

Model Curriculum – The Arts

Dance – K-2

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

Enduring Understandings

Personal Choice and Vision	Students construct and solve problems of personal relevance and interest when expressing themselves through dance.
Critical and Creative Thinking	Students combine and apply artistic and reasoning skills to imagine, create, realize and refine dances in conventional and innovative ways and understand the dances created and performed by others.
Authentic Application & Collaboration	Students work individually and in groups to focus ideas and create and perform works to address genuine local and global community needs.
Literacy:	As consumers, critics and creators, students evaluate and understand performances, choreographies, improvisations and other texts produced in the media forms of the day.

Progress Points

Students will, at the appropriate developmental level:

- A. Recognize that people from various times and cultures value and enjoy dancing, making dances and reflecting on dances as distinct human endeavors.
- B. Explore a range of dance concepts, genres, forms and styles to construct meaning.
- C. Connect kinesthetic awareness and dance making with individual choice and personal cultural identity.
- D. Produce informal and formal dances that express experiences, imagination and ideas.
- E. Use their own developing language and dance vocabulary to form and express opinions.

GRADE	Cognitive and Creative Processes		
	PERCEIVING/KNOWING (PE)	PRODUCING/PERFORMING (PR)	RESPONDING/REFLECTING (RE)
K	<p>1PE Demonstrate curiosity and engagement with the dances they observe and experience.</p> <p>2PE Observe and explore dance forms from various cultures.</p> <p>3PE Demonstrate awareness of moving safely within personal and general space.</p>	<p>1PR Explore and experiment with locomotor and non-locomotor movements using changes in body shape, time, space and movement quality to construct meaning.</p> <p>2PR Explore movement ideas for dance-making based on observation, memory,</p>	<p>1RE Demonstrate awareness of their dance movements and ideas for generating them.</p> <p>2RE Communicate ideas, stories and personal experiences they see in dances performed using their own developing language.</p>

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<p>4PE Identify and name basic concepts used in dance.</p> <p>5PE Observe dances and dancers and share what they see using words, pictures or movements.</p> <p>6PE Name and point out basic dance elements, subject matter and movements in dances they create and view.</p> <p>7PE Describe the meaning of the movements and shapes made in space.</p>	<p>imagination and experience.</p> <p>3PR Explore, select and combine dance concepts and improvisational elements to communicate subject matter in dance-making.</p> <p>4PR Explore and combine rhythmic play in movement sequencing, problem-solving and to construct meaning.</p> <p>5PR Engage in and learn developmentally appropriate cultural dances.</p> <p>6PR Explore structured improvisations and movement sequences that explore a central theme across disciplines.</p>	<p>3RE Demonstrate and discuss how to respond to dance as an audience member.</p> <p>4RE Demonstrate social skills when collaborating with peers to create and perform dances.</p> <p>5RE Recognize that people have different opinions and responses to works of art.</p> <p>6RE Show confidence and pride in their artistic accomplishments.</p> <p>7RE Recognize dancing as a tool for healthful living.</p>	
<p>GRADE</p>	<p>Intermediate Cognitive and Creative Processes</p>		
<p>1</p>	<p>PERCEIVING/KNOWING (PE)</p>	<p>PRODUCING/PERFORMING (PR)</p>	<p>RESPONDING/REFLECTING (RE)</p>
<p>1PE Recognize and use descriptive language when engaging in conversations about their dance experiences.</p> <p>2PE Recognize the similarities and differences between dance forms.</p> <p>3PE Observe a culturally representative dance and describe the visual, kinetic and expressive elements.</p> <p>4PE Explore ways to use their imaginations when engaged in dance-making.</p> <p>5PE Recognize and talk about how dancing can build coordination and memory.</p> <p>6PE Describe what a choreographer does and find examples of dances by choreographers in their school or community.</p> <p>7PE Describe different ways that movements shaped into dance depict feelings and emotions.</p>	<p>1PR Demonstrate basic locomotor and non-locomotor movement patterns using changes in time, space, body shape and movement quality to construct and express personal meaning.</p> <p>2PR Create and perform a memorized movement sequence with a clear beginning, middle and end.</p> <p>3PR Play creatively with rhythm games.</p> <p>4PR Cooperate with others to make decisions during a dance activity.</p> <p>5PR Learn developmentally appropriate cultural dances.</p> <p>6PR Explore movement to create images using words, sound and music.</p> <p>7PR Explore and use a range of subject matter to create original dance improvisations and dances.</p>	<p>1RE Assess their own learning in dance and express ways to improve it.</p> <p>2RE Share their dance-making processes with one another.</p> <p>3RE Demonstrate and discuss how to respond to dance as an audience member.</p> <p>4RE Demonstrate responsibility and social skills when collaborating with peers.</p> <p>5RE Share their ideas about dances they observe and tell what they think the work was about.</p> <p>6RE Discuss how dance can help people communicate.</p> <p>7RE Recognize and discuss why dance is a healthy activity.</p>	

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GRADE 2	Advanced	Cognitive and Creative Processes
	PERCEIVING/KNOWING (PE)	PRODUCING/PERFORMING (PR)
	<p>1PE Name and use dance movement vocabulary when exploring, making and describing dance.</p> <p>2PE Recognize how technology increases opportunities to view dance worldwide.</p> <p>3PE Observe and explore dance forms from various cultures.</p> <p>4PE Notice and point out the expressive details of dances made and shared.</p> <p>5PE Identify sources that inspire dance-making.</p> <p>6PE Recognize and point out basic elements and concepts in their dance studies and those of others.</p>	<p>1PR Explore the basic elements of dance with an emphasis on expression, focus and confidence.</p> <p>2PR Use technology to view dances and shape dance-making.</p> <p>3PR Share responsibility for collaborating with peers to create movement sequences and informal dances</p> <p>4PR Explore dance movement vocabulary and basic compositional elements using a range of music genres.</p> <p>5PR Engage in dance experiences that explore social and multicultural themes.</p>
		RESPONDING/REFLECTING (RE)
		<p>1RE Use feedback and basic self-assessment strategies to improve their dances and dance-making.</p> <p>2RE Talk about the meanings of dances seen and made.</p> <p>3RE Share responsibility to collaborate with peers to create movement sequences.</p> <p>4RE Describe how dancing can be beneficial to a healthy lifestyle.</p> <p>5RE Share their preferences for the dances they observe and consider those of their peers.</p> <p>6RE Discuss how dance can help people communicate.</p>

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Kindergarten – 1PR, 3PE, 1RE		
Discipline	Dance	
Strand/Process	Producing/Performing (PR), Perceiving/Knowing (PE), Responding, Reflecting (RE)	
Grade Level	Kindergarten	
Content Statement	<p>1PR Explore and experiment with locomotor and nonlocomotor movements using changes in body shape, time, space and movement quality to construct meaning. 3PE Demonstrate awareness of moving safely within personal and general space. 1RE Demonstrate awareness of their dance movements and ideas for generating them.</p>	
	<p>Enduring Understandings: Personal Choice and Vision, Critical and Creative Thinking, Literacy Progress Points: B. Explore a range of dance concepts, genres, forms and styles to construct meaning. D. Produce informal dances that express experiences, imagination and ideas.</p>	
Essential Question	What do you do when you dance?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> To engage in exploratory movement and sensory awareness to understand themselves and their world; Movement is divided into locomotor (movement that travels from one place to another) and nonlocomotor (also called axial -- movement that takes place in one spot around the body axis); To use their bodies to build a rich store of sensory experiences; The four elements of dance -- (affecting how movement is performed) -- the body and its parts, time, space, and energy or movement quality. 	<p>Students will demonstrate this by...</p> <ul style="list-style-type: none"> Exploring natural movements to develop and refine movement skills; Associating movements with words to help them learn and understand vocabulary, e.g., up, down, high, low; Engaging in problem-solving skills. 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> Active kinesthetic experiences (trying out movements and understanding how the four elements can change the movements); Group and peer interaction; Modeling and coaching by a licensed dance educator. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts

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Kindergarten – 2PR, 7PE, 2RE		
Discipline	Dance	
Strand/Process	Producing/Performing (PR), Perceiving/Knowing (PE), Responding/Reflecting (RE)	
Grade Level	Kindergarten	
Content Statement	2PR Explore movement ideas for dance-making based on observation, memory, imagination and experience. 7PE Describe the meaning of the movements and shapes made in space. 2RE Communicate ideas, stories and personal experiences they see in dances performed using their own developing language.	
	Enduring Understandings: Personal Choice and Vision, Critical and Creative Thinking, Literacy Progress Points: D. Produce informal dances that express experiences, imagination and ideas. E. Use their own developing language and dance vocabulary to form and express opinions.	
Essential Question	How do you make a dance?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn ... <ul style="list-style-type: none"> • Dance is an art form whose medium of communication is the body; • How ideas inspire dance; • The four elements of dance (that affect how movement is performed) are the body and its parts, time, space, and energy or movement quality. 	Students will demonstrate learning by ... <ul style="list-style-type: none"> • Exploring different elements of dance to make movement changes; • Using the language of dance to build simple choreography; • Communicating an idea through movement; • Investigating, exploring and naming sources for inspiration. 	Students will be engaged and supported in learning by ... <ul style="list-style-type: none"> • Kinesthetic — performance-based trial and error • Collaborating and partnering; • Modeling and guided practice. Resources LINK to Pearltrees <ul style="list-style-type: none"> • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts
	<p style="text-align: center;">Assessment</p> Students will know how well they are learning by ... <ul style="list-style-type: none"> • Standards-Based Rubric Template • Arts Assessment Menu 	

Model Curriculum: DANCE K-1-2

Application		
<p><u>Student Performance Task</u></p> <p>Students select an idea from their imagination or experience and create movements to express it. They share their ideas and movements through performance and words.</p>	<p><u>Career Connections</u></p> <p>LINK to Pearltrees</p> <ul style="list-style-type: none">• Dance Instructor• Choreographer <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Kindergarten English Language Arts• Kindergarten Mathematics• Kindergarten Science• Kindergarten Social Studies	<p><u>Diverse Learners</u></p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p>BACK</p>

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Kindergarten – 3PR, 6PE, 4RE, 7RE		
Discipline	Dance	
Strand/Process	Producing/Performing (PR); Perceiving/Knowing (PE); Responding/Reflecting (RE)	
Grade Level	Kindergarten	
Content Statement	<p>3PR Explore, select and combine dance concepts and improvisational elements to communicate subject matter in dance-making. 6PE Name and point out basic dance elements, subject matter and movements in the dances they create. 4RE Demonstrate social skills when collaborating with peers to create and perform dances. 7RE Recognize dance as a tool for healthy living.</p>	
	<p>Enduring Understandings: Personal Choice and Vision Progress Points: D. Produce informal and formal dances that express experiences, imagination and ideas. E. Use their own developing language and dance vocabulary to form and express opinions.</p>	
Essential Question	When and where do you see people dance?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> Dance is an art form whose medium of communication is body movement and gesture; Dance has its own vocabulary; Dances are composed of the four basic elements: body, space, time and energy; The meaning of improvisation. 	<p>Students will demonstrate this by ...</p> <ul style="list-style-type: none"> Improvising movements to express ideas and concepts; Exploring various ways to make shapes with their body; Creating meaning through dance. 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> Modeling and coaching; Ongoing/formative assessment; Group and partnering experiences. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts
	<p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by ...</p> <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	

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Application		
<p style="text-align: center;"><u>Student Performance Task</u></p> <p>Students work individually and in pairs to create movements that express an emotion or idea. They talk about and share their experience with peers. They also are encouraged to talk about how and why they think dance is a healthy activity.</p>	<p style="text-align: center;"><u>Career Connections</u></p> <p>LINK to Pearltrees</p> <ul style="list-style-type: none"> • Choreographer • Yoga Instructor • Dance Therapist <p style="text-align: center;"><u>Learning Standards Connections</u></p> <ul style="list-style-type: none"> • Kindergarten English Language Arts • Kindergarten Mathematics • Kindergarten Science • Kindergarten Social Studies 	<p style="text-align: center;"><u>Diverse Learners</u></p> <ul style="list-style-type: none"> • ODE Diverse Learners • VSA Ohio • CAST <p style="text-align: right; font-size: 1.2em; font-weight: bold; color: blue;">BACK</p>

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Kindergarten – 4PR, 1PE, 6RE		
Discipline	Dance	
Strand/Process	Producing/Performing (PR); Perceiving/Knowing (PE); Responding/Reflecting (RE)	
Grade Level	Kindergarten	
Content Statement	4PR Explore and combine rhythmic play in movement sequencing, problem solving and to construct meaning. 1PE Demonstrate curiosity and engagement with the dances they observe and experience. 6RE Show confidence and pride in their artistic accomplishments.	
	Enduring Understandings: Personal Choice and Vision, Critical and Creative Thinking, Literacy Progress Points: C. Connect kinesthetic awareness and dance making with individual choice and personal cultural identity. D. Produce informal and formal dances that express experiences, imagination and ideas.	
Essential Question	How can you tell a story with dance?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn ... <ul style="list-style-type: none"> To engage in exploratory movement to understand themselves and their worlds. To use movement to help them think conceptually; The four elements of dance: the body and its parts, time, space, and energy or movement; Movement can be performed to various rhythms and music genres. 	Students will demonstrate this by ... <ul style="list-style-type: none"> Engaging in rhythmic play; Creating and performing movement sequences to a stimulus such as music; Creating and performing a movement sequence that tells a story. 	Students will be engaged and supported in learning by ... <ul style="list-style-type: none"> Modeling and coaching; Reasoning strategies to reflect on and discussing movement sequences they create; Inquiry and group discussion; Ongoing/formative assessment; Envisioning: visual and kinesthetic imagery of movement Resources LINK to Pearltrees <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts

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Application		
<p style="text-align: center;"><u>Student Performance Tasks</u></p> <p>Students will create and perform a simple movement phrase inspired by a problem, story or concept. They will receive feedback and use it to improve their movements.</p>	<p style="text-align: center;"><u>Career Connections</u></p> <p>LINK to Pearltrees</p> <ul style="list-style-type: none"> • Dance Instructor • Choreographer <p style="text-align: center;"><u>Learning Standards Connections</u></p> <ul style="list-style-type: none"> • Kindergarten English Language Arts • Kindergarten Mathematics • Kindergarten Science • Kindergarten Social Studies 	<p style="text-align: center;"><u>Diverse Learners</u></p> <ul style="list-style-type: none"> • ODE Diverse Learners • VSA Ohio • CAST <p style="text-align: right; font-size: 1.2em; font-weight: bold; color: blue;">BACK</p>

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Kindergarten – 5PR, 2PE, 3RE		
Discipline	Dance	
Strand/Process	Producing/Performing (PR), Perceiving/Knowing (PE), Reflecting/Responding (RE)	
Grade Level	Kindergarten	
Content Statement	<p>5PR Engage in and learn developmentally appropriate cultural dances. 2PE Observe and explore dance forms from various cultures. 3RE Demonstrate and discuss how to respond to a dance as an audience member.</p> <p>Enduring Understandings: Personal Choice and Vision, Literacy</p> <p>Progress Points: A. Recognize that people from various times and cultures valued and enjoyed dancing, making dances and reflecting on dances as distinct human endeavors. C. Connect kinesthetic awareness and dance making with individual choice and personal cultural identity.</p>	
Essential Question	What if people did not dance?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> Dance is a universal language; Each culture has unique forms of expression, including dance, which reflect the culture and climate of the times; How to observe and explore dance from a particular culture. 	<p>Students will demonstrate this by ...</p> <ul style="list-style-type: none"> Recognizing a culture through its dance; Performing and distinguishing between dance movements; Connecting dances they observe to a specific culture; Performing various dances from different cultures. 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> Self and peer assessments; Performance-based experiences; Inquiry-based approaches. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts
	<p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by ...</p> <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	

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Application		
<p style="text-align: center;"><u>Student Performance Tasks</u></p> <p>Learn and demonstrate the movements of a specific cultural dance. Demonstrate appropriate audience response when observing a cultural dance.</p>	<p style="text-align: center;"><u>Career Connections</u></p> <p>LINK to Pearltrees</p> <ul style="list-style-type: none"> • Dance Instructor • Choreographer • Dance Researcher and Historian <p style="text-align: center;"><u>Learning Standards Connections</u></p> <ul style="list-style-type: none"> • Kindergarten English Language Arts • Kindergarten Mathematics • Kindergarten Science • Kindergarten Social Studies 	<p style="text-align: center;"><u>Diverse Learners</u></p> <ul style="list-style-type: none"> • ODE Diverse Learners • VSA Ohio • CAST <p style="text-align: right; font-size: 1.2em; font-weight: bold; color: blue;">BACK</p>

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Kindergarten – 6PR, 5PE, 4PE, 5RE		
Discipline	Dance	
Strand/Process	Producing/Performing (PR); Perceiving/Knowing (PE); Responding/Reflecting (RE)	
Grade Level	Kindergarten	
Content Statement	<p>6PR Explore structured improvisations and movement sequences that address a central theme across disciplines. 5PE Observe dances and dancers and share what they see using words, pictures or movements. 4PE Identify and name basic concepts used in dance; 5RE Recognize that people have different opinions and responses to works of art.</p> <p>Enduring Understandings: Personal Choice and Vision, Critical and Creative Thinking, Literacy Progress Points: B. Explore a range of dance concepts, genres, forms and styles to construct meaning. E. Use their own developing language and dance vocabulary to form and express opinions.</p>	
Essential Question	How do you make a dance?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> • There are four elements of dance -- the body and its parts, time, space, and energy or movement quality; • Dances are based on many subjects and ideas; • How to express themselves through movement. 	<p>Students will demonstrate this by ...</p> <ul style="list-style-type: none"> • Using their bodies to build a rich store of sensory experiences; • Demonstrating the four elements of dance; • Recognizing that dance can be based on many themes and subjects: mood, character, setting, traditions; • Recognizing that dance movements can communicate ideas and stories. 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> • Teacher modeling and coaching; • Inquiry-based approaches; • Interdisciplinary theme development; • Collaborative movement experiences connecting common themes. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts
	<p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by ...</p> <ul style="list-style-type: none"> • Standards-Based Rubric Template • Arts Assessment Menu 	

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Application		
<p><u>Student Performance Tasks</u></p> <p>Students explore the concept of shape to inspire movements: high, wide, big, low; closed and open. They create a short movement phrase using the shapes they explore. They identify the sources of shapes that inspire them from their everyday lives to nature to other subjects.</p>	<p><u>Career Connections</u></p> <p>LINK to Pearltrees</p> <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Kindergarten English Language Arts• Kindergarten Mathematics• Kindergarten Science• Kindergarten Social Studies	<p><u>Diverse Learners</u></p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p>BACK</p>

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Grade 1 – 1PE, 1PR, 3RE, 5RE		
Discipline	Dance	
Strand/Process	Perceiving/Knowing (PE); Producing/Performing (PR); Responding/Reflecting (RE)	
Grade Level	Grade 1	
Content Statement	1PE Recognize and use descriptive language when engaging in conversations about their dance experiences. 1PR Demonstrate basic locomotor and nonlocomotor movement patterns. 3RE Demonstrate and discuss how to respond to dance as an audience member. 5RE Share their ideas about dances they observe and tell what they think the work was about.	
	Enduring Understandings: Personal Choice and Vision Progress Points: D. Communicate personal responses to artistic works giving reasons for their interpretations and preferences.	
Essential Question	How can dance tell a story?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn . . . <ul style="list-style-type: none"> Dance is an art that communicates with body movements and gestures; They have individual and unique reactions to dance and can use their own words to describe and respond to a dance; How to express their ideas about dance; Acceptable behavior for an audience. 	Students will demonstrate learning by . . . <ul style="list-style-type: none"> Developing and expressing words to describe a dance experience; Recognizing basic components of dance such as the story it tells and the type of movements performed; Behaving appropriately when responding to a dance. <p style="text-align: center;">Assessment Tools</p> Students will know how well they are learning by . . . <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	Students will be engaged and supported in learning by . . . <ul style="list-style-type: none"> Observing and responding to many forms of dance; Group discussions about dance; Writing or drawing about their reactions to the dance experience. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts

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Application		
<p><u>Performance Task</u> Show excerpt from the Broadway show <i>The Lion King</i> and ask the students to explain the story in age-appropriate vocabulary.</p>	<p style="text-align: center;"><u>Career Connections</u></p> <p>LINK to Pearltrees</p> <p style="text-align: center;"><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• GRADE 1 English Language Arts• GRADE 1 Mathematics• GRADE 1 Science• GRADE 1 Social Studies	<p style="text-align: center;"><u>Diverse Learners</u></p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p style="text-align: right;">BACK</p>

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Grade 1 – 2PE, 3PE, 5PR, 6RE		
Discipline	Dance	
Strand/Process	Perceiving/Knowing (PE); Producing/Performing (PR); Responding/Reflecting (RE)	
Grade Level	Grade 1	
Content Statement	<p>2PE Recognize the similarities and differences between different dance forms. 3PE Observe culturally representative dance and describe the visual, kinetic and expressive elements. 5PR Learn developmentally appropriate cultural dances. 6RE discuss how dance can help people communicate.</p>	
	<p>Enduring Understandings: Literacy Progress Points: A. Recognize that people from various times and cultures valued and enjoyed dancing, making dances and reflecting on dances.</p>	
Essential Question	Why do you think people dance?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn . . .</p> <ul style="list-style-type: none"> • Dance is universal; • Each culture has unique forms of expression, including dance, that reflect the culture and climate of the times. • To observe and explore dance from a particular culture; • Dance documents ideas cultural histories and traditions. 	<p>Students will demonstrate learning by . . .</p> <ul style="list-style-type: none"> • Understanding the elements of dance (i.e., what is dance?) • Relating dance to culture and heritage; • Developing cultural awareness and sensitivity of self and others; • Discussing reasons to study dance from other cultures; • Discussing why people dance: cultural beliefs and traditions, celebrations, validate and preserve cultural identity. 	<p>Students will be engaged and supported in learning by . . .</p> <ul style="list-style-type: none"> • Group viewings of dance, with teacher-led discussions; • Project-based learning; • Research and inquiry. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Model Curriculum: DANCE K-1-2

Application		
<p><u>Performance Task Option</u></p> <p>Students learn and perform a short hip hop phrase and short ballet phrase and discuss the similarities and differences in the movement.</p>	<p><u>Career Connections</u></p> <p>LINK to Pearltrees</p> <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• GRADE 1 English Language Arts• GRADE 1 Mathematics• GRADE 1 Science• GRADE 1 Social Studies	<p><u>Diverse Learners</u></p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p>BACK</p>

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Grade 1 – 4PE, 3PR, 6PR, 1RE, 2RE		
Discipline	Dance	
Strand/Process	Perceiving/Knowing (PE); Producing/Performing (PR); Responding/Reflecting (RE)	
Grade Level	Grade 1	
Content Statement	<p>4PE Explore ways to use their imaginations when engaged in dance-making. 3PR Play creatively with rhythm games; 6PR Explore movement to create images using words, sounds and music. 1RE Assess their own learning in dance and express ways to improve it. 2RE Share their dance-making processes with one another.</p> <p>Enduring Understandings: Personal Choice and Vision, Critical and Creative Thinking, Authentic Application and Collaboration, Literacy Progress Point: D. Produce informal and formal dances that express experiences, imagination and opinions.</p>	
Essential Question	What do you do when you make a dance?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn . . .</p> <ul style="list-style-type: none"> To play and move creatively to rhythm and music; The four elements of dance and how to practice them in different ways to create a basic dance; To respond to word, sound and rhythm prompts to promote the use of imagination in creating movements; To improvise movements to a variety of prompts; To reflect on their strengths when engaging in movement activities. 	<p>Students will demonstrate learning by . . .</p> <ul style="list-style-type: none"> Playing creatively when engaging in movement activities; Responding to various verbal and musical prompts to create movements; Expressing themselves and their ideas and emotions through movement; Reflecting on and sharing their movement experiences and processes with peers. 	<p>Students will be engaged and supported in learning by . . .</p> <ul style="list-style-type: none"> Kinesthetic learning; Playing and exploring; Observation; Guided problem-solving activities that lead to creative explorations; Self-assessment <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts
	<p>Assessment Tools</p> <p>Students will know how well they are learning by . . .</p> <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	

Model Curriculum: DANCE K-1-2

Application		
<p><u>Student Performance Task</u></p> <p>Once students have learned improvisational expectations, they improvise movements in response to multisensory prompts (auditory sounds, visual pictures or music).</p>	<p><u>Career Connections</u></p> <p>LINK to Pearltrees</p> <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• GRADE 1 English Language Arts• GRADE 1 Mathematics• GRADE 1 Science• GRADE 1 Social Studies	<p><u>Diverse Learners</u></p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p>BACK</p>

Model Curriculum: DANCE K-1-2

Grade 1 – 5PE, 2PR, 7RE		
Discipline	Dance	
Strand/Process	Perceiving/Knowing (PE); Producing/Performing (PR); Responding/Reflecting (RE)	
Grade Level	Grade 1	
Content Statement	<p>5PE Recognize and talk about how dancing can build coordination and memory. 2PR Create and perform a memorized movement sequence with a clear beginning, middle and end. 7RE Recognize and discuss why dance is a healthy activity.</p> <p>Enduring Understandings: Personal Choice and Vision, Literacy Progress Points: E. Use their own developing language and dance vocabulary to form and express opinions about dance.</p>	
Essential Questions	What would it be like if people did not dance? How does dancing make you feel?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn . . .</p> <ul style="list-style-type: none"> • Coordination and repetition of movements through memorization; • How dancing strengthens body awareness, coordination and spatial awareness; • To memorize movement sequence with their body through practice; • How movement and dance contribute to good health. 	<p>Students will demonstrate learning by . . .</p> <ul style="list-style-type: none"> • Performing memorized movement sequences; • Performing movements with coordination and spatial awareness; • Creating and performing movement sequences that have a beginning, middle and end; • Respecting others when collaborating in dance activities. <p>Assessment Tools</p> <p>Students will know how well they are learning by . . .</p> <ul style="list-style-type: none"> • Standards-Based Rubric Template • Arts Assessment Menu 	<p>Students will be engaged and supported in learning by . . .</p> <ul style="list-style-type: none"> • Kinesthetic learning; • Modeling and coaching; • Problem-solving through movement; • Cooperative learning; • Observation. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Model Curriculum: DANCE K-1-2

Application		
<p><u>Student Performance Task</u> Students work individually and in ensemble groups to create and perform a movement sequence with a beginning, middle and end. They share and discuss their performances with each other and the challenges of memorizing and repeating movements.</p>	<p><u>Career Connections</u></p> <p>LINK to Pearltrees</p> <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• GRADE 1 English Language Arts• GRADE 1 Mathematics• GRADE 1 Science• GRADE 1 Social Studies	<p><u>Diverse Learners</u></p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p>BACK</p>

Model Curriculum: DANCE K-1-2

Model Curriculum: DANCE K-1-2

Grade 2 – 1PR, 1PE, 6RE		
Discipline	Dance	
Strand/Process	Producing/Performing (PR); Perceiving/Knowing (PE); Responding/Reflecting (RE)	
Grade Level	Grade 2	
Content Statement	<p>1PR Explore the basic elements of dance with an emphasis on expression, focus and confidence. 1PE Name and use dance movement vocabulary when exploring, making and describing a dance. 6RE Discuss how dance can help people communicate.</p> <p>Enduring Understandings: Personal Choice and Vision, Critical and Creative Thinking, Literacy Progress Points: B. Explore a range of dance concepts, genres, forms and styles to construct meaning.</p>	
Essential Question	How can your movements express your feelings?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn . . .</p> <ul style="list-style-type: none"> • Dance is an art form and medium in which the body communicates through movement; • Ideas can be expressed through movement; • The vocabulary of dance; • The four elements of dance are the body and its parts, time, space, and energy or movement quality; • To develop body awareness and perform movement with confidence and expression. 	<p>Students will demonstrate learning by . . .</p> <ul style="list-style-type: none"> • Performing basic movements to express an idea; • Executing movements with confidence, full body awareness and with direct intent; • Describing their movements using dance vocabulary. <p style="text-align: center;">Assessment Tools</p> <p>Students will know how well they are learning by . . .</p> <ul style="list-style-type: none"> • Standards-Based Rubric Template • Arts Assessment Menu 	<p>Students will be engaged and supported in learning by . . .</p> <ul style="list-style-type: none"> • Kinesthetic experience • Group projects • Observing forms of dance (live and film), with follow-up discussions. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts
Application		
<p>Student Performance Task</p> <p>Students create or perform two short movement phrases—expressing a soft, gentle quality and then a strong, angry</p>	<p>Career Connections</p> <p>LINK to Pearltrees</p>	<p>Diverse Learners</p> <ul style="list-style-type: none"> • ODE Diverse Learners • VSA Ohio

Model Curriculum: DANCE K-1-2

<p>feeling. They describe their movements to peers.</p>	<p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• GRADE 2 English Language Arts• GRADE 2 Mathematics• GRADE 2 Science• GRADE 2 Social Studies	<ul style="list-style-type: none">• CAST <p>BACK</p>
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Model Curriculum: DANCE K-1-2

Model Curriculum: DANCE K-1-2

Grade 2 – 2PR, 2PE, 4RE		
Discipline	Dance	
Strand/Process	Producing/Performing (PR); Perceiving/Knowing (PE); Responding/Reflecting (RE)	
Grade Level	Grade 2	
Content Statement	<p>2PR Use technology to view dances and shape dance-making. 2PE Recognize how technology increases opportunities to view dance worldwide. 4RE Describe how dancing can be beneficial to a healthy lifestyle.</p> <p>Enduring Understandings: Critical and Creative Thinking Progress Points: B. Explore a range of dance concepts, genres, forms and styles to construct meaning.</p>	
Essential Question	How can you make a record of your dances?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn . . .</p> <ul style="list-style-type: none"> To use digital tools that aid in creating and editing dances and accessing dance performances; How to view dances on the computer, tablet and other devices. How to videotape and edit their dances. 	<p>Students will demonstrate learning by . . .</p> <ul style="list-style-type: none"> Exploring digital tools that aid video documentation and editing of their dances; Videotaping one of their dance performances; Accessing and observing dances through Internet access; Problem solving with digital tools and technology. 	<p>Students will be engaged and supported in learning by . . .</p> <ul style="list-style-type: none"> Observing video performances; Collaborative learning; Modeling and coaching; Demonstrations of digital tools; Body thinking. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts
	<p>Assessment Tools</p> <p>Students will know how well they are learning by . . .</p> <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	

Model Curriculum: DANCE K-1-2

Application		
<p><u>Student Performance Task</u> Students videotape and edit their dance performances and tell how selected technology applications helped them.</p>	<p><u>Career Connections</u></p> <p>LINK to Pearltrees</p> <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• GRADE 2 English Language Arts• GRADE 2 Mathematics• GRADE 2 Science• GRADE 2 Social Studies	<p><u>Diverse Learners</u></p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p>BACK</p>

Model Curriculum: DANCE K-1-2

Model Curriculum: DANCE K-1-2

Grade 2 – 3PR, 5PE, 3RE, 6RE		
Discipline	Dance	
Strand/Process	Producing/performing (PR); Perceiving/Knowing (PE); Responding/Reflecting (RE)	
Grade Level	Grade 2	
Content Statement	<p>3PR Share responsibility for collaborating with peers to create movement sequences and informal dances. 5PE Identify sources that inspire dance-making. 3RE Share responsibility when collaborating with peers to create and assess movement sequences. 6PE Recognize and point out basic elements and concepts in their dance studies.</p> <p>Enduring Understandings: Personal Choice and Vision, Critical and Creative Thinking, Authentic Application and Collaboration</p> <p>Progress Points: D. Produce informal and formal dances that express experiences, imagination and ideas.</p>	
Essential Question	How do you use your imagination when you dance?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn . . .</p> <ul style="list-style-type: none"> To develop dances around experiences, ideas, topics or imagination; To use dance vocabulary when creating and talking about dance; To contribute individual ideas and cooperate with others when collaborating on a movement sequence or informal dance. 	<p>Students will demonstrate learning by . . .</p> <ul style="list-style-type: none"> Collaborating with others to create an ensemble movement sequence or informal dance; Generating ideas or topics to inspire movements and informal dances; Contributing to the collaborative group process, giving ideas and taking suggestions and from others; Discussing their process for working with others to create a dance. 	<p>Students will be engaged and supported in learning by . . .</p> <ul style="list-style-type: none"> Generating movement ideas; Observation and dramatization; Storytelling; Cooperative learning. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts
	<p style="text-align: center;">Assessment Tools</p> <p>Students will know how well they are learning by . . .</p> <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	

Model Curriculum: DANCE K-1-2

Application		
<p style="text-align: center;"><u>Student Performance Task</u></p> <p>Students divide into groups of three. One person contributes a beginning, one the middle and one the end of a movement phrase. Groups work together to refine it and perform it.</p> <p>Students talk about their performances identifying the ideas and dance elements expressed.</p>	<p style="text-align: center;"><u>Career Connections</u></p> <p>LINK to Pearltrees</p> <p style="text-align: center;"><u>Learning Standards Connections</u></p> <ul style="list-style-type: none"> • GRADE 2 English Language Arts • GRADE 2 Mathematics • GRADE 2 Science • GRADE 2 Social Studies 	<p style="text-align: center;"><u>Diverse Learners</u></p> <ul style="list-style-type: none"> • ODE Diverse Learners • VSA Ohio • CAST <p style="text-align: right; font-size: 1.2em; font-weight: bold; color: blue;">BACK</p>

Model Curriculum: DANCE K-1-2

Grade 2 – 3PE, 4PR, 5PR, 4PE, 1RE		
Discipline	Dance	
Strand/Process	Producing/Performing (PR); Perceiving/Knowing (PE); Responding/Reflecting (RE)	
Grade Level	Grade 2	
Content Statement	<p>3PE Observe and explore dances from various cultures. 4PR Explore dance movement vocabulary and basic compositional elements using a range of music genres. 5PR Engage in dance experiences that explore social and multicultural themes. 4PE Notice and point out the expressive details of dances made and shared. 1 RE Use feedback and self-assessment strategies to improve their dances and dance-making.</p>	
	<p>Enduring Understandings: Personal Choice and Vision, Critical and Creative Thinking, Literacy Progress Points: A. Recognize that people from various times and cultures valued and enjoyed dancing, making dances and reflecting on dances as distinct human endeavors.</p>	
Essential Questions	Does dance have to be to a specific type of music? Is music necessary to dance?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn . . .</p> <ul style="list-style-type: none"> • Dance is a form of expression and communication; • People of all cultures dance to express themselves and share their customs and traditions with others; • To perform one or more cultural dances; • Movement can be performed to a variety of music genres; • Music of many genres can inspire dance. • To give and receive feedback on their dances. 	<p>Students will demonstrate learning by . . .</p> <ul style="list-style-type: none"> • Observing and talking about the qualities and customs they see in selected cultural dances; • Listening to music from different genres to understand that “genre” is influenced by form, style and subject matter; • Selecting a genre from those taught and creating a short informal dance in the genre’s style. <p>Assessment Tools</p> <p>Students will know how well they are learning by . .</p> <ul style="list-style-type: none"> • Standards-Based Rubric Template • Arts Assessment Menu 	<p>Students will be engaged and supported in learning by . . .</p> <ul style="list-style-type: none"> • Kinesthetic learning; • Observing and listening; • Playing rhythm games and trying out different musical instruments; • Modeling and coaching; • Formative assessment. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Model Curriculum: DANCE K-1-2

Application		
<p><u>Student Performance Task</u></p> <p>Students improvise to selected music genres and talk about styles, forms and subject matter the music inspires. They observe each other and give feedback to improve and evolve movements.</p>	<p><u>Career Connections</u></p> <p>LINK to Pearltrees</p> <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• GRADE 2 English Language Arts• GRADE 2 Mathematics• GRADE 2 Science• GRADE 2 Social Studies	<p><u>Diverse Learners</u></p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p>BACK</p>