailed and constructive feedback.	Provides critiques of personal dances and those of others based on specific dance aesthetics. Offers constructive feedback.	Provides some critiques of personal dances and those of others. Feedback may lack depth or specificity.	Struggles to provide critiques of personal dances and those of others. Feedback is limited or unclear.
Production Techniques (HSAD.5CO)	Applies production techniques to collaborative event planning with exceptional skill. Demonstrates strong arts administration skills in organizing a dance event.	Applies production techniques to collaborative event planning. Demonstrates arts administration skills in organizing a dance event.	Applies some production techniques to collaborative event planning. Arts administration skills may lack consistency or depth.	Struggles to apply production techniques to collaborative event planning. Arts administration skills are limited or unclear.

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Career Connections

CAREER AWARENESS K-2

Lesson Plan: Exploring the Career of a Dancer

Objective: Students will learn about the career of a dancer, demonstrate and use basic elements of dance, cooperate with others to make decisions during a dance activity, and recognize and discuss why dance is a healthy activity.

Standards:

- 1.2PE Demonstrate and use basic elements of dance.
- 1.3PE Cooperate with others to make decisions during a dance activity.
- 1.1CO Recognize and discuss why dance is a healthy activity.

Introduction:

1. Begin with a brief discussion about what a dancer does. Explain that dancers perform in various settings such as on stages, with dance companies, in theatrical productions, etc. .
2. Show a short video of a professional dancer performing to illustrate the concept.
3. Discuss why dance is a healthy activity, emphasizing how it helps keep the body fit and improves coordination.

Warm-Up:

1. Lead the students in a warm-up routine to get their bodies moving. This can include simple stretches and movements to music.
2. Explain that warming up is important to prepare the body for dancing and to prevent injuries. Explain that professional dancers use warmups to prepare their bodies to rehearse and perform.

Activity 1: Exploring Movement:

1. Play a variety of music and encourage students to move freely to the rhythm. Ask them to think about how the music makes them feel and how they can express those feelings through movement.
2. Introduce basic dance elements such as jumps, turns, and slides. Demonstrate each movement and have the students practice.
3. Emphasize the importance of cooperating with others by having students work in pairs or small groups to create simple dance sequences using the basic elements they learned.

Activity 2: Creating Dance Movements:

1. Work with the whole class to create a simple dance sequence together. This will provide more support and guidance for the younger students.
2. Ask the students to suggest movements they would like to include in the dance. Encourage them to think about the elements they practiced earlier.
3. Once the movements are decided, practice the dance sequence together as a class. Play music while they practice and provide appropriate feedback.

Conclusion:

1. Summarize the lesson by highlighting the importance of creativity and expression in dance. Explain that dancers use creativity, knowledge of techniques, and expression when performing.
2. Discuss how dancing together helps build teamwork and cooperation. Explain why teamwork and cooperation are important for dancers in their careers.
3. Encourage students to think about how they can use dance to tell stories and express their feelings.
4. Reinforce the idea that dance is a healthy activity that keeps the body fit and strong.

Assessment:

- Observe students' participation and engagement during the activities.
- Assess their ability to demonstrate and use basic elements of dance.
- Evaluate their cooperation with others during the dance activity.
- Provide feedback on their creativity and use of dance elements.

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Lesson Plan: Encouraging Choreography

Objective: Students will understand the basic elements of choreography, invent multiple solutions to movement prompts, and create their own dance sequences while demonstrating kinesthetic awareness, safe practices, leadership, and cooperation.

Standards:

- 4.2CR Invent multiple solutions to movement prompts, improvisations, and dance compositions
- 4.1PE Demonstrate kinesthetic awareness and safe practices when performing developmentally appropriate movements and sequences.
- 4.3PE Demonstrate leadership when working alone, with partners, and in small groups to improvise and solve movement problems.
- 4.1CO Demonstrate safety while creating and performing

Introduction:

1. Begin with a brief discussion about what choreography is. Explain that choreography is the art of creating dances.
2. Show a short video of a simple dance performance to illustrate the concept.
3. Discuss the importance of kinesthetic awareness and safe practices in dance. Emphasize how dancers need to be aware of their bodies and surroundings to avoid injuries.

Warm-Up:

1. Lead the students in a warm-up routine to get their bodies moving. This can include simple stretches and movements to music.
2. Explain that warming up is important to prepare the body for dancing and to prevent injuries. Highlight that professional dancers use warm-ups to prepare their bodies to rehearse and perform.

Activity 1: Exploring Movement:

1. Play a variety of music and encourage students to move freely to the rhythm. Ask them to think about how the music makes them feel and how they can express those feelings through movement.
2. Introduce basic dance elements such as jumps, turns, and slides. Demonstrate each movement and have the students practice.
3. Emphasize the importance of cooperating with others by having students work in pairs or small groups to create simple dance sequences using the basic elements they learned.

Activity 2: Creating Dance Sequences:

1. Divide the students into small groups and give each group a piece of paper and crayons.
2. Ask each group to draw a sequence of movements they would like to include in their dance. Encourage them to think about the elements they practiced earlier and to invent multiple solutions to movement prompts and improvisations.
3. Once the drawings are complete, have each group create a short dance sequence based on their drawings. Play music while they practice and provide appropriate feedback.

Activity 3: Sharing and Reflecting:

1. Have each group perform their dance sequence for the class.
2. After each performance, lead a discussion about what they liked about the dance and how it made them feel. Encourage positive feedback and reflections on the creative process.
3. Discuss how demonstrating leadership, cooperation, and safe practices contributed to their performances.

Conclusion:

1. Summarize the lesson by highlighting the importance of creativity, kinesthetic awareness, and safe practices in dance.
2. Encourage students to think about how they can use dance to tell stories and express their feelings.
3. Reinforce the idea that dance is a healthy activity that keeps the body fit and strong.

Assessment:

- Observe students' participation and engagement during the activities.
- Assess their ability to demonstrate kinesthetic awareness and safe practices.
- Evaluate their cooperation with others and leadership during the dance activity.
- Provide feedback on their creativity and use of dance elements.

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Lesson Plan: Comprehensive Dance Production

Objective: Students will learn about the careers of choreographers and dancers, design and implement a variety of choreographic devices for movement generation and revision, perform dances that demonstrate complex movement sequences, demonstrate self-direction and accountability for technical growth, and use a variety of assessments to reflect on choices made in the dance-making process. Additionally, students will use established research methods to investigate careers connected to dance.

Standards:

- HSAC.5CR Design and implement a variety of choreographic devices for movement generation and revision, both individually and collaboratively.
- HSAC.2PE Perform dances that demonstrate a variety of complex movement sequences that also may be performed as an ensemble.
  HSAC.3PE Demonstrate self-direction and accountability for technical growth to facilitate communication and creative expression.
  HSAC.2RE Use a variety of assessments (self-checks, peer assessment, peer coaching, reflection journals, criteria for success) to assess and reflect on choices made in the dance-making process.
  HSAC.3CO Use established research methods and techniques to investigate a topic in careers connected to dance.

Introduction:

1. Begin with a brief discussion about the careers of choreographers and dancers, as well as other roles in dance production such as costume designers, lighting technicians, and set designers. Explain the roles and responsibilities of each career.
2. Show short video clips of professional dancers, choreographers, and other production roles to illustrate the variety of careers in dance.
3. Discuss how dance supports the development of 21st-century skills such as creativity, collaboration, communication, and critical thinking.

Warm-Up:

1. Lead the students in a warm-up routine to get their bodies moving. This can include more advanced stretches and movements to music. Use fun and engaging music that the students enjoy.
2. Explain that warming up is important to prepare the body for dancing and to prevent injuries. Highlight that professional dancers use warm-ups to prepare their bodies to rehearse and perform.

Activity 1: Writing Choreography Proposals:

1. Divide the students into small groups and give each group a journal or notebook.
2. Ask each group to brainstorm and write a proposal for a dance piece they would like to create. The proposal should include the theme, music selection, and a brief description of the choreography, as well as ideas for costumes, lighting, and set design.
3. Encourage students to think about the complex dance elements they want to include in their choreography and how the production elements will enhance their performance.

Activity 2: Auditioning Classmates:

1. Have each group present their choreography proposal to the class.
2. Allow students to audition for roles in the different dance pieces. Provide rubrics for evaluating auditions based on criteria such as technique, creativity, and stage presence.
3. Encourage students to give constructive feedback to their peers during the auditions.

Activity 3: Rehearsing Dances:

1. Once the roles are assigned (this could be done through a simulated audition), have each group rehearse their dance piece. Provide guidance and support as needed.
2. Encourage students to focus on refining their movements, synchronizing with the music, and working together as a team.
3. Use the rubrics to provide feedback during rehearsals and help students improve their performances.

Activity 4: Designing Production Elements:

1. Have each group work on the design and selection of music, costumes, lighting, and other production support for their dance piece.
2. Provide materials and resources for costume design, and guide students in creating sketches and plans for their costumes.
3. Discuss lighting techniques and how they can enhance the mood and atmosphere of the performance. Allow students to experiment with lighting equipment if available.
4. Encourage students to think about props and set design that will complement their choreography and overall theme.

Activity 5: Preparing for Performance:

1. Have each group prepare for their final performance. This includes finalizing their choreography, practicing transitions, and ensuring they are ready to perform with all production elements in place.
2. Encourage students to think about stage presence, costume ideas, and any additional elements that will enhance their performance.

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Conclusion:

1. Summarize the lesson by highlighting the importance of creativity, teamwork, and expression in dance and production.
2. Encourage students to think about how they can use dance and production elements to tell stories and express their feelings.
3. Discuss the importance of self-assessment and reflection in the dance-making process. Encourage students to use their journals to reflect on their experiences and the choices they made.

Assessment:

- Observe students' participation and engagement during the activities.
- Assess their ability to write choreography proposals, audition classmates, rehearse dances, and prepare for performance with production elements.
- Provide feedback on their creativity, technique, and teamwork.
- Use a variety of assessments (self-checks, peer assessment, peer coaching, reflection journals, criteria for success) to assess and reflect on choices made in the dance-making process.

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Arts Integrated Ideas

Arts integration is:

- an approach to teaching and learning that involves students learning and demonstrating understanding through an art form of another subject while meeting evolving objectives in both.

Arts integration is distinctly different from arts as curriculum (traditional arts courses and programs) and arts-enhanced curriculum (including arts projects in other subject areas) and is recognized as an evidence-based approach to teaching and learning.

This table outlines sample lesson activity ideas which integrate learning standards from the arts and other grade-level subject standards. The matrix of ideas is intended as a collection of ideas to spark innovation and the imagination about how to integrate the arts and other content areas. The matrix is not exhaustive and intended to describe rather than prescribe how to create arts integrated lessons.

Dance

K-2 Dancing Geography (Social Studies)

Students create short dance sequences based on Ohio's geography, using images like those from Cuyahoga Valley National Park. They demonstrate geographic characteristics through body shapes and movements. Performances showcase elements of dance such as body and space, and students evaluate human impact on the environment. Reflecting on others' performances, they identify dance elements and audience behavior. The experience encourages them to consider how movement promotes health.

3-5 Celebrating Ohio (Social Studies and Literacy)

Students create dances based on a selected part of Ohio history. They consider and describe the features of observed dances and how these features represent the chosen historical period in Ohio history. Students collaborate to create short movement studies using this information. In small groups, they apply technical dance skills and artistic expressions to communicate their selected part of Ohio history. Additionally, students draft short artistic statements explaining one or two artistic choices made regarding the selection of production elements, music, movement, or costuming.

6-8 Dancing Matters (Science)

Students create a movement study demonstrating the three states of matter or energy movement in space. They use energy principles (like time and space) to improvise various states of matter and atomic reactions. Students choose production elements and performance locations to enhance their portrayal. They develop criteria for peer feedback to improve communication through movement. Additionally, students consider how a performance's setting influences dance communication and understanding.

9-12 Rotation, Reflection, and Translation (Math)

Students learn a movement phrase, focusing on spatial use. They plot dancer locations as coordinates on a graph and apply concepts of rotation, reflection, and translation to create new phrases. These new movements are recorded along with their coordinates, shared for peer feedback, and refined. Students also explore how production elements communicate these geometric concepts. Teachers may consider traditional folk dances like Irish Ceili, American Square Dancing, or English and French Quadrilles to illustrate rotation, reflection, and translation.

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