

# Model Curriculum – The Arts

## Dance - High School

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

### Enduring Understandings

<b>Personal Choice and Vision</b>	Students construct and solve problems of personal relevance and interest when expressing themselves through dance.
<b>Critical and Creative Thinking</b>	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.
<b>Authentic Application &amp; Collaboration</b>	Students work individually and in groups to focus ideas and create and perform works to address genuine local and global community needs.
<b>Literacy</b>	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. Understand the ways in which dance is a meaningful expression of culture in past and present societies.
- B. Inquire about and reflect on the significance and value of dance in their lives and society.
- C. Create, interpret and perform dances to demonstrate understanding of choreographic principles, processes and structures.
- D. Express orally and in writing their interpretations and evaluations of dances they observe and perform.
- E. Create dances that connect to and are inspired by interdisciplinary content.
- F. Present points of view about dance and respond thoughtfully to the viewpoints of others.
- G. Understand the ways in which technological, financial and human resources impact the creation and performance of dance.

<b>HS BEG</b>	<b>Beginning Cognitive and Creative Processes</b>		
	<b>PERCEIVING/KNOWING (PE)</b>	<b>PRODUCING/PERFORMING (PR)</b>	<b>RESPONDING/REFLECTING (RE)</b>
	<p><a href="#">1PE</a> Explain how the study of dance broadens perspectives on the arts and the connection to the global community.</p> <p><a href="#">2PE</a> Identify and explore how the study of dance provides knowledge and skills essential</p>	<p><a href="#">1PR</a> Explore a variety of improvisational techniques in order to generate original movement material.</p> <p><a href="#">2PR</a> Demonstrate self-awareness and awareness of others.</p>	<p><a href="#">1RE</a> Apply review and revision processes to improve personal dance works.</p> <p><a href="#">2RE</a> Identify criteria for assessing dance performances.</p> <p><a href="#">3RE</a> Analyze and interpret recognized works</p>

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<p>to life and personal health.</p> <p><b>3PE</b> Observe and describe specific historic and traditional dances from various cultures.</p> <p><b>4PE</b> Explain the impact of history and culture on dance as an art form.</p> <p><b>5PE</b> Recognize the importance of artistry and technical proficiency in dance.</p> <p><b>6PE</b> Articulate points of view about dance and respond thoughtfully to the viewpoints of others.</p> <p><b>7PE</b> Use inquiry skills to develop opinions about dance.</p>	<p><b>3PR</b> Compose and perform a dance that demonstrates expression and clarity of intention.</p> <p><b>4PR</b> Explore interdisciplinary ideas to support and inspire the choreographic process.</p> <p><b>5PF</b> Demonstrate self-direction and accountability for technical growth to facilitate communication.</p> <p><b>6PF</b> Create and perform dances from various cultures and historical periods.</p>	<p>by a variety of historical and contemporary choreographers.</p> <p><b>4RE</b> Analyze and discuss the relationship between form and meaning in dances from various cultures.</p> <p><b>5RE</b> Discuss technical theater and design innovations.</p> <p><b>6RE</b> Make entries in journals and create goals that connect somatic understanding with the ability to enhance performance and technique.</p> <p><b>7RE</b> Evaluate and refine the elements of an effective rehearsal process.</p>	
<p><b>HS</b> INT</p>	<p><b>Intermediate Cognitive and Creative Processes</b></p>		
	<p><b>PERCEIVING/KNOWING (PE)</b></p>	<p><b>PRODUCING/PERFORMING (PR)</b></p>	<p><b>RESPONDING/REFLECTING (RE)</b></p>
<p><b>1PE</b> Explain the connections between dance, other arts areas and disciplines outside the arts.</p> <p><b>2PE</b> Determine how personal perspectives influence aesthetic opinions about dance.</p> <p><b>3PE</b> Identify and explore how the study of dance provides knowledge and skills essential to life and personal health.</p> <p><b>4PE</b> Recognize the importance of artistry and technical proficiency in dance.</p> <p><b>5PE</b> Observe, analyze and describe a dance and its historical or global context.</p> <p><b>6PE</b> Understand how the mind-body connection influences choreography and dance technique.</p>	<p><b>1PR</b> Explore a variety of choreographic processes that demonstrate originality, clarity of intent and a dynamic range of movement.</p> <p><b>2PR</b> Demonstrate and integrate the use of available technology to inspire, create or record dance.</p> <p><b>3PR</b> Create and perform a dance that demonstrates a variety of complex movement sequences and the ability to collaborate with an ensemble.</p> <p><b>4PR</b> Develop strategies that promote personal health, injury prevention, care and rehabilitation.</p> <p><b>5PR</b> Demonstrate self-direction and accountability for technical growth to facilitate communication and creative expression.</p> <p><b>6PR</b> Choreograph a dance that explores a</p>	<p><b>1RE</b> Identify and raise aesthetic questions about dance experiences and how they deepen somatic understandings.</p> <p><b>2RE</b> Critique a dance based on fundamental dance concepts.</p> <p><b>3RE</b> Understand the impact of government policy on the arts.</p> <p><b>4RE</b> Discuss technical theater and design innovations that have affected dance production.</p> <p><b>5RE</b> Examine the traditions, techniques and cultural contexts of various dance styles.</p> <p><b>6RE</b> Explain how a choreographer's philosophy, heritage and cultural traditions influenced his or her choreography.</p> <p><b>7RE</b> Develop and refine beliefs and questions about dance experiences.</p>	

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		<p>universal theme or socio-political or global issue and place it in a historical context.</p> <p><b>7PR</b> Choreograph a dance that incorporates a multidisciplinary approach to the process.</p>	
<b>HS</b> ADV	<b>Advanced</b>	<b>Cognitive and Creative Processes</b>	
	<b>PERCEIVING/KNOWING (PE)</b>	<b>PRODUCING/PERFORMING (PR)</b>	<b>RESPONDING/REFLECTING (RE)</b>
	<p><b>1PE</b> Demonstrate and explain how the study of dance provides knowledge and skills essential to life and personal health.</p> <p><b>2PE</b> Synthesize somatic information in response to what they observe and perform.</p> <p><b>3PE</b> Examine ways in which various dance works relate to the themes and issues of their historical, global and social contexts.</p> <p><b>4PE</b> Articulate the aesthetics of dance and reflect on how it relates to dance in their lives and the lives of others.</p> <p><b>5PE</b> Recognize the importance of artistry and technical proficiency in dance.</p> <p><b>6PE</b> Appreciate how the imagination inspires personal and diverse approaches to the choreographic process.</p>	<p><b>1PR</b> Create a personal work that demonstrates originality, clarity of intent and a dynamic range of movement.</p> <p><b>2PR</b> Demonstrate self-direction and technical growth when bringing a work of dance to a point of completion.</p> <p><b>3PR</b> Develop strategies that promote personal health, injury prevention, care and rehabilitation.</p> <p><b>4PR</b> Experience how anatomical and kinesthetic awareness can alter the artistic interpretation of a dance.</p> <p><b>5PR</b> Perform various dances from a diverse range of global cultures, theatrical styles and historical periods, both past and present.</p> <p><b>6PR</b> Demonstrate and integrate the use of advanced technology and the media arts to inspire, create or record dance.</p> <p><b>7PR</b> Apply production techniques to collaborative concert planning and arts administration skills.</p>	<p><b>1RE</b> Identify and raise aesthetic questions about dance experiences and how they deepen somatic understandings.</p> <p><b>2PE</b> Review, revise and refine an original dance with attention to full production values.</p> <p><b>3PE</b> Critique personal dances and those of others based on specific dance aesthetics.</p> <p><b>4PE</b> Discuss advanced technical theater and design innovations that have affected contemporary dance production.</p> <p><b>5PE</b> Explain how a choreographer's philosophy, heritage and cultural traditions influenced his or her choreography.</p> <p><b>6PE</b> Articulate, justify and produce a personal philosophy of dance.</p> <p><b>7PE</b> Research government policy and its impact on the art form of dance, education and arts advocacy at the local and national level.</p>

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High School I – 1PR, 2PR, 2PE, 7RE		
<b>Discipline</b>	Dance	
<b>Strand/Process</b>	Perceiving/Knowing (PE); Producing/Performing (PR); Responding/Reflecting (RE)	
<b>Grade Level</b>	High School I - Beginning	
<b>Content Statement</b>	<p><b>1PR</b> Explore a variety of improvisational techniques in order to generate original movement material. <b>2PR</b> Demonstrate self-awareness and awareness of others when dancing. <b>2PE</b> Identify and explore how the study of dance provides knowledge and skills essential to life and personal health. <b>7RE</b> Evaluate and refine the elements of an effective rehearsal process.</p>	
	<p><b>Enduring Understandings:</b> Personal Choice and Vision; Critical and Creative Thinking; Authentic Application and Collaboration; Literacy  <b>Progress Point:</b> A. Inquire about and reflect on the significance and value of dance in their lives and society.</p>	
<b>Essential Question</b>	What role do you think dance plays in the everyday lives of people who are not professional dancers?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn . . .</b></p> <ul style="list-style-type: none"> <li>The difference between technical knowledge and generating original movements;</li> <li>A variety of improvisational techniques through exploration and invention;</li> <li>The qualities of an effective rehearsal;</li> <li>What dance teaches about self-awareness and the awareness of others.</li> </ul>	<p><b>Students will demonstrate learning by . . .</b></p> <ul style="list-style-type: none"> <li>Engaging in improvisational problem solving;</li> <li>Articulating personal views on the value of dance and its contribution to society;</li> <li>Exploring embodied (kinesthetic) thinking by generating and improvising movements.</li> </ul>	<p><b>Students will be engaged and supported in learning by . . .</b></p> <ul style="list-style-type: none"> <li>Project- and performance-based approaches;</li> <li>Inquiry-based approaches;</li> <li>Practice and rehearsal processes;</li> <li>Nonlinguistic improvisation to cues;</li> <li>Cooperative learning.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross-Disciplinary Fine Arts</li> </ul>

Application		
<p><b><u>Student Performance Tasks</u></b>                      Provide students with the cue or prompt of “meet and greet.” Working in pairs students improvise movements that show how people meet and greet each other in different social circumstances. They rehearse and perform their improvisations. They give feedback to each other and discuss their process for improvising rehearsing and kinesthetic thinking.</p>	<p style="text-align: center;"><b><u>Career Connections</u></b></p> <p><a href="#">LINK to Pearltrees</a></p> <p style="text-align: center;"><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"> <li>• HIGH SCHOOL I <a href="#">English Language Arts</a></li> <li>• HIGH SCHOOL I <a href="#">Mathematics</a></li> <li>• HIGH SCHOOL I <a href="#">Science</a></li> <li>• HIGH SCHOOL I <a href="#">Social Studies</a></li> </ul>	<p style="text-align: center;"><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> <li>• <a href="#">ODE Diverse Learners</a></li> <li>• <a href="#">VSA Ohio</a></li> <li>• <a href="#">CAST</a></li> </ul>

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High School I - 5PR, 5PE, 6RE, 1RE		
<b>Discipline</b>	Dance	
<b>Strand/Process</b>	PE Perceiving/Knowing; PR Producing/Performing; RE Responding/Reflecting	
<b>Grade Level</b>	High School I - Beginning	
<b>Content Statement</b>	<p><b>5PR</b> Demonstrate self-direction and accountability for technical growth to facilitate communication. <b>5PE</b> Recognize the importance of artistry and technical proficiency in dance. <b>6RE</b> Make entries in journals and create goals that connect somatic understanding with the ability to enhance performance and technique. <b>1RE</b> Apply review and revision processes to improve personal dance works.</p>	
	<p><b>Enduring Understandings:</b> Personal Choice and Vision, Critical and Creative Thinking, Authentic Application and Collaboration, Literacy</p> <p><b>Progress Points:</b> C. Create, interpret and perform dances to demonstrate understanding of choreographic principles, processes and structures. D. Express orally and in writing their interpretations and evaluations of dances they observe and perform.</p>	
<b>Essential Question</b>	How do you know when you perform a dance well?	
<b>Content Elaborations</b>	<b>Expectations for Learning</b>	<b>Instructional Strategies and Resources</b>
<p><b>Students will learn . . .</b></p> <ul style="list-style-type: none"> <li>Self-direction when engaged in dance experiences;</li> <li>To engage in written reflection throughout their dance-making processes and after a performance;</li> <li>The meaning of artistry and technical proficiency in dance;</li> <li>The stronger your physical capabilities, the better your expressive capabilities.</li> </ul>	<p><b>Students will demonstrate learning by . . .</b></p> <ul style="list-style-type: none"> <li>Writing reflections about their progress throughout their dance-making experiences;</li> <li>Identifying ways to improve and evolve their dances;</li> <li>Recognizing and analyzing the artistry and technical proficiency in dances they perform and observe.</li> </ul> <p><b>Assessment Tools</b></p> <p><b>Students will know how well they are learning by . . .</b></p> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	<p><b>Students will be engaged and supported in learning by . . .</b></p> <ul style="list-style-type: none"> <li>Setting personal objectives and responding to feedback;</li> <li>Practice and rehearsal;</li> <li>Critiques about artistry and technical proficiency.</li> </ul> <p><b>Resources <a href="#">LINK to Pearltrees</a></b></p> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross-Disciplinary Fine Arts</li> </ul>
<b>Application</b>		
<p><b>Student Performance Task</b></p> <p>Students maintain a journal throughout the process of one full dance-making experience, pausing at intervals to write reflections about their progress</p>	<p><b>Career Connections</b></p> <p><a href="#">LINK to Pearltrees</a></p> <p>Dance Critic</p>	<p><b>Diverse Learners</b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can</p>

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<p>with respect to artistry and technical proficiency.</p>	<p>Dance Historian Manager of Nonprofit Arts Organization</p> <p><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"><li>• HIGH SCHOOL I <a href="#">English Language Arts</a></li><li>• HIGH SCHOOL I <a href="#">Mathematics</a></li><li>• HIGH SCHOOL I <a href="#">Science</a></li><li>• HIGH SCHOOL I <a href="#">Social Studies</a></li></ul>	<p>be found below.</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul> <p><b>BACK</b></p>
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High School I – 6PR, 1PE, 3PE, 4PE, 4RE		
<b>Discipline</b>	Dance	
<b>Strand/Process</b>	Perceiving/Knowing (PE); Producing/Performing (PR); Responding/Reflecting (RE)	
<b>Grade Level</b>	High School I - Beginning	
<b>Content Statement</b>	<p><b>6PR</b> Create and perform dances from various cultures and historical periods. <b>1PE</b> Explain how the study of dance broadens perspectives on the arts and the connection to the global community. <b>3PE</b> Observe and describe specific historical and traditional dances from various cultures. <b>4RE</b> Analyze and discuss the relationship between form and meaning in dances from various cultures. <b>4PE</b> Explain the impact of history and culture on dance as an art form.</p>	
	<p><b>Enduring Understandings:</b> Critical and Creative Thinking; Authentic Application and Collaboration; Literacy  <b>Progress Point:</b> A. Understand the ways in which dance is a meaningful expression of culture in past and present societies.</p>	
<b>Essential Question</b>	What do you see as the challenges of learning a specific culture dance?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn . . .</b></p> <ul style="list-style-type: none"> <li>Performing diverse types of dance requires a high level of proficiency both technically and artistically;</li> <li>Dances with different histories take on different forms and meanings and all are valuable and challenging;</li> <li>One dance form or style is not more valuable than others;</li> <li>Global and historical awareness can inform and inspire dance performance;</li> <li>How form and meaning relate to cultural dances;</li> <li>Experiencing past and present dances can teach them about culture and history.</li> </ul>	<p><b>Students will demonstrate learning by . . .</b></p> <ul style="list-style-type: none"> <li>Comparing and contrasting global cultures and the movement dynamics of global cultural dances;</li> <li>Performing a selected cultural dance with artistic and technical proficiency;</li> <li>Researching historical periods and expressing how social, political and economic events influence the creation of dance.</li> </ul>	<p><b>Students will be engaged and supported in learning by . . .</b></p> <ul style="list-style-type: none"> <li>Project- and performance-based approaches;</li> <li>Inquiry-based approaches;</li> <li>Researching global cultures, theatrical styles and historical periods;</li> <li>Interdisciplinary connections -- cultures, dance and history;</li> <li>Comparing and contrasting dances they observe.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross-Disciplinary Fine Arts</li> </ul>



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Application		
<p><b><u>Student Performance Task</u></b>                      This task is based on the Salsa, but another cultural dance can be chosen as the focus of study and the task: After learning basic Salsa steps, students perform the dance with a partner. They observe their peers performances and identify the artistic and technical characteristics of Salsa that contribute to a quality performance.</p>	<p style="text-align: center;"><b><u>Career Connections</u></b></p> <p><a href="#">LINK to Pearltrees</a></p> <p style="text-align: center;"><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"> <li>• HIGH SCHOOL I <a href="#">English Language Arts</a></li> <li>• HIGH SCHOOL I <a href="#">Mathematics</a></li> <li>• HIGH SCHOOL I <a href="#">Science</a></li> <li>• HIGH SCHOOL I <a href="#">Social Studies</a></li> </ul>	<p style="text-align: center;"><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> <li>• <a href="#">ODE Diverse Learners</a></li> <li>• <a href="#">VSA Ohio</a></li> <li>• <a href="#">CAST</a></li> </ul>

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High School II – 1PE, 6PR, 7PR, 2PR		
<b>Discipline</b>	Dance	
<b>Strand/Process</b>	Perceiving/Knowing (PE); Producing/Performing (PR)	
<b>Grade Level</b>	High School II - Intermediate	
<b>Content Statement</b>	<p><b>1PE</b> Explain the connections between dance, other arts areas and disciplines outside of dance. <b>6PR</b> Choreograph a dance that explores a universal theme or sociopolitical or global issue and place it in a historical context. <b>7PR</b> choreograph a dance that incorporates a multidisciplinary approach to the process. <b>2PR</b> Demonstrate and integrate the use of available technology to inspire, create or record dance.</p> <p><b>Enduring Understandings:</b> Critical and Creative Thinking, Literacy  <b>Progress Points:</b> E. Create dances that connect to and are inspired by interdisciplinary content. F. Present points of view about dance and respond thoughtfully to viewpoints of others.</p>	
<b>Essential Question</b>	How does dance relate to experience, the world around you and other subjects you study?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn . . .</b></p> <ul style="list-style-type: none"> <li>All arts disciplines have history, skills, processes and themes that relate (e.g., science corresponds to movement, math corresponds to musicality, language arts corresponds to communication);</li> <li>Choreographers draw on relevant universal themes and issues to inspire dance making.</li> </ul>	<p><b>Students will demonstrate learning by . . .</b></p> <ul style="list-style-type: none"> <li>Comparing and contrasting skills and processes in all arts disciplines;</li> <li>Comparing dance to content areas outside the arts orally and in writing;</li> <li>Choreographing and performing a dance inspired by a universal theme or issue.</li> </ul> <p style="text-align: center;"><b>Assessment Tools</b></p> <p><b>Students will know how well they are learning by . . .</b></p> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	<p><b>Students will be engaged and supported in learning by . . .</b></p> <ul style="list-style-type: none"> <li>Guided discussion;</li> <li>Inquiry and thematic prompts;</li> <li>Collaborative interdisciplinary projects.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross-Disciplinary Fine Arts</li> </ul>
Application		
<p><b>Student Performance Task</b>            Choreograph and perform a dance about a topic, theme or global issue from another content area. Reflect on and write about your chosen theme and how it influenced your movements. Use digital media to document your creative process.</p>	<p style="text-align: center;"><b>Career Connections</b></p> <p><a href="#">LINK to Pearltrees</a></p> <p style="text-align: center;"><b>Learning Standards Connections</b></p> <ul style="list-style-type: none"> <li>HIGH SCHOOL <a href="#">English Language Arts</a></li> <li>HIGH SCHOOL <a href="#">Mathematics</a></li> </ul>	<p style="text-align: center;"><b>Diverse Learners</b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> <li><a href="#">ODE Diverse Learners</a></li> <li><a href="#">VSA Ohio</a></li> </ul>

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High School II – 2PE, 2RE, 3RE, 7RE		
<b>Discipline</b>	Dance	
<b>Strand/Process</b>	Perceiving/Knowing (PE); Responding/Reflecting (RE)	
<b>Grade Level</b>	High School II - Intermediate	
<b>Content Statement</b>	<p><b>2PE</b> Determine how personal perspectives influence aesthetic opinions about dance. <b>2RE</b> Critique a dance based on fundamental dance concepts. <b>3RE</b> Understand the impact of government policy on the arts. <b>7RE</b> Develop and refine beliefs and questions about dance experiences.</p> <p><b>Enduring Understandings:</b> Personal Choice and Vision; Critical and Creative Thinking; Literacy  <b>Progress Points:</b> B. Inquire about and reflect on the significance and value of dance in their lives and in society. F. Present viewpoints about dance and respond thoughtfully to the viewpoints of others</p>	
<b>Essential Question</b>	How do your experiences contribute to your interpretation of and opinion about a dance?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn . . .</b></p> <ul style="list-style-type: none"> <li>To observe aesthetic qualities and identify these in selected dances;</li> <li>Reasoning skills that help them express their perspectives on dances they observe;</li> <li>No two people view dance from the exact same perspective allowing for multiple opinions and interpretations of dance.</li> </ul>	<p><b>Students will demonstrate learning by . . .</b></p> <ul style="list-style-type: none"> <li>Identifying their own perspectives in relation to a selected dance and sharing their reasoning;</li> <li>Critiquing selected dances;</li> <li>Discussing how policy and funding impact the arts.</li> </ul> <p style="text-align: center;"><b>Assessment Tools</b></p> <p><b>Students will know how well they are learning by . . .</b></p> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	<p><b>Students will be engaged and supported in learning by . . .</b></p> <ul style="list-style-type: none"> <li>Viewing live and recorded dances</li> <li>Analysis affecting their interpretation of a selected dance;</li> <li>Writing prompts;</li> <li>Guided discussion.</li> </ul> <p><b>Resources <a href="#">LINK to Pearltrees</a></b></p> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross-Disciplinary Fine Arts</li> </ul>
Application		
<p><b>Student Performance Task</b>            After viewing and discussing a dance, students write a position on their perspective and interpretations of a dance including the aesthetic qualities that contributed to the success of the performance.</p>	<p style="text-align: center;"><b>Career Connections</b></p> <p><a href="#">LINK to Pearltrees</a></p> <p style="text-align: center;"><b>Learning Standards Connections</b></p> <ul style="list-style-type: none"> <li>HIGH SCHOOL II <a href="#">English Language Arts</a></li> <li>HIGH SCHOOL II <a href="#">Mathematics</a></li> </ul>	<p style="text-align: center;"><b>Diverse Learners</b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> <li><a href="#">ODE Diverse Learners</a></li> <li><a href="#">VSA Ohio</a></li> </ul>

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High School II – 3PE, 4PR, 6PE		
<b>Discipline</b>	Dance	
<b>Strand/Process</b>	Perceiving/Knowing (PE); Producing/Performing (PR)	
<b>Grade Level</b>	High School II - Intermediate	
<b>Content Statement</b>	<p><b>3PE</b> Identify and explore how the study of dance provides knowledge and skills essential to life and personal health.</p> <p><b>4PR</b> Develop strategies that promote personal health, injury prevention, care and rehabilitation.</p> <p><b>6PE</b> Understand how the mind-body connection influences choreography and dance technique.</p> <p><b>Enduring Understandings:</b> Personal Choice and Vision, Critical and Creative Thinking, Literacy</p> <p><b>Progress Points:</b> B. Inquire about and reflect on the significance and value of dance in their own lives and in society. F. Present points of view about dance and respond thoughtfully to the viewpoints of others.</p>	
<b>Essential Question</b>	How can participation in dance benefit your life?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn . . .</b></p> <ul style="list-style-type: none"> <li>• Dance emphasizes a healthy body and a diverse range of movement abilities;</li> <li>• The study of dance involves the body, mind and spirit for overall wellness;</li> <li>• To be the best performer you can be, you must have a balance of overall wellness;</li> <li>• Dance skills such as organization, time management, focus and work ethic contribute to those in other disciplines.</li> </ul>	<p><b>Students will demonstrate learning by . . .</b></p> <ul style="list-style-type: none"> <li>• Identifying the strengths and benefits from the study of dance;</li> <li>• Discussing areas of improvement and making a plan for using dance-related skills to improve physical and mental well-being.</li> </ul> <p style="text-align: center;"><b>Assessment Tools</b></p> <p><b>Students will know how well they are learning by . . .</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standards-Based Rubric Template</a></li> <li>• <a href="#">Arts Assessment Menu</a></li> </ul>	<p><b>Students will be engaged and supported in learning by . . .</b></p> <ul style="list-style-type: none"> <li>• Inquiry;</li> <li>• Guided discussion;</li> <li>• Writing prompts.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>• Lesson Design and Content</li> <li>• Digital Tools</li> <li>• Research and Advocacy</li> <li>• Professional Organizations</li> <li>• Careers</li> <li>• Cross-Disciplinary Fine Arts</li> </ul>
Application		
<p><b>Student Performance Task</b></p> <p>Write about one goal you have and devise a plan for using dance to make that goal a reality.</p>	<p style="text-align: center;"><b>Career Connections</b></p> <p><a href="#">LINK to Pearltrees</a></p> <p style="text-align: center;"><b>Learning Standards Connections</b></p> <ul style="list-style-type: none"> <li>• HIGH SCHOOL II <a href="#">English Language Arts</a></li> <li>• HIGH SCHOOL II <a href="#">Mathematics</a></li> <li>• HIGH SCHOOL II <a href="#">Science</a></li> <li>• HIGH SCHOOL II <a href="#">Social Studies</a></li> </ul>	<p style="text-align: center;"><b>Diverse Learners</b></p> <ul style="list-style-type: none"> <li>• <a href="#">ODE Diverse Learners</a></li> <li>• <a href="#">VSA Ohio</a></li> <li>• <a href="#">CAST</a></li> </ul>

**BACK**

# Model Curriculum: DANCE High School

High School II – 4PE, 1PR, 3PR, 4RE		
<b>Discipline</b>	Dance	
<b>Strand/Process</b>	Perceiving/Knowing (PE); Producing/Performing (PR); Responding/Reflecting (RE)	
<b>Grade Level</b>	High School II - Intermediate	
<b>Content Statement</b>	<p><b>4PE</b> Recognize the importance of artistry and technical proficiency in dance. <b>1PR</b> Explore a variety of choreographic processes that demonstrate originality, clarity of intent and dynamic range of movement. <b>3PR</b> Create and perform a dance that demonstrates a variety of complex movement sequences and the ability to collaborate with an ensemble. <b>4RE</b> Discuss technical theater and design innovations that have affected dance production.</p> <p><b>Enduring Understandings:</b> Personal Choice and Vision, Critical and Creative Thinking, Literacy</p> <p><b>Progress Points:</b> A. Understand the ways in which dance is a meaningful expression of culture in past and present societies. C. Create, interpret and perform dances to demonstrate understanding of choreographic principles, processes and structures</p>	
<b>Essential Question</b>	When performing a dance, what else does a dancer need to consider besides knowing the steps?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn . . .</b></p> <ul style="list-style-type: none"> <li>• Technique is the study of performing dance movements with anatomical precision;</li> <li>• Technique class develops skills and the correct way to perform them for efficiency and safety;</li> <li>• Technique class is a place to practice artistic expression and technical proficiency;</li> <li>• Movement ideas can come from text, music, artworks, gestures, objects and emotions.</li> </ul>	<p><b>Students will demonstrate learning by . . .</b></p> <ul style="list-style-type: none"> <li>• Practicing technical proficiency and artistry during technique classes and rehearsals;</li> <li>• Comparing two performances of different technical proficiency and artistry noting the effect on interpretation.</li> </ul> <p style="text-align: center;"><b>Assessment Tools</b></p> <p><b>Students will know how well they are learning by . . .</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standards-Based Rubric Template</a></li> <li>• <a href="#">Arts Assessment Menu</a></li> </ul>	<p><b>Students will be engaged and supported in learning by . . .</b></p> <ul style="list-style-type: none"> <li>• Guided discussion;</li> <li>• Practicing;</li> <li>• Viewing live and recorded dance;</li> <li>• Emphasis on precision, focus and artistry during technique class and rehearsals.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>• Lesson Design and Content</li> <li>• Digital Tools</li> <li>• Research and Advocacy</li> <li>• Professional Organizations</li> <li>• Careers</li> <li>• Cross-Disciplinary Fine Arts</li> </ul>
Application		
<p><b>Student Performance Task</b></p> <p>Keep a journal about corrections, connections, images and inspirations for technical expertise, artistic interpretation and performance skills.</p>	<p style="text-align: center;"><b>Career Connections</b></p> <p style="text-align: center;"><a href="#">LINK to Pearltrees</a></p> <p style="text-align: center;"><b>Learning Standards Connections</b></p>	<p style="text-align: center;"><b>Diverse Learners</b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can</p>

# Model Curriculum: DANCE High School

	<ul style="list-style-type: none"><li>• HIGH SCHOOL II <a href="#">English Language Arts</a></li><li>• HIGH SCHOOL II <a href="#">Mathematics</a></li><li>• HIGH SCHOOL II <a href="#">Science</a></li><li>• HIGH SCHOOL II <a href="#">Social Studies</a></li></ul>	<p>be found below.</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul> <p><b>BACK</b></p>
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# Model Curriculum: DANCE High School

High School II – 5PE, 3PR, 1RE, 5RE		
<b>Discipline</b>	Dance	
<b>Strand/Process</b>	Perceiving/Knowing (PE); Producing/Performing (PR); Responding/Reflecting (RE)	
<b>Grade Level</b>	High School II - Intermediate	
<b>Content Statement</b>	<p><b>5PE</b> Observe, analyze and describe a dance and its historical or global context. <b>3PR</b> Create and perform a dance that demonstrates a variety of complex movement sequences and the ability to collaborate with an ensemble. <b>5RE</b> Examine the traditions, techniques and cultural contexts of various dance styles. <b>1RE</b> Identify and raise aesthetic questions about dance experiences and how they deepen somatic understandings.</p> <p><b>Enduring Understandings:</b> Critical and Creative Thinking, Literacy  <b>Progress Points:</b> A. Understand the ways in which dance is a meaningful expression of culture in past and present societies. D. Express orally and in writing their interpretations and evaluations of dances they observe and perform. G. Understand the ways in which technological, financial and human resources impact the creation and performance of a dance.</p>	
<b>Essential Question</b>	What is the difference between describing a dance and interpreting its meaning?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn . . .</b></p> <ul style="list-style-type: none"> <li>• The processes of description, interpretation and analysis;</li> <li>• To write about movement as well as about technical features of a dance;</li> <li>• The importance of historical and cultural contexts to the perception of a dance (self and that of the choreographer);</li> <li>• The contributions of selected dances and choreographers to the dance field;</li> <li>• The impact of resources on the advancement of dance;</li> <li>• Cooperative effort when performing in an ensemble.</li> </ul>	<p><b>Students will demonstrate learning by . . .</b></p> <ul style="list-style-type: none"> <li>• Observing and identifying features of historical and cultural dances;</li> <li>• Analyzing and interpreting selected dances;</li> <li>• Speculating on the resources the dance art form needs to survive and advance.</li> </ul> <p><b>Assessment Tools</b></p> <p><b>Students will know how well they are learning by . . .</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standards-Based Rubric Template</a></li> <li>• <a href="#">Arts Assessment Menu</a></li> </ul>	<p><b>Students will be engaged and supported in learning by . . .</b></p> <ul style="list-style-type: none"> <li>• Viewing live and recorded dances;</li> <li>• Writing prompts;</li> <li>• Guided discussion;</li> <li>• Historical inquiry.</li> </ul> <p><b>Resources <a href="#">LINK to Pearltrees</a></b></p> <ul style="list-style-type: none"> <li>• Lesson Design and Content</li> <li>• Digital Tools</li> <li>• Research and Advocacy</li> <li>• Professional Organizations</li> <li>• Careers</li> <li>• Cross-Disciplinary Fine Arts</li> </ul>

# Model Curriculum: DANCE High School

<b>Application</b>		
<p><b><u>Student Performance Task</u></b>            Students describe, interpret and connect the meaning and structure of a dance to the culture of its choreographer. Students learn and perform a cultural dance.</p>	<p style="text-align: center;"><b><u>Career Connections</u></b></p> <p><a href="#">LINK to Pearltrees</a></p> <p style="text-align: center;"><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"> <li>• HIGH SCHOOL II <a href="#">English Language Arts</a></li> <li>• HIGH SCHOOL II <a href="#">Mathematics</a></li> <li>• HIGH SCHOOL II <a href="#">Science</a></li> <li>• HIGH SCHOOL II <a href="#">Social Studies</a></li> </ul>	<p style="text-align: center;"><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> <li>• <a href="#">ODE Diverse Learners</a></li> <li>• <a href="#">VSA Ohio</a></li> <li>• <a href="#">CAST</a></li> </ul>

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# Model Curriculum: DANCE High School

High School III –1PE, 3PR		
<b>Discipline</b>	Dance	
<b>Strand/Process</b>	Perceiving/Knowing (PE); Producing/Performing (PR)	
<b>Grade Level</b>	High School III - Advanced	
<b>Content Statement</b>	<p><b>1PE</b> Demonstrate and explain how the study of dance provides knowledge and skills essential to life and personal health.</p> <p><b>3PR</b> Develop strategies that promote personal health, injury prevention, care and rehabilitation.</p> <p><b>Enduring Understandings:</b> Personal Choice and Vision, Critical and Creative Thinking</p> <p><b>Progress Points:</b> B. Inquire about and reflect on the significance and value of dance in their lives and society. F. Present points of view about dance and respond thoughtfully to the viewpoints of others.</p>	
<b>Essential Question</b>	How would you promote engaging with dance as beneficial to overall health — body and mind?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn . . .</b></p> <ul style="list-style-type: none"> <li>Dance encourages collaborating, cooperating and compromising with others;</li> <li>The role nonverbal cues play in dance;</li> <li>Strategies for injury prevention;</li> <li>A healthy body is fundamental to engaging successfully in dance experiences;</li> <li>The benefits of maintaining a routine, schedule, discipline, focus and attention to detail;</li> <li>How to assess their personal growth.</li> </ul>	<p><b>Students will demonstrate learning by . . .</b></p> <ul style="list-style-type: none"> <li>Demonstrating and modeling healthy practices during warm-ups and rehearsals;</li> <li>Identifying and modeling the use of nonverbal cues when dancing in partners and groups;</li> <li>Empathizing with others when performing with peers;</li> <li>Articulating the benefits of dance to good health.</li> </ul> <p style="text-align: center;"><b>Assessment Tools</b></p> <p><b>Students will know how well they are learning by . . .</b></p> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	<p><b>Students will be engaged and supported in learning by . . .</b></p> <ul style="list-style-type: none"> <li>Experiential learning;</li> <li>Discussion strategies;</li> <li>Learner-centered approach.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross-Disciplinary Fine Arts</li> </ul>
Application		
<p><b>Performance Task Option</b></p> <p>Demonstrate at least three warm-up dance exercises that prepare the body in strength, agility and safety.</p>	<p style="text-align: center;"><b>Career Connections</b></p> <p><a href="#">LINK to Pearltrees</a></p> <p style="text-align: center;"><b>Learning Standards Connections</b></p> <ul style="list-style-type: none"> <li>HIGH SCHOOL III <a href="#">English Language Arts</a></li> <li>HIGH SCHOOL II I <a href="#">Mathematics</a></li> <li>HIGH SCHOOL III <a href="#">Science</a></li> </ul>	<p style="text-align: center;"><b>Diverse Learners</b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> <li><a href="#">ODE Diverse Learners</a></li> <li><a href="#">VSA Ohio</a></li> <li><a href="#">CAST</a></li> </ul>

# Model Curriculum: DANCE High School

- HIGH SCHOOL III [Social Studies](#)

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# Model Curriculum: DANCE High School

High School III – 4PR, 2PE, 1RE		
<b>Discipline</b>	Dance	
<b>Strand/Process</b>	Producing/Performing (PR); Perceiving/Knowing (PE); Responding/Reflecting (RE)	
<b>Grade Level</b>	High School III - Advanced	
<b>Content Statement</b>	<p><b>4PR</b> Experience how anatomical and kinesthetic awareness can alter the artistic interpretation of a dance. <b>2PE</b> Synthesize somatic information in response to what they observe and perform. <b>1RE</b> Identify and raise questions about dance experiences and how they deepen somatic understandings.</p> <p><b>Enduring Understandings:</b> Critical and Creative Thinking, Literacy</p> <p><b>Progress Points:</b> D. Express orally and in writing their interpretations and evaluations of dances they observe and perform. F. Present points of view about dance and respond thoughtfully to the viewpoints of others.</p>	
<b>Essential Question</b>	Why is it important to know how your body works when dancing?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn . . .</b></p> <ul style="list-style-type: none"> <li>Anatomy is the science concerned with body structure; kinesthesia refers to the perception of body movements;</li> <li>Knowing and applying anatomical and kinesthetic knowledge is important to the artistry of dance;</li> <li>Attentiveness to anatomical and kinesthetic activity can inform a dancer’s interpretation;</li> <li>Anatomical and kinesthetic understanding can clarify movement and lead to clearer meaning while protecting a dancer from injury.</li> </ul>	<p><b>Students will demonstrate learning by . . .</b></p> <ul style="list-style-type: none"> <li>Comparing and contrasting how dance changes from performance to performance depending upon personal, anatomical or kinesthetic influences;</li> <li>Using software to further study and understand anatomy and kinesiology;</li> <li>Clarifying artistic interpretation of a dance in order to understand how it can be altered;</li> <li>Identifying ways in which artistic interpretation has been altered.</li> </ul>	<p><b>Students will be engaged and supported in learning by . . .</b></p> <ul style="list-style-type: none"> <li>Research studies;</li> <li>Anatomical studies;</li> <li>Observation and discussion.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross-Disciplinary Fine Arts</li> </ul>
Application		
<p><b>Student Performance Task</b></p> <p>Students perform dances at the beginning of a course then at the end. They discuss the differences between performing prior to studying anatomy/kinesiology and after expressing what changed for them.</p>	<p><b>Career Connections</b></p> <p><a href="#">LINK to Pearltrees</a></p> <p><b>Learning Standards Connections</b></p> <ul style="list-style-type: none"> <li>HIGH SCHOOL III <a href="#">English Language Arts</a></li> </ul>	<p><b>Diverse Learners</b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p>

# Model Curriculum: DANCE High School

- HIGH SCHOOL II I [Mathematics](#)
- HIGH SCHOOL III [Science](#)
- HIGH SCHOOL III [Social Studies](#)

- [ODE Diverse Learners](#)
- [VSA Ohio](#)
- [CAST](#)

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# Model Curriculum: DANCE High School

High School III – 3PE, 5PR, 5RE		
<b>Discipline</b>	Dance	
<b>Strand/Process</b>	Perceiving/Knowing (PE); Producing/Performing (PR); Responding/Reflecting (RE)	
<b>Grade Level</b>	High School III - Advanced	
<b>Content Statement</b>	<p><b>3PE</b> Examine ways in which various dance works relate to the themes and issues of their historical, global and social contexts. <b>5PR</b> Perform various dances from a diverse range of global cultures, theatrical styles and historical periods, past and present. <b>5RE</b> Explain how a choreographer’s philosophy, heritage and cultural traditions influenced his or her choreography.</p> <p><b>Enduring Understandings:</b> Critical and Creative Thinking, Literacy  <b>Progress Points:</b> A. Understand the ways in which dance is a meaningful expression of culture in past and present societies. B. Inquire about and reflect on the significance and value of dance in their lives and society. D. Express orally and in writing their interpretations and evaluations of dances they observe and perform.</p>	
<b>Essential Question</b>	What is the significance of viewing dance from another time and place today?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn . . .</b></p> <ul style="list-style-type: none"> <li>Artists and their artwork are influenced by historical, global and social events;</li> <li>Works of dance can inform others about historical, global and social themes and issues;</li> <li>Current events inform and inspire contemporary dance;</li> <li>The important role context has on creating a dance;</li> <li>Selected cultural dances and the traditions reflected in the dance.</li> </ul>	<p><b>Students will demonstrate learning by . . .</b></p> <ul style="list-style-type: none"> <li>Identifying various dance works that were influenced from historical, global or social events;</li> <li>Discussing ways in which works reveal context;</li> <li>Creating and performing a work inspired by a recent world issue or event.</li> </ul>	<p><b>Students will be engaged and supported in learning by . . .</b></p> <ul style="list-style-type: none"> <li>Interdisciplinary teaching (dance history, history, world cultures, social studies);</li> <li>Inquiry-guided learning;</li> <li>Critical thinking.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross-Disciplinary Fine Arts</li> </ul>

# Model Curriculum: DANCE High School

Application		
<p><b><u>Student Performance Task</u></b></p> <p>Students connect a dance history unit to that of history or social studies. They analyze a dance from the period in history and articulate components that were affected by sociopolitical events during that period and how these influenced the choreographer (and the reaction of the audience).</p>	<p><b><u>Career Connections</u></b></p> <p><a href="#">LINK to Pearltrees</a></p> <p><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"><li>• HIGH SCHOOL III <a href="#">English Language Arts</a></li><li>• HIGH SCHOOL II I <a href="#">Mathematics</a></li><li>• HIGH SCHOOL III <a href="#">Science</a></li><li>• HIGH SCHOOL III <a href="#">Social Studies</a></li></ul>	<p><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul> <p><b>BACK</b></p>



# Model Curriculum: DANCE High School

High School III – 4PE, 5PE		
<b>Discipline</b>	Dance	
<b>Strand/Process</b>	Perceiving/Knowing (PE)	
<b>Grade Level</b>	High School III - Advanced	
<b>Content Statement</b>	<p><b>4PE</b> Articulate the aesthetics of dance and reflect on how it relates to dance in their lives and the lives of others. <b>5PE</b> Recognize the importance of artistry and technical proficiency in dance.</p> <p><b>Enduring Understandings:</b> Personal Choice and Vision, Critical and Creative Thinking, Literacy  <b>Progress Points:</b> A. Inquire about and reflect on the significance and value of dance in their lives and society. F. Present points of view about dance and respond thoughtfully to the viewpoints of others.</p>	
<b>Essential Question</b>	How do you create and perform style in a dance?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn . . .</b></p> <ul style="list-style-type: none"> <li>• A defined set of principles and vocabulary that pertain to aesthetics;</li> <li>• Dance aesthetics are responded to by artists and audiences;</li> <li>• Aesthetics inform our definitions and perceptions of dances and add to quality;</li> <li>• Aesthetics work together with artistic choices;</li> <li>• To distinguish between artistry and technical proficiency and understand the interplay between them.</li> </ul>	<p><b>Students will demonstrate learning by . . .</b></p> <ul style="list-style-type: none"> <li>• Identifying and describing personal aesthetic choices when making and observing dances;</li> <li>• Comparing and contrasting the aesthetics of diverse styles and cultures;</li> <li>• Performing dances with attention to aesthetic qualities.</li> </ul> <p style="text-align: center;"><b>Assessment Tools</b></p> <p><b>Students will know how well they are learning by . . .</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standards-Based Rubric Template</a></li> <li>• <a href="#">Arts Assessment Menu</a></li> </ul>	<p><b>Students will be engaged and supported in learning by . . .</b></p> <ul style="list-style-type: none"> <li>• Experiential learning;</li> <li>• Observing;</li> <li>• Learner-centered approaches and personalizing.</li> </ul> <p><b>Resources <a href="#">LINK to Pearltrees</a></b></p> <ul style="list-style-type: none"> <li>• Lesson Design and Content</li> <li>• Digital Tools</li> <li>• Research and Advocacy</li> <li>• Professional Organizations</li> <li>• Careers</li> <li>• Cross-Disciplinary Fine Arts</li> </ul>

# Model Curriculum: DANCE High School

Application		
<p><b><u>Performance Task Option</u></b> When creating a work, students identify the parameters within which they are working and connect them to their personal aesthetic.</p>	<p><b><u>Career Connections</u></b></p> <p><a href="#">LINK to Pearltrees</a></p> <p><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"><li>• HIGH SCHOOL III <a href="#">English Language Arts</a></li><li>• HIGH SCHOOL II I <a href="#">Mathematics</a></li><li>• HIGH SCHOOL III <a href="#">Science</a></li><li>• HIGH SCHOOL III <a href="#">Social Studies</a></li></ul>	<p><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul>

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# Model Curriculum: DANCE High School

High School III – 6PE, 6PR, 6RE, 7RE		
<b>Discipline</b>	Dance	
<b>Strand/Process</b>	Perceiving/Knowing (PE); Producing/Performing (PR); Responding/Reflecting (RE)	
<b>Grade Level</b>	High School III - Advanced	
<b>Content Statement</b>	<p><b>6PE</b> Appreciate how the imagination inspires personal and diverse approaches to the choreographic process. <b>6PR</b> Demonstrate and integrate advanced technology and media arts to inspire, create or record dance. <b>6RE</b> Articulate, justify and produce a personal philosophy of dance. <b>7RE</b> Research government policy and its impact on the art form of dance, education and arts advocacy at the local and national levels.</p> <p><b>Enduring Understandings:</b> Critical and Creative Thinking; Authentic Application and Collaboration  <b>Progress Points:</b> B. Inquire about and reflect on the significance and value of dance in their lives and society.</p>	
<b>Essential Question</b>	What processes activate your imagination?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn . . .</b></p> <ul style="list-style-type: none"> <li>• There are many ways to create dance works;</li> <li>• To use imagery and visualization to create movements;</li> <li>• To use various sources as inspiration;</li> <li>• To discover what inspires them, what processes stimulate ideas, and how and when to capture those ideas;</li> <li>• To use digital tools to document and record their dances.</li> </ul>	<p><b>Students will demonstrate learning by . . .</b></p> <ul style="list-style-type: none"> <li>• Developing a personal plan for a creative process;</li> <li>• Exercising imaginative thinking by reading, journaling, sketching, conversing with others, spending time alone and spending time in the studio;</li> <li>• Asking questions and identifying multiple pathways to various forms of a finished work including digital media;</li> <li>• Creating a personal manifesto on dance education including arts advocacy.</li> </ul> <p style="text-align: center;"><b>Assessment Tools</b></p> <p><b>Students will know how well they are learning by . . .</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standards-Based Rubric Template</a></li> <li>• <a href="#">Arts Assessment Menu</a></li> </ul>	<p><b>Students will be engaged and supported in learning by . . .</b></p> <ul style="list-style-type: none"> <li>• Critical thinking;</li> <li>• Learner-centered approach;</li> <li>• Digital media.</li> </ul> <p><b>Resources <a href="#">LINK to Pearltrees</a></b></p> <ul style="list-style-type: none"> <li>• Lesson Design and Content</li> <li>• Digital Tools</li> <li>• Research and Advocacy</li> <li>• Professional Organizations</li> <li>• Careers</li> <li>• Cross-Disciplinary Fine Arts</li> </ul>

# Model Curriculum: DANCE High School

Application		
<p><b><u>Performance Task Option</u></b> Students maintain an “inspiration box” (Tharp) where writings, articles, objects or other things contributing to their current ideas are housed and are available to peruse when “stuck.” Students develop a personal manifesto on dance education and arts advocacy.</p>	<p><b><u>Career Connections</u></b></p> <p><a href="#">LINK to Pearltrees</a></p> <p><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"><li>• HIGH SCHOOL III <a href="#">English Language Arts</a></li><li>• HIGH SCHOOL II I <a href="#">Mathematics</a></li><li>• HIGH SCHOOL III <a href="#">Science</a></li><li>• HIGH SCHOOL III <a href="#">Social Studies</a></li></ul>	<p><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul> <p><b>BACK</b></p>

# Model Curriculum: DANCE High School

High School III – 1PR, 2PR, 2RE		
<b>Discipline</b>	Dance	
<b>Strand/Process</b>	Producing/Performing (PE) Responding/Reflecting (RE)	
<b>Grade Level</b>	High School III - Advanced	
<b>Content Statements</b>	<b>1PR</b> Create a personal work that demonstrates originality, clarity of intent and dynamic range of movement. <b>2PR</b> Demonstrate self-direction and technical growth when bringing a work of dance to a point of completion. <b>2RE</b> Review, revise and refine an original dance with attention to full production values.	
	<b>Enduring Understandings:</b> Personal Choice and Vision, Critical and Creative Thinking, Authentic Application and Collaboration, Literacy <b>Progress Points:</b> A. Understand the ways in which dance is a meaningful expression of culture in past and present societies. C. Create, interpret and perform dances to demonstrate understanding of choreographic principles, processes and structures.	
<b>Essential Question</b>	Why do dancers engage in revising and refining their dances?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<b>Students will learn . . .</b> <ul style="list-style-type: none"> <li>To review, revise and refine an original dance;</li> <li>Full production values include lighting, costume, sets/props, sound and music;</li> <li>Revision involves reconsidering or altering a dance;</li> <li>Refining means removing unwanted elements or improving something by making small changes, in particular making movements more accurate, clear or specific.</li> </ul>	<b>Students will demonstrate learning by . . .</b> <ul style="list-style-type: none"> <li>Presenting works in progress to peers and/or others;</li> <li>Documenting revisions in writing;</li> <li>Considering production values while reviewing original dances;</li> <li>Making decisions about revisions according to the production values necessary to the dance.</li> </ul> <p style="text-align: center;"><b>Assessment Tools</b></p> <b>Students will know how well they are learning by . . .</b> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	<b>Students will be engaged and supported in learning by . . .</b> <ul style="list-style-type: none"> <li>Peer review processes;</li> <li>Inquiry and reflection;</li> <li>Self-assessment.</li> </ul> <b>Resources <a href="#">LINK to Pearltrees</a></b> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross-Disciplinary Fine Arts</li> </ul>

# Model Curriculum: DANCE High School

Application		
<p><b><u>Student Performance Task</u></b></p> <p>Students prepare three questions they want their peers to consider when providing feedback on their original dances. They use the feedback to revise and refine revision their work.</p>	<p><b><u>Career Connections</u></b></p> <p><a href="#">LINK to Pearltrees</a></p> <p><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"><li>• HIGH SCHOOL III <a href="#">English Language Arts</a></li><li>• HIGH SCHOOL II I <a href="#">Mathematics</a></li><li>• HIGH SCHOOL III <a href="#">Science</a></li><li>• HIGH SCHOOL III <a href="#">Social Studies</a></li></ul>	<p><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul> <p><b>BACK</b></p>

# Model Curriculum: DANCE High School

High School III– 7PR, 4RE		
<b>Discipline</b>	Dance	
<b>Strand/Process</b>	Producing/Performing (PR); Responding/Reflecting (RE)	
<b>Grade Level</b>	High School III - Advanced	
<b>Standard Statement</b>	<p><b>7PR</b> Apply production techniques to collaborative concert planning and arts administration skills. <b>4RE</b> Discuss advanced technical theatre and design innovations that have affected contemporary dance production.</p> <p><b>Enduring Understandings:</b> Personal Choice and Vision, Critical and Creative Thinking, Authentic Application and Collaboration</p> <p><b>Progress Points:</b> C. Create, interpret and perform dances to demonstrate understanding of choreographic principles, processes and structures. G. Understand the ways in which technological, financial and human resources impact the creation and performance of a dance.</p>	
<b>Essential Question</b>	What does it mean to design and produce a full dance performance?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn . . .</b></p> <ul style="list-style-type: none"> <li>All aspects of production including location (theater or other space), lighting, costumes, make-up, music, sound, props, sets and special effects;</li> <li>Concert planning and arts administration skills include programming, marketing, fundraising, box office, house management, technical and fiscal management.</li> </ul>	<p><b>Students will demonstrate learning by . . .</b></p> <ul style="list-style-type: none"> <li>Identifying and explaining all technical options in creating a dance;</li> <li>Designing and implementing production techniques when collaborating on a collective concert;</li> <li>Demonstrating technical theater skills;</li> <li>Completing a marketing plan and managing a performance production.</li> </ul> <p style="text-align: center;"><b>Assessment Tools</b></p> <p><b>Students will know how well they are learning by . . .</b></p> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	<p><b>Students will be engaged and supported in learning by . . .</b></p> <ul style="list-style-type: none"> <li>Nonlinguistic representation;</li> <li>Collaboration, teamwork;</li> <li>Goal setting.</li> </ul> <p><b>Resources <a href="#">LINK to Pearltrees</a></b></p> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross-Disciplinary Fine Arts</li> </ul>
Application		
<p><b>Student Performance Task</b></p> <p>Students manage the full production of a dance performance from marketing to organizing the technical and creative crews. They reflect on and share the skills needed to be successful at these</p>	<p style="text-align: center;"><b>Career Connections</b></p> <p style="text-align: center;"><a href="#">LINK to Pearltrees</a></p> <p style="text-align: center;"><b>Learning Standards Connections</b></p>	<p style="text-align: center;"><b>Diverse Learners</b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p>

# Model Curriculum: DANCE High School

responsibilities.

- HIGH SCHOOL III [English Language Arts](#)
- HIGH SCHOOL II I [Mathematics](#)
- HIGH SCHOOL III [Science](#)
- HIGH SCHOOL III [Social Studies](#)

- [ODE Diverse Learners](#)
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