

PROGRAM GOAL I: Historical, cultural and social contexts:
understanding the role of the arts in people's lives.

Grade/Course Dance - K

INSTRUCTIONAL OBJECTIVE

- A. Develop understanding and respect for differences among people and other living things in movement settings. A1a, b, c, d
- B. Understand that movement provides the opportunity for enjoyment, challenge, self-expression and social interaction. A3b

Suggested Classroom Activities to Meet IO

1. Know basic activities of the body:
LOCOMOTOR: walking, running, side-stepping, sliding, jumping, hopping, skipping and galloping;
NONLOCOMOTOR: bending, stretching, twisting, pushing and pulling.
2. Know shapes of the body: straight, angular, wide, round and twisted.
3. Develop an awareness of individual body parts and their individual movement.
4. Know and apply knowledge of direction, pathways, levels, force, flow and speed.
5. Move in personal and open space.
6. Perform basic dance routines or steps.
7. Develop a sense of flow of movement.
8. Recognize, establish and follow a basic beat.

ASSESSMENT

Use one or more of the following assessment tools as related to specific movement activities: Observation
Group Discussion

INSTRUCTIONAL OBJECTIVE

- A. Develop in many movement forms. A4
- B. Apply movement concepts and principals to the learning and development of motor skills. A6c
- C. Understand the difference between creating, participating and performing movement experiences. A4

Suggested Classroom Activities to Meet IO

- 1. Know basic activities of the body:
LOCOMOTOR: walking, running, side-stepping, sliding, jumping, hopping, skipping and galloping;
NONLOCOMOTOR: bending, stretching, twisting, pushing and pulling.
- 2. Know shapes of the body: straight, angular, wide, round and twisted.
- 3. Develop an awareness of individual body parts and their individual movement.
- 4. Know and apply knowledge of direction, pathways, levels, force, flow and speed.
- 5. Move in personal and open space.
- 6. Perform basic dance routines or steps.
- 7. Develop a sense of flow of movement.
- 8. Recognize, establish and follow a basic beat.

ASSESSMENT

Use one or more of the following assessment tools as related to specific movement activities: Observation
Measurement Concepts

INSTRUCTIONAL OBJECTIVE

- A. Develop responsible personal and social behavior in movement settings.
A1a, b, c, d
- B. Recognize and demonstrate audience/viewer behavior appropriate for the art form presented. A6c

Suggested Classroom Activities to Meet IO

- 1. The students will perform and critique others as individual and groups using movement language.
- 2. During closure, students will be asked to respond as to how artists get ideas and understand that works of art can represent ideas.

ASSESSMENT

Use one or more of the following assessment tools as related to specific movement activities: Observation
Group Discussion

INSTRUCTIONAL OBJECTIVE

- A. Understand that movement provides the opportunity for enjoyment, challenge, self-expression and social interaction. A3c
- B. Understand the difference between creating, participating and performing movement experiences. A2b
- C. Recognize and demonstrate audience/viewer behavior appropriate for the art form presented. A5, A6b & c

Suggested Classroom Activities to Meet IO

- 1. All students will attend assemblies and demonstrate proper behavior.
- 2. Perform basic dance routines or steps.
- 3. All students will have the opportunity to observe peers showing various movement activities.

ASSESSMENT

Use one or more of the following assessment tools as related to specific movement activities: Group Discussion
Self-Assessment
Peer Observation

INSTRUCTIONAL OBJECTIVE

- A. Develop understanding and respect for differences among people and other living things in movement settings. A1a, b, c, d
- B. Understand that movement provides the opportunity for enjoyment, challenge, self-expression and social interaction. A1b & c

Suggested Classroom Activities to Meet IO

- 1. Discover the way that animals and other natural things move such as an elephant, cheetah, turtle, waterfall, leaf. Look at and replicate the quality of movement (smooth, sharp, strong, light, fast, slow).
- 2. Observe the difference between walking and skipping as examples of even and uneven rhythms.
- 3. Explore pathways in dance: zigzag, curved, straight, spiral.
- 4. Pantomime people making things.
- 5. Identify ways they would alter their classroom if it were set for play which takes place in a jungle, city or late at night.

ASSESSMENT

Use one or more of the following assessment tools as related to specific movement activities: Observation
Mimic Inspiration
Measurement Concepts

INSTRUCTIONAL OBJECTIVE

- A. Develop in many movement forms. A1c
- B. Apply movement concepts and principals to the learning and development of motor skills. A3a, b, c
- C. Understand the difference between creating, participating and performing movement experiences. A6b, c, d

Suggested Classroom Activities to Meet IO

- 1. Discover the way that animals and other natural things move such as an elephant, cheetah, turtle, waterfall, leaf. Look at and replicate the quality of movement (smooth, sharp, strong, light, fast, slow).
- 2. Observe the difference between walking and skipping as examples of even and uneven rhythms.
- 3. Explore pathways in dance: zigzag, curved, straight, spiral.
- 4. Pantomime people making things.
- 5. Identify ways they would alter their classroom if it were set for play which takes place in a jungle, city or late at night.

ASSESSMENT

Use one or more of the following assessment tools as related to specific movement activities: Group Discussion
Group Project
Mimic Inspiration
Peer Observation
Student Project

INSTRUCTIONAL OBJECTIVE

- A. Develop responsible personal and social behavior in movement settings. A2b
- B. Recognize and demonstrate audience/viewer behavior appropriate for the art form presented. A1d

Suggested Classroom Activities to Meet IO

- 1. The students will perform and critique others as individual and groups using movement language.
- 2. During closure, students will be asked to respond as to how artists get ideas and understand that works of art can represent ideas.

ASSESSMENT

Use one or more of the following assessment tools as related to specific movement activities:

- Group Project
- Group Discussion
- Peer Observation
- Mimic Inspiration

INSTRUCTIONAL OBJECTIVE

- A. Understand that movement provides the opportunity for enjoyment, challenge, self-expression and social interaction. A3c
- B. Understand the difference between creating, participating and performing movement experiences. A3b
- C. Recognize and demonstrate audience/viewer behavior appropriate for the art form presented. A6c

Suggested Classroom Activities to Meet IO

- 1. All students will attend assemblies and demonstrate proper behavior.
- 2. Provide the opportunity for each student to improvise, using various sources of inspiration such as music, poetry, stories, pictures, etc.

ASSESSMENT

Use one or more of the following assessment tools as related to specific movement activities: Group Discussion

INSTRUCTIONAL OBJECTIVE

- A. Develop understanding and respect for differences among people and other living things in movement settings. A1a, b, c, d
- B. Understand that movement provides the opportunity for enjoyment, challenge, self-expression and social interaction. A3e

Suggested Classroom Activities to Meet IO

- 1. Know basic activities of the body:
LOCOMOTOR: walking, running, side-stepping, sliding, jumping, hopping, skipping and galloping;
NONLOCOMOTOR: bending, stretching, twisting, pushing and pulling.
- 2. Know shapes of the body: straight, angular, wide, round and twisted.
- 3. Develop an awareness of individual body parts and their individual movement.
- 4. Know and apply knowledge of direction, pathways, levels, force, flow and speed.
- 5. Move in personal and open space.
- 6. Perform basic dance routines or steps.
- 7. Develop a sense of flow of movement.
- 8. Recognize, establish and follow a basic beat.

ASSESSMENT

Use one of more of the following assessment tools as related to specific movement activities: Observation
Measurement Concepts

INSTRUCTIONAL OBJECTIVE

- A. Develop in many movement forms. A1c, A4
- B. Apply movement concepts and principals to the learning and development of motor skills. A3c
- C. Understand the difference between creating, participating and performing movement experiences. A2b

Suggested Classroom Activities to Meet IO

- 1. Know basic activities of the body:
LOCOMOTOR: walking, running, side-stepping, sliding, jumping, hopping, skipping and galloping;
NONLOCOMOTOR: bending, stretching, twisting, pushing and pulling.
- 2. Know shapes of the body: straight, angular, wide, round and twisted.
- 3. Develop an awareness of individual body parts and their individual movement.
- 4. Know and apply knowledge of direction, pathways, levels, force, flow and speed.
- 5. Move in personal and open space.
- 6. Perform basic dance routines or steps.
- 7. Develop a sense of flow of movement.
- 8. Recognize, establish and follow a basic beat.

ASSESSMENT

Use one or more of the following assessment tools as related to specific movement activities: Observation
Measurement Concepts

INSTRUCTIONAL OBJECTIVE

- A. Develop responsible personal and social behavior in movement settings.
A1a, b, c, d
- B. Recognize and demonstrate audience/viewer behavior appropriate for the art form presented. A3a & f

Suggested Classroom Activities to Meet IO

- 1. The students will perform and critique others as individual and groups using movement language.
- 2. During closure, students will be asked to respond as to how artists get ideas and understand that works of art can represent ideas.

ASSESSMENT

Use one or more of the following assessment tools as related to specific movement activities: Group Discussion
Group Project
Peer Observation
Mimic Inspiration

INSTRUCTIONAL OBJECTIVE

- A. Understand that movement provides the opportunity for enjoyment, challenge, self-expression and social interaction. A3a, b, c
- B. Understand the difference between creating, participating and performing movement experiences. A6d
- C. Recognize and demonstrate audience/viewer behavior appropriate for the art form presented. A1d, A6c

Suggested Classroom Activities to Meet IO

- 1. All second grade students will attend assemblies and demonstrate proper behavior.
- 2. During closure, a discussion will cover:
 - A. An openness to opinions and ideas that are alike and different.
 - B. Recognize ways in which the arts might benefit a person.
 - C. Identify and describe roles of artists.

ASSESSMENT

Use one or more of the following assessment tools as related to specific movement activities: Group Discussion
Self-Assessment
Peer Observation
Interview

INSTRUCTIONAL OBJECTIVE

- A. Develop understanding and respect for differences among people and other living things in movement settings. A1a
- B. Understand that movement provides the opportunity for enjoyment, challenge, self-expression and social interaction. A3c

Suggested Classroom Activities to Meet IO

- 1. Know basic activities of the body:
LOCOMOTOR: walking, running, side-stepping, sliding, jumping, hopping, skipping and galloping;
NONLOCOMOTOR: bending, stretching, twisting, pushing and pulling.
- 2. Know shapes of the body: straight, angular, wide, round and twisted.
- 3. Develop an awareness of individual body parts and their individual movement.
- 4. Know and apply knowledge of direction, pathways, levels, force, flow and speed.
- 5. Move in personal and open space.
- 6. Perform basic dance routines or steps.
- 7. Develop a sense of flow of movement.
- 8. Recognize, establish and follow a basic beat.

ASSESSMENT

Use one or more of the following assessment tools as related to specific movement activities: Observation
Measurement Concepts

INSTRUCTIONAL OBJECTIVE

- A. Develop in many movement forms. A5
- B. Apply movement concepts and principals to the learning and development of motor skills. A4
- C. Understand the difference between creating, participating and performing movement experiences. A6d

Suggested Classroom Activities to Meet IO

- 1. Know basic activities of the body:
LOCOMOTOR: walking, running, side-stepping, sliding, jumping, hopping, skipping and galloping;
NONLOCOMOTOR: bending, stretching, twisting, pushing and pulling.
- 2. Know shapes of the body: straight, angular, wide, round and twisted.
- 3. Develop an awareness of individual body parts and their individual movement.
- 4. Know and apply knowledge of direction, pathways, levels, force, flow and speed.
- 5. Move in personal and open space.
- 6. Perform basic dance routines or steps.
- 7. Develop a sense of flow of movement.
- 8. Recognize, establish and follow a basic beat.

ASSESSMENT

Use one or more of the following assessment tools as related to specific movement activities: Observation
Measurement Concepts

INSTRUCTIONAL OBJECTIVE

- A. Develop responsible personal and social behavior in movement settings.
A1a, b, c, d
- B. Recognize and demonstrate audience/viewer behavior appropriate for the art form presented. A6c

Suggested Classroom Activities to Meet IO

- 1. Guide learners in reflecting on their own work and in determining how to improve it.
- 2. After performing, have students discuss what they like or dislike about their work and determine areas for improvement.

ASSESSMENT

Use one or more of the following assessment tools as related to specific movement activities: Peer Observation
Self-Assessment
Student Project
Event Task

INSTRUCTIONAL OBJECTIVE

- A. Understand that movement provides the opportunity for enjoyment, challenge, self-expression and social interaction. A3c
- B. Understand the difference between creating, participating and performing movement experiences. A3a
- C. Recognize and demonstrate audience/viewer behavior appropriate for the art form presented. A6c

Suggested Classroom Activities to Meet IO

- 1. Promote discussion of movement concepts (i.e., did the dance flow, was it creative, was it interesting) after viewing a dance performance.
- 2. All students will attend assemblies and demonstrate proper behavior.

ASSESSMENT

Use one or more of the following assessment tools as related to specific movement activities: Peer Observation
Self-Assessment
Group Discussion

INSTRUCTIONAL OBJECTIVE

- A. Develop understanding and respect for differences among people and other living things in movement settings. A1a
- B. Understand that movement provides the opportunity for enjoyment, challenge, self-expression and social interaction. A3c

Suggested Classroom Activities to Meet IO

- 1. Know basic activities of the body:
LOCOMOTOR: walking, running, side-stepping, sliding, jumping, hopping, skipping and galloping;
NONLOCOMOTOR: bending, stretching, twisting, pushing and pulling.
- 2. Know shapes of the body: straight, angular, wide, round and twisted.
- 3. Develop an awareness of individual body parts and their individual movement.
- 4. Know and apply knowledge of direction, pathways, levels, force, flow and speed.
- 5. Move in personal and open space.
- 6. Perform basic dance routines or steps.
- 7. Develop a sense of flow of movement.
- 8. Recognize, establish and follow a basic beat.

ASSESSMENT

Use one or more of the following assessment tools as related to specific movement activities: Group Discussion
Group Project

INSTRUCTIONAL OBJECTIVE

- A. Develop in many movement forms. A3c
- B. Apply movement concepts and principals to the learning and development of motor skills. A6d
- C. Understand the difference between creating, participating and performing movement experiences. A3a, b, c, f

Suggested Classroom Activities to Meet IO

- 1. Know basic activities of the body:
LOCOMOTOR: walking, running, side-stepping, sliding, jumping, hopping, skipping and galloping;
NONLOCOMOTOR: bending, stretching, twisting, pushing and pulling.
- 2. Know shapes of the body: straight, angular, wide, round and twisted.
- 3. Develop an awareness of individual body parts and their individual movement.
- 4. Know and apply knowledge of direction, pathways, levels, force, flow and speed.
- 5. Move in personal and open space.
- 6. Perform basic dance routines or steps.
- 7. Develop a sense of flow of movement.
- 8. Recognize, establish and follow a basic beat.

ASSESSMENT

Use one or more of the following assessment tools as related to specific movement activities: Group Discussion
Group Project

INSTRUCTIONAL OBJECTIVE

- A. Develop responsible personal and social behavior in movement settings. A1d
- B. Recognize and demonstrate audience/viewer behavior appropriate for the art form presented. A6c

Suggested Classroom Activities to Meet IO

1. Reconstruct the steps leading to a performance and include as part of the performance.
2. During closure, ask students to compare and contrast differences and similarities of dance.

ASSESSMENT

Use one or more of the following assessment tools as related to specific movement activities: Group Discussion
Mimic Inspiration
Peer Observation
Student Project
Event Task

INSTRUCTIONAL OBJECTIVE

- A. Understand that movement provides the opportunity for enjoyment, challenge, self-expression and social interaction. A1c
- B. Understand the difference between creating, participating and performing movement experiences. A3a, b, c
- C. Recognize and demonstrate audience/viewer behavior appropriate for the art form presented. A1d, A6c

Suggested Classroom Activities to Meet IO

- 1. Reconstruct the steps leading to a performance and include as part of the performance.
- 2. During closure, ask students to compare and contrast differences and similarities of dance.

ASSESSMENT

Use one or more of the following assessment tools as related to specific movement activities: Group Discussion
Mimic Inspiration
Peer Observation
Student Project
Event Task

PROGRAM GOAL I: Historical, cultural and social contexts:
understanding the role of the arts in people's lives.

Grade/Course Dance - 5

INSTRUCTIONAL OBJECTIVE

- A. Develop understanding and respect for differences among people and other living things in movement settings. A1a
- B. Understand that movement provides the opportunity for enjoyment, challenge, self-expression and social interaction. A3e

Suggested Classroom Activities to Meet IO

1. Know basic activities of the body:
LOCOMOTOR: walking, running, side-stepping, sliding, jumping, hopping, skipping and galloping;
NONLOCOMOTOR: bending, stretching, twisting, pushing and pulling.
2. Know shapes of the body: straight, angular, wide, round and twisted.
3. Develop an awareness of individual body parts and their individual movement.
4. Know and apply knowledge of direction, pathways, levels, force, flow and speed.
5. Move in personal and open space.
6. Perform basic dance routines or steps.
7. Develop a sense of flow of movement.
8. Recognize, establish and follow a basic beat.

ASSESSMENT

Use one or more of the following assessment tools as related to specific movement activities: Group Discussion
Group Project

INSTRUCTIONAL OBJECTIVE

- A. Develop in many movement forms. A1c, A6a, b, c, d
- B. Apply movement concepts and principals to the learning and development of motor skills. A4, A6a, b, c, d
- C. Understand the difference between creating, participating and performing movement experiences. A3a & c

Suggested Classroom Activities to Meet IO

- 1. Know basic activities of the body:
LOCOMOTOR: walking, running, side-stepping, sliding, jumping, hopping, skipping and galloping;
NONLOCOMOTOR: bending, stretching, twisting, pushing and pulling.
- 2. Know shapes of the body: straight, angular, wide, round and twisted.
- 3. Develop an awareness of individual body parts and their individual movement.
- 4. Know and apply knowledge of direction, pathways, levels, force, flow and speed.
- 5. Move in personal and open space.
- 6. Perform basic dance routines or steps.
- 7. Develop a sense of flow of movement.
- 8. Recognize, establish and follow a basic beat.

ASSESSMENT

Use one or more of the following assessment tools as related to specific movement activities: Observation
Self-Assessment
Measurement Concept
Group Projects

INSTRUCTIONAL OBJECTIVE

- A. Develop responsible personal and social behavior in movement settings. A2a & b
- B. Recognize and demonstrate audience/viewer behavior appropriate for the art form presented. A6c

Suggested Classroom Activities to Meet IO

1. Ask students to view a commercial with dance involvement and ask how the dance was used to influence consumers.

ASSESSMENT

Use one or more of the following assessment tools as related to specific movement activities: Group Discussion

INSTRUCTIONAL OBJECTIVE

- A. Understand that movement provides the opportunity for enjoyment, challenge, self-expression and social interaction. A6d
- B. Understand the difference between creating, participating and performing movement experiences. A3a. b. c
- C. Recognize and demonstrate audience/viewer behavior appropriate for the art form presented. A6c

Suggested Classroom Activities to Meet IO

- 1. Discuss issues that involve contemporary dance.
- 2. By use of bulletin boards, display current dance articles brought in by students.

ASSESSMENT

Use one or more of the following assessment tools as related to specific movement activities: Group Discussion
Student Project
Group Projects
Interview

INSTRUCTIONAL OBJECTIVE

- A. Develop understanding and respect for differences among people and other living things in movement settings. A1a
- B. Understand that movement provides the opportunity for enjoyment, challenge, self-expression and social interaction. A3e

Suggested Classroom Activities to Meet IO

- 1. Know basic activities of the body:
LOCOMOTOR: walking, running, side-stepping, sliding, jumping, hopping, skipping and galloping;
NONLOCOMOTOR: bending, stretching, twisting, pushing and pulling.
- 2. Know shapes of the body: straight, angular, wide, round and twisted.
- 3. Develop an awareness of individual body parts and their individual movement.
- 4. Know and apply knowledge of direction, pathways, levels, force, flow and speed.
- 5. Move in personal and open space.
- 6. Perform basic dance routines or steps.
- 7. Develop a sense of flow of movement.
- 8. Recognize, establish and follow a basic beat.

ASSESSMENT

Use one or more of the following assessment tools as related to specific movement activities: Group Discussion
Group Project

INSTRUCTIONAL OBJECTIVE

- A. Develop in many movement forms. A6a, b, c, d
- B. Apply movement concepts and principals to the learning and development of motor skills. A3d, A5
- C. Understand the difference between creating, participating and performing movement experiences. A3f

Suggested Classroom Activities to Meet IO

- 1. Know basic activities of the body:
LOCOMOTOR: walking, running, side-stepping, sliding, jumping, hopping, skipping and galloping;
NONLOCOMOTOR: bending, stretching, twisting, pushing and pulling.
- 2. Know shapes of the body: straight, angular, wide, round and twisted.
- 3. Develop an awareness of individual body parts and their individual movement.
- 4. Know and apply knowledge of direction, pathways, levels, force, flow and speed.
- 5. Move in personal and open space.
- 6. Perform basic dance routines or steps.
- 7. Develop a sense of flow of movement.
- 8. Recognize, establish and follow a basic beat.

ASSESSMENT

Use one or more of the following assessment tools as related to specific movement activities: Observation
Self-Assessment
Measurement Concept
Group Projects

INSTRUCTIONAL OBJECTIVE

- A. Develop responsible personal and social behavior in movement settings. A2a & b
- B. Recognize and demonstrate audience/viewer behavior appropriate for the art form presented. A6c

Suggested Classroom Activities to Meet IO

- 1. Each student will create their own dance as individuals or in groups and critique their own work through use of videotape, pictures, interviews, etc.
- 2. Use vocabulary from Labon's Theory of Movement to critique own and other's dances.

ASSESSMENT

Use one or more of the following assessment tools as related to specific movement activities: Group Discussion

Group Projects
Self-Assessment
Peer Observation

Measurement Concept
Event Task
Interview

INSTRUCTIONAL OBJECTIVE

- A. Understand that movement provides the opportunity for enjoyment, challenge, self-expression and social interaction. A3c & e
- B. Understand the difference between creating, participating and performing movement experiences. A4
- C. Recognize and demonstrate audience/viewer behavior appropriate for the art form presented. A1d, A6c

Suggested Classroom Activities to Meet IO

- 1. Discuss issues that involve contemporary dance.
- 2. By use of bulletin boards, display current dance articles brought in by students.

ASSESSMENT

Use one or more of the following assessment tools as related to specific movement activities: Group Discussion
Student Project
Group Projects
Interview

PROGRAM GOAL I: Historical, cultural and social contexts:
understanding the role of the arts in people's lives.

Grade/Course Dance - 7

INSTRUCTIONAL OBJECTIVE

A. Identify the cultural clues found within arts forms and events.

Suggested Classroom Activities to Meet IO

1. Presentation/handout on the history of tinikling.
2. Research assignment on history of tinikling/information on country of origin.

ASSESSMENT

Scoring criteria of a statement of understanding of the historical, cultural and social context of tinikling.

INSTRUCTIONAL OBJECTIVE

A. Build awareness of how people process information to solve artistic problems. A1b, c, d; A2a; A3a & b; A4; A5; A6a & c

Suggested Classroom Activities to Meet IO

1. Create a tinkling dance routine using established guidelines.

ASSESSMENT

Performance evaluation of a performed tinkling dance routine.

INSTRUCTIONAL OBJECTIVE

- A. Identify the aspects that contribute to the success of a work of art.
A1b, c, d; A2a; A3a & b; A4; A6c

- B. Critique the visual presentation of a choreographed routine. A3c; A6a

Suggested Classroom Activities to Meet IO

- A-1. Partner evaluation.
 - 2. Support evaluation.

- B-1. Teacher critique.
 - 2. Videotape routines.
 - 3. Fill out an evaluation sheet on others' presentations.

ASSESSMENT

Rubric evaluation of student evaluations.

INSTRUCTIONAL OBJECTIVE

A. Recreate aerobic fitness activities to music.

A1b, c, d; A2a; A3b; A4; A6c & d

Suggested Classroom Activities to Meet IO

1. Participation in teacher-led aerobic dance.
2. Participation in videotaped aerobic dance.
3. Presentation by outside instructors of aerobic dance.
4. Create aerobic dance routine or steps to music.
5. Lead class in aerobic routine (standard or student generated).
6. Participate in teacher-led ball aerobics.

ASSESSMENT

Perform an entire aerobic workout appropriate to student's fitness level. Rubric scoring based on the following:

- A. Completes workout
- B. Performs to beat of music
- C. Can perform variety of music
- D. Rubric evaluation of student evaluation

INSTRUCTIONAL OBJECTIVE

A. Review an artistic event and support your position.

A1d; A3c; A6a

Suggested Classroom Activities to Meet IO

1. Critique an aerobics fitness routine on its performance difficulty and fitness level.
2. Self-evaluation of performance.
3. Group evaluation of performance.

ASSESSMENT

Rubric evaluation of student evaluations.

PROGRAM GOAL I: Historical, cultural and social contexts:
understanding the role of the arts in people's lives.

Grade/Course Dance - 9

INSTRUCTIONAL OBJECTIVE

A. Examine the evolution of group dancing and how they interact with the issues of the time.

A1a; A2a; A3a, c, f; A6a, b, c

Suggested Classroom Activities to Meet IO

1. Presentation on history of various group dances.
2. Handouts pertaining to history, culture.
3. Research assignment on group dances.
4. Present dance videos.

ASSESSMENT

Rubric evaluation of research assignment on group dances.

INSTRUCTIONAL OBJECTIVE

A. Recreate group dance activities to music.

A1b, c, d; A3e; A4; A6b & c

Suggested Classroom Activities to Meet IO

1. Teacher-led group dances.
 - A. Line dance
 - B. Square dance
2. Use of videotape.
3. Use of outside instruction.
4. Create own group dance using established guidelines.
5. Teach class your group dance.

ASSESSMENT

Performance evaluation of group dance based on established guidelines.

INSTRUCTIONAL OBJECTIVE

- A. Analyze performance of dance for characteristics unique to a specific dance.

 - B. Develop rubrics for distinguishing the characteristics of quality group dance and performance.
- A1b, c, d; A2b; A3a, b, c, e; A4; A5; A6a, b, c

Suggested Classroom Activities to Meet IO

- A-1. Use videotapes of variety of dance steps to distinguish unique characteristics.
- 2. Present a variety of dance movements and have students choose the appropriate dance form.

- B-1. Develop a dance contest with requirements and criteria for evaluation.
- 2. Develop a classroom evaluation for judging the performance of peers.

ASSESSMENT

Achievement test designed to measure the learner's ability to distinguish unique dance movements.

INSTRUCTIONAL OBJECTIVE

A. Recognize how audience/viewer behavior affects the presentation of an arts form.

A1a, b, d; A3a, c, e; A4; A6b & c

Suggested Classroom Activities to Meet IO

1. Discussion of viewer behaviors that affect a dance performance.

ASSESSMENT

PROGRAM GOAL I: Historical, cultural and social contexts:
understanding the role of the arts in people's lives.

Grade/Course Dance - HS Elective

INSTRUCTIONAL OBJECTIVE

A. Study the history, meaning and social, cultural, economic, political and environmental issues surrounding dance.

A1a, b, d; A2a; A3a, c, f; A4; A5; A6a, b, c

Suggested Classroom Activities to Meet IO

1. Presentation on history, meaning, culture, etc. of various forms of dance (folk, ballroom, jazz, etc.).
2. Handouts.
3. Use of videotape.
4. Research assignment on various dance forms.

ASSESSMENT

Rubric evaluation of research assignment on various dance forms.

INSTRUCTIONAL OBJECTIVE

- A. Examine dance performances for themes, images, symbols and/or styles.
- B. Create/perform dance in more than one medium or genre.
- C. Develop and practice presentation skills.
- D. Identify individuals involved in dance who have influenced their experiences.

A1a, b, c, d; A2a & b; A3a & b; A3c, e, f; A4; A5; A6a, b, c

Suggested Classroom Activities to Meet IO

- A. View video of dance performances and discuss themes, styles, etc.
- B-1. Teacher-led dances.
 - 2. Use of outside instruction.
 - 3. Create own dances using established guidelines.
 - 4. Perform various dances from different dance forms.
- C. Practice dance movements.
- D. Research assignments on various dancers and their influence on dance.

ASSESSMENT

Performance evaluation of various dances based on established guidelines.

INSTRUCTIONAL OBJECTIVE

- A. Use critical analysis to study a body of work from a particular dance artist.
- B. Evaluate the impact and effectiveness of original work versus reproduced or altered work.

A1d; A3a & c; A4; A6a & b

Suggested Classroom Activities to Meet IO

- A-1. Use of videotapes to analyze various dance artists.
 - 2. Use of outside dancers to study various dance forms.
- B. Develop a classroom evaluation for judging the effectiveness of using an original dance versus an altered dance.

ASSESSMENT

INSTRUCTIONAL OBJECTIVE

- A. Articulate the basic nature and need for dance.
- B. Analyze the relationships among community values, local artistic expression and funding for dance.

A1a & d; A3a, b, c, f; A6b & c

Suggested Classroom Activities to Meet IO

- A. Discussion of the need for dance.
- B. Discussion of community values regarding dance and funding locally.

ASSESSMENT

