Creativity at the Core

Module 1

Lifting the Barre in Arts Education: Connecting Dance with Common Core in English Language Arts, Math, Social Studies and Science K-6

Developed by Humboldt County Office of Education and North Coast Dance

Section: **1**

Section Title: **Introduction of Common Core Standards and Dance Standards**

A Professional Learning Module Designed for: **K-6 Teachers**

CONTENT OUTLINE

Purpose:
To give a broad overview of what Common Core Standards and Dance Standards are and how to use them.

Time: 1 Hour

Grouping: grade levels

Standards:
All Common Core Standards and Dance Standards for K-6.

Slides: 1-10

Handouts:
Common Core Anchor Standards

Materials:

Media Resources:
Common Core Standards:
http://www.cde.ca.gov/be/st/ss/documents/finalelaccssstandards.pdf
http://www.cde.ca.gov/be/st/ss/documents/ccssmathstandardaug2013.pdf
VAPA Standards:
http://www.cde.ca.gov/be/st/ss/documents/vpastandards.pdf

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PROCESS/ACTIVITY

Welcome the group. Slides 1 - 3
Have participants gather in grade level groups.

Slide 4
Overview of Common Core Plus - see CCSESA website
Have participants use a mobile device or laptop to access the standards websites.
http://www.ccsesaarts.org/content/home.asp

Slide 5 and 6
Have participants find Dance Standards for their grade level:
http://www.cde.ca.gov/be/st/ss/documents/vpastandards.pdf
Share out skills and knowledge. What is there to learn?

Have teachers look at their ELD and NGSS for their grade level:
http://scoecurriculum.net/estandards/

In all of these standards is a common thread: Critical thinking, communication, creativity and collaboration? Visual and Performing Arts standards are the cornerstones for these skills. See slide 6 and script on powerpoint.

Slide 7: In the dance standards, what are the 5 strands? Discuss. (Answer: Artistic perception, creative expression, historical/Cultural Context, Aesthetic Valuing and Connections/Applications)

Slide 8: Have them discuss their familiarity with CCSS and anchor standards.
Have participants share out.

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