



## PRESENTATION TEMPLATE

### Lifting The Barre in Arts Education

#### Outcomes

K-6 Teachers will increase knowledge, inspiration and confidence to design lesson plans and use of dance standards to integrate the CCSS. K-6 classroom teachers will strengthen learning in dance, E/LA, Math, Science and Social Studies.

#### Grade(s)

K-6

#### Audience(s)

K-6 Teachers

Time	Content	Presentation Methods	Participant Activities	Reflection, Assessment, & Evaluation	Support Materials	Arts Standards	Common Core & ELD Standards	Outcomes
How many minutes will this part of the training module take?  <b>10 Hours</b>	What content will the training/presentation address? List the main focus areas/topics and bullet the subtopics.	How will the content be presented?  <b>PPT</b>	What specific activities will participants engage in to learn the content?	How will the presenter engage participants in debriefing or reflecting on their experience/learning?	What materials will the presenter and participants need? This includes but is not limited to handouts, supplies, equipment, and multimedia resources.	Identify the targeted Arts Standards addressed by this part of the training.  Link to California Arts Standards: <a href="https://www.cde.ca.gov/be/st/ss/vapacontentstd.s.asp">https://www.cde.ca.gov/be/st/ss/vapacontentstd.s.asp</a>	Identify the key common Core (language arts and/or mathematics), Next Generation Science, and ELD Standards addressed by this part of the module.  ELD Standards: <a href="https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf">https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf</a>  Common Core Standards: <a href="https://www.cde.ca.gov/re/cc/">https://www.cde.ca.gov/re/cc/</a>	Which outcomes does this portion of the training address?

<b>1 hour</b>	<b>Section 1 Introductions</b>	Introduce Instructors & Participants	Movement or sound symbol	State name, place of work and what you hope to learn	PPT slides 1-10			
	Introduce Common Core, Arts Standards, & Arts Integration	Overview of <i>Creativity at the Core</i> Small groups divided with elements of CCSS and Arts Standards to student and present	Part lecture, part group activity: divide into groups by standard, have participants research standard and report out to the group.	Students will present a sketched storyboard of one element of the standards that their group studied. Share out.	Wi-Fi, PPT, and projector devices with standards linked, paper/pen	K-6.Da:CR1,2,3 K-6.Da:Pr4,5 K-6, Da:Re7, 8, 9	CCSS Anchor Standards SL1-3, SL5-6 ELD A1-3, B5, 9C	Building knowledge
<b>4 hours</b>	<b>Section 2 How to talk about Dance</b>	Define the following terms (see Handout #1) using connections to Language Arts and Sentence Structure.	Ongoing group discussion: how do these terms relate to Language Arts Standards & NGSS?	Brainstorm: how to use the structure of dance to reinforce structures in other subjects. Summary Discussion: Why is it important to break down concepts to the smallest parts?	PPT slides 10-62  Handout #1 Handout #2	Dance Glossary in <a href="#">CA Dance Standards</a> (Page 40)	CCSS ELA: L1-6, SL1-3, L3, RF1-3, ELD: A1-3, B5, 9C	Building knowledge
	Movement and Shape)	Define (see Handout #1) and Demonstrate/show video Clip in PowerPoint	Connection to Language: letters. Explain first step of Activity #1 "Name Game" (See Handout #2)	One volunteer will complete that step of the "Name Game" (see handout #2)	Handout #1 Handout #2		CCSS Math: K-4G, 40A, 4MD, 6SP, 6G, E/LA: L1-6, SL1-3, RF1-3, ELD: A1-3, B5, 9C	Building knowledge
	Phrase	Define (see Handout #1) and Demonstrate/show Video clip in PowerPoint	Connection to Language: Sentences. Explain second step of Activity 1, "Name Game" (see Handout #2)	Same volunteer will complete this step of the "Name Game" (see Handout #2), following suggestions of other participants if needed.	Handout #1 Handout #2		CCSS E/LA: L1-6, SL1-3, RF1-3, 6RH4, 6RST4 ELD: A1-3, B5, 9C	Building knowledge
	Work	Define (see Handout #1) and list examples	Connection to Language: Essay, poem, short story. Explain third step of Activity 1, "name Game" (see Handout #2)	Quick Check: Possible variations for the third step of "Name Game" (See Handout #2).	Handout #1 Handout #2		CCSS E/LA: L1-6, SL1-3, RF1-3, ELD: A1-3, B5, 9C	Building knowledge
	Dance Sequence	Define (see Handout #1) and Demonstrate/show Video clip in PowerPoint	Connection to Language: Plot, Sentence Structure	Short Discussion: How can the "Name Game" (see Handout #2) teach this? How can the "Name Game" be modified to focus on Sequence?	Handout #1 Handout #2		CCSS Math: K.CC, 4.OA, 5.OA, 5.NF, E/LA: L1-6, SL1-3, RF1-3, ELD: A1-3, B5, 9C	Building knowledge
	Movement Pattern	Define (see Handout #1) and Demonstrate/show Video clip in PowerPoint	Activity 2 "Patterns" (see Handout #2)	Short Discussion: connection to other subjects. How could a pattern from another subject be shown through dance? (see "Teaching	Handout #1 Handout #2		CCSS Math: 3.OA, 4.OA, 5.OA, 5.NBT, 6.SP, ELA: RF3 ELD: IA1, IA3	Building knowledge

				Point' in Handout #2, Activity 2)				
	Study	Define (see Handout #1) and Demonstrate/show video clip in PowerPoint	Respond to movement Study Demo: What was that a study of? How do you know?	Short Discussion: What kind of words/ideas could be a movement study prompt?	Handout #1		CCSS: Math: K.G, 6.EE ELA: RS4, 5, 7 ELD: IA1, IA3, IB6-8	
	Movement problem	Define (see Handout #1)	Introduce Handout #3: Movement Problems	How could you use a movement problem in your classroom?	Handout #1 Handout #3	Dance Glossary in <a href="#">CA Dance Standards</a> (Page 40)	CCSS: CCR3-7 ELD: IA1, IA3, IB6-8	Creation and Interpretation
	Dance Element (DE) #1: Movement *See Vocab	The following terms will be defined using Lecture, Hands-On Activities, and Demonstration.	Participation, movement problems, activities	Participants will demonstrate their understanding and have a chance to make their own notes on their copy of Handout #1	Handout #1		CCSS: Math K-4G, 6G ELA 3RS7,5, 2SL5, 3SL5 ELD: IA1, IA3, IB6-8 C9	Create
	Axial	Define (see Handout #1) and Teach/show video clip in PowerPoint	Learn basic axial movements	Participation; leaders will be able to observe and correct. Quick Brainstorm: What are other axial movements?	Handout #1		CCSS: Math 5.G ELA L4 NGSS: Rotation ELD IA1, IB5	Build knowledge
	Locomotor	Define (see Handout #1) and Teach/show video clip in PowerPoint	Learn basic locomotor movements	Participation: leaders will be able to observe and correct. Quick Brainstorm: What are other locomotor movements?	Handout #1		CCSS: ELA L4 NGSS: force ELD IA1, IB5	Build knowledge
	Isolation	Define (see Handout #1) and teach/show video clip in PowerPoint	Learn basic isolations of the head, shoulders, ribcage, hips	Participation: leaders will be able to observe and correct. Quick Brainstorm: What are other isolations?	Handout #1		CCSS: ELA L4 ELD IA1 IB5	Build knowledge
	Gesture	Define (see Handout #1) and teach/show video clip in PowerPoint	Activity 3 (see Handout #2)	Participation; leaders will be able to observe and correct. Quick Brainstorm: What are other gestures?	Handout #1 Handout #2		CCSS: ELA L4 ELD IA1, IB5	Build knowledge
	Shape	Define (see Handout #1) and Demonstrate/show video clip in PowerPoint	Practice making shapes/dance positions	Participation; leaders will be able to observe and correct. Quick Brainstorm: What are other shapes?	Handout #1		CCSS Math: K-4G, 40A, 4MD, 6SP, 6G, E/LA: L1-6, SL1-3, RF1-3, ELD: IA1-3, IB5, IC9	Building knowledge
	Skill	Define (see Handout #1)	Learn a short dance phrase using movements already learned. Activity 4	Quick Discussion: Why is it important to build on skills already taught? How does this connect to other subjects?	Handout #1 Handout #2		CCSS: ELA CCR3-7 ELD: IA1, IA3, IB6-8	Synthesize & create

			(see Handout #2)				
	Technique	Define (see Handout #1) and Demonstrate/show video clip in PowerPoint	Learn a similar movement in different dance techniques (i.e. Ballet, Jazz, Modern)	Quick Discussion: Why is technique important? (Safety, assessment) What is common between different techniques?	Handout #1		CCSS: ELA CCR R3-7 ELD: IA1, IA3, IB6-8 Synthesize & create
	Group/partner skills	Define (see Handout #1)	Teach Virginia Reel	Quick Discussion: What other concepts does the Virginia Reel teach?	Handout #1	Dance Glossary in <a href="#">CA Dance Standards</a> (Page 40)	CCSS ELA CCR SL2, SL4 ELD: IA1, IA3, IB6-8 Build knowledge & synthesize
	Abstraction	Define (see Handout #1)	Movement Problem 1 (see Handout #3)	Quick Discussion: how does abstraction in dance relate to art or literature? How does it connect to teaching communication?	Handout #1 Handout #3		CCSS ELA CCR L3, L5, L6 ELD: IA1, IA3, IB6-8 Build knowledge & synthesize
	Improvisation	Define (see Handout #1)	Activity 5 (see Handout #2)	Quick Discussion: Why is improvisation important/ When is it appropriate?	Handout #1 Handout #2		CCSS ELA CCR L3 L5, L6 ELD: IA1, IA3, IB6-8 Synthesize, create
	DE#2: Space	The following terms will be defined using Lecture, Hands-On Activities, and Demonstration.	Participation, movement problems, activities	Participants will demonstrate their understanding and have a chance make their own notes on their copy of Handout #1	Handout #1		CCSS ELA: L1-6, SL1-3, RF1-3, ELD: IA1-3, IB5, IC9 Build knowledge
	Pathways	Define (see Handout #1) and Demonstrate/show video clip in PowerPoint	Movement Problems 2 and 3 (see Handout #3)	Share outcomes of Movement Problems, make notes on Handout #1	Handout #1 Handout #3		CCSS ELA: L1-6, SL1-3, RF1-3, ELD: IA1-3, IB5, IC9 Build knowledge
	Locomotor vs. axial/stationary	Review Definition (see Handout #1); Discuss how the body/skeleton moves axially.	Movement Problem 4 (see Handout #3)	Share outcomes of Movement Problems, make notes on Handout #1	Handout #1 Handout #3		NGSS: PS3B, PS3C, LS1.a Build knowledge
	Level	Define (see Handout #1) and demonstrate/show video clip in PowerPoint	Activity 6 (see Handout #2)	Make notes on Handout #1	Handout #1 Handout #2		CCSS ELA: L1-6, SL1-3, RF1-3, ELD: IA1-3, IB5, IC9 Build knowledge
	Facing	Define (see Handout #1) and demonstrate/show video clip in PowerPoint	Teach Electric Slide or a basic line dance	Quick Brainstorm: How to modify a line dance for specific grade level standards	Handout #1		CCSS ELA: L1-L6, SL1-3, RF1-3, ELD: IA1-3, IB5, IC9 Build knowledge

	Focus	Define (see Handout #1) and Demonstrate/show video clip in PowerPoint	Activity 7 (see Handout #2)	Discuss: Why is it important to dance with our face and eyes/dance with focus? How does this connect to other forms of communication?	Handout #1		CCSS ELA: L1-6, SL1-3, RF1-3, ELD: IA1-3, IB5, IC9	Build knowledge
	Shape	Review Definition (see Handout #1)	Discuss how shape is an element of Space	Quick Discussion: Connect to geometry. How can shapes in dance be used to teach concepts like 2D vs 3D, volume, and area?	Handout #1		CCSS Math K-6 G	Build knowledge
	DE#3: Time	The following terms will be defined using Lecture, Hands-On Activities, and Demonstration	See 8 (see Handout #2)	Participants will demonstrate their understanding and have a chance make their own notes on their copy of Handout #1	Handout #1	Dance Glossary in <a href="#">CA Dance Standards</a> (Page 40)	CCSS ELA: L1-6, SL1-3, RF1-3, ELD: IA1-3, IB5, IC9	Build knowledge
	Canon	Define (see Handout #1) and demonstrate/show video clip in PowerPoint	Variation 1 of Activity 8 (see Handout #2)	Make notes on Handout #1	Handout #1		CCSS ELA: L1-6, SL1-3, RF1-3, ELD: IA1-3, IB5, IC9	Build knowledge
	Unison	Define (see Handout #1) and demonstrate/show video clip in PowerPoint	Variation 2 of Activity 8 (see Handout #2)	Make notes on Handout #1	Handout #1		CCSS ELA: L1-6, SL2, SL3, RF1-3, ELD: IA1-3, IB5, IC9	Build knowledge
	Repetition	Define (see Handout #1) and demonstrate/show video clip in PowerPoint	Variation 3 of Activity 8 (see Handout #2)	Make notes on Handout #1	Handout #1		CCSS ELA: L1-6, SL1-3 RF1-3, ELD: IA1-3, IB5, IC9	Build knowledge
	Retrograde	Define (see Handout #1) and demonstrate/show video clip in PowerPoint	Variation 4 of Activity 8 (see Handout #2)	Make notes on Handout #1	Handout #1		CCSS ELA: L1-6, SL1-3 RF1-3, ELD: IA1-3, IB5, IC9	Build knowledge
	Tempo	Define (see Handout #1) and demonstrate/show video clip in PowerPoint	Variation 5 of Activity 8 (see Handout #2)	Make notes on Handout #1	Handout #1		CCSS ELA: L1-6, SL1-3 RF1-3, ELD: IA1-3, IB5, IC9	Build knowledge
	Musicality	Define (see Handout #1) and demonstrate/show video clip in PowerPoint	Variation 6 of Activity 8 (see Handout #2)	Make notes on Handout #1	Handout #1		CCSS ELA: L1-6, SL1-3 RF1-3, ELD: IA1-3, IB5, IC9	Build knowledge
	DE#4: Force (Energy)	The following terms will be defined using Lecture, Hands-On Activities, and Demonstration.	Participation, movement problems, activities	Participants will demonstrate their understanding and have a chance make their own notes on their copy of Handout #1	Handout #1		NGSS PS3G, PS3C	Build knowledge

	Dynamics	Define (see Handout #1) and demonstrate/show video clip in PowerPoint	Identify the dynamics Demonstration.	Make notes on Handout #1	Handout #1		CCSS ELA: L1-6, SL1-3, RF1-3, ELD: IA1-3, IB5, IC9	Build knowledge
	Accent	Define (see Handout #1) and demonstrate/show video clip in PowerPoint	Identify the accents in Demonstration.	Make notes on Handout #1	Handout #1		CCSS ELA: L1-6, SL1-3, RF1-3, ELD: IA1-3, IB5, IC9	Build knowledge
	Counter-balance	Define (see Handout #1) and demonstrate/show video clip in PowerPoint	Both solo and in partners, explore balancing and counterbalancing	Make notes on Handout #1	Handout #1		CCSS ELA: L1-6, SL1-3, RF1-3, ELD: IA1-3, IB5, IC9	Build knowledge
	Projection	Define (see Handout #1) and demonstrate/show video clip in PowerPoint	Volunteers practice projecting movements to the rest of the room.	Makes notes on Handout #1. Quick Discussion: How does projection in dance support/connect to other forms of communication?	Handout #1	Dance Glossary in <a href="#">CA Dance Standards</a> (Page 40)	CCSS ELA: L1-6, SL1-3, RF1-3, ELD: IA1-3, IB5, IC9	Build knowledge
	"Going Forward"	Give time to process: How to apply these Dance Elements to your standards.	Group discussion, personal brainstorming.	Make notes on Dance Standards and other subject Standards	All Handouts		CCSS ELA CCR R7, SL2, SL4 ELD C11	Synthesize
	Practice/Review DE's	Instructor-led review of yesterday's material.	Question and Answer about Dance Elements	Participants have a chance to lead an Activity or Movement Problem in small groups.			CCSS ELA: L1-6, SL1-3, RF1-3, ELD: IA1-3, IB5, IC9	Recap
<b>2 hours</b>	<b>Section #3 Introduce Choreography</b>	Define (see Handout #1) and discuss using Dance Elements learning to create choreography.	Do Dance Warm-up. Activity 11 (see Handout #2).	Make notes on Handout #1	PPT slides 63-80 Handout #1		CCSS ELA: L1-6, SL1-3, RF1-3, ELD: IA1-3, IB5, IC9	Build knowledge
	Principles of Composition (PC) #1: Unity	The following terms will be defined using Lecture, Hands-On Activities, and Demonstration	Participation, movement problems, activities	Participants will demonstrate their understanding and have a chance make their own notes on their copy of Handout #1.	Handout #1		CCSS ELA: L1-6, SL1-3, RF1-3, ELD: IA1-3, IB5, IC9	Build knowledge
	Motif	Define (see Handout #1) and Demonstrate/show video clip in PowerPoint	Activity 9 (see Handout #2) in small groups.	Connect to Language Arts: Motifs in literature.	Handout #1 Handout #2		CCSS ELA: L1-6, SL1-3, RF1-3, ELD: IA1-3, IB5, IC9	
	PC#2: Continuity	The following terms will be defined using Lecture, Hands-On Activities, Hands-	Participation, movement problems, activities	Participants will demonstrate their understanding and have a chance	Handout #1		CCSS ELA: L1-6, SL1-3, RF1-3, ELD: IA1-3, IB5, IC9	Build knowledge

		On Activities, and Demonstration.		make their own notes on their copy of Handout #1.				
	Forms (AB, ABA, etc.)	Define (see Handout #1).	Activity 10 (see Handout #2)	Quick Brainstorm: What different forms could choreography follow? How could using different forms support other subject standards?	Handout #1 Handout #2  Short poems in various forms		CCSS ELA: L1-6, SL1-3, RF1-3, ELD: IA1-3, IB5, IC9	Build knowledge
	Focus	Review Definition (see Handout #1) and discuss how focus is also a choreographic tool.	Quick Discussion: how is focus used in a group/in choreography as opposed to in an individual?	Make notes on Handout #1	Handout #1		CCSS ELA: L1-6, SL1-3, RF1-3, ELD: IA1-3, IB5, IC9	Build knowledge
	PC #3: Variety	The following terms will be defined using Lecture, Hands-On Activities and Demonstration.	Participation, movement problems, activities	Participants will demonstrate their understanding and have a chance make their own notes on their copy of Handout #1	Handout #1		CCSS ELA: L1-6, SL1-3, RF1-3, ELD: IA1-3, IB5, IC9	Build knowledge
	Contrast	Define (see Handout #1).	Activity 11, Contrast Variation (see Handout #1)	Make notes on Handout #1	Handout #1 Handout #2	Dance Glossary in <a href="#">CA Dance Standards</a> (Page 40)	CCSS Math 1.G, 5NF, 6NS ELA 3RS7, 2SL5, 3 SL5, CCR SL2, SL4 ELD IA1, IA3, IB5, IB7-8, IC9	Create
<b>2 hours</b>	<b>Section #4 Dance Evaluation</b>	Lecture, Discussion, Demonstration	Evaluate video clip, evaluate live demonstration	Participants will make notes on their own Dance Assessment Handouts and practice evaluation in a group setting.	PPT slides 80-84  Handout #4 Handout #5		CCSS ELA 3RS7, 2SL5, 3SL5, CCR SL2, SL4 ELD IA1, IA3, IB5, IB7-B8, IC9	Evaluate
	How to talk about student work	Present guidelines for talking about student work	Watch example movement. Practice giving feedback and facilitating peer review	Discussion: What is our goal for our students? How can our feedback support that goal?			CCSS ELA 3RS7, 2SL5, 3SL5, CCR SL2, SL4 ELD IA1, IA3, IB5, IB7-B8, IC9	Evaluate
	What can you assess?	Present and discuss Ballet Rubric (Handout #4).	Practice assessing example choreography.	Fill in the Rubric Template (Handout #5) to work for specific dance standards. Discuss: How do we turn our goals into assessments?	Handout #4 Handout #5		CCSS ELA 3RS7, 2SL5, 3SL5, CCR SL2, SL4 ELD IA1, IA3, IB5, IB7-B8, IC9	Evaluate
<b>1 hour</b>	<b>Section #5 Going Forward implementing Arts Integration</b>	Discussion	Group discussion	Brainstorm: How will I use this training to integrate dance into my classroom?	All Handouts			

Professional Teaching and Learning Aligned to State Standards

California County Superintendents Educational Services Association (CCSESA) Arts Initiative ■ [www.ccsesaarts.org](http://www.ccsesaarts.org)

