

Homespun Community Dancing

A dynamic tool for addressing important educational goals and standards in grades K-6. *

Career Development & Occupational Studies

Standard 1: Career Development

- Students ask relevant questions of the musicians to learn about their educational background, their desire to work with young people, and how they chose to have careers in music and dance.

Standard 2: Integrated Learning

- Students learn to interact positively with classmates regardless of personal differences.

Standard 3a: Universal Foundation Skills

- Students listen to and follow simple directions of a dance or words to a song.
- Students work cooperatively with peers to perform a dance.

Additional standards linkages are available for: the Arts; Health & Physical Education; Social Studies; English Language Arts; Civility and Character Education; Languages Other Than English; Math, Science & Technology; and Special Education.

* Programs for middle and high school can be customized.

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Civility & Character Education

- Community Dancing engenders respect for classmates, the group, the school community, and other traditions and cultures.
- Students learn to be courteous, gracious and graceful.
- Community Dancing inspires cooperation that helps with group and community building.
- Dancing together is wholesome, non-isolating entertainment and involvement.

Additional standards linkages are available for: the Arts; Health & Physical Education; Social Studies; English Language Arts; Math, Science & Technology; Career Development and Occupational Studies; Languages Other Than English; and Special Education.

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English Language Arts

Standard 1: Language for Information and Understanding

- Students follow directions to learn a new dance or words to a song
- Students engage in discussions with the musicians, asking and answering a variety of questions.

Standard 2: Language for Literary Response and Expression

- Students read the words to a new song or singing game and discuss their reactions and interpretations with the musicians and classmates.
- Students respond to dances, songs or singing games by drawing, painting or writing in their literary journals.

Standard 3: Language for Critical Analysis and Evaluation

- Students discuss or write about their reactions to dances or singing games they performed.
- Students discuss the meaning of actions or events in a dance or song.

Standard 4: Language for Social Interaction

- Students learn how to ask partners to dance and thank them after the dance.
- Students write thank you notes to the musicians.
- Students respond to and ask questions of the musicians.

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Health & Physical Education

Standard 1: Personal Health & Fitness

- Students demonstrate basic motor skills as they skip, hop, gallop, walk and march in time to music.
- Students demonstrate non-locomotor skills of balance and weight transfer in a variety of dance forms.
- Students perform a dance with a partner that combines movement to music from a specific culture

Standard 2: A Safe & Healthy Environment

- Students interact positively with classmates regardless of personal differences.
- Students follow directions to dance safely and correctly.

Standard 3: Resource Management

- Students learn about community resources to find opportunities to participate in a variety of dances in their leisure time.

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Languages Other Than English

Standard 1: Students Will Be Able to Use a Language Other than English for Communication

- Students exchange greetings and appreciations with their partners and the musicians at the beginning and end of dances, and communicate non-verbally throughout the dance as appropriate.

Standard 2: Students Will Develop Cross-Cultural Skills and Understandings

- Students sing songs, listen to music, and participate in dances from a variety of cultures, and compare them to those of their own culture.

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Mathematics, Science & Technology

Standard 1: Mathematical Analysis and Scientific Inquiry

- Students learn how to dance in a variety of formations (lines, circles, squares, contras) and patterns (down the center, around the outside, casting out or in).

Standard 2: Accessing, Generating, Processing, and Transferring Information Using Appropriate Technologies.

- Students use a computer or library resources to learn more about dances or songs covered in class, or to find dance or concert venues in the community or around the world.

Standard 3: Communicating and Reasoning Mathematically and by Applying Mathematics in Real-World Settings.

- Students work together to create the desired shape and size of the dance formation.

Standard 6: Understanding the Relationships that Connect Mathematics, Science and Technology and Applying this to Other Areas of Learning

- Students record music and dances-performed by the musicians and classmates using audio, video, or photography and share the project with classmates and/or other audiences to evaluate its strengths and limitations.
- Students classify patterns found in nature and compare them with dance patterns.

Standard 7: Applying the Knowledge and Thinking Skills of Mathematics, Science and Technology to Address Real-life Problems and Make Informed Choices

- Students determine the number of couples and individuals to create the size of a desired dance set.

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Social Studies

Standard 1: History of the United States and New York

- Students discuss what life was like and how people entertained themselves throughout the history of the United States and New York State.
- Students learn dances and songs that were performed at various periods in the history of the US and NYS.

Standard 2: World History

- Students discuss what life was like and how people entertained themselves throughout the history of the world.
- Students learn dances and songs that were performed at various periods in world history.

Standard 3: Geography

- Students look at a map of the United States or the world and point out the region or country where a particular dance or song originated.
- Students learn about similarities and differences of dances and music from different countries or regions of the US.

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Special Education

Students in:

Dance

- participate in movement activities demonstrating elements and skills (such as bend, twist, slide, skip, hop, walk in a straight line).
- understand the concept of live performance and appropriate conduct.
- learn about dance-related careers (e.g., dancer, historian, teacher).
- explore words and symbols (kinetic, visual, tactile, aural and olfactory) that describe movement.
- express to others their understanding of specific dance performances.
- explore basic dance movements that are typical of the major world cultures.

Music

- sing or play simple repeated rhythm patterns with familiar songs.
- learn about ways that music is used by various members of the community.
- through listening, tell what they liked or disliked about specific musical works and performances.
- listen to and perform a basic repertoire of folk songs/dances and composed songs from the basic cultures that represent the peoples of the world.

Social Studies

- learn and communicate about the roots of American culture and its development from many different traditions.
- demonstrate the traditions of their family, neighborhood, community and United States
- explore the traditions and social/cultural needs and wants of people during different periods in history and in different parts of the world.

Health & Physical Education

- participate in physical activities that develop physical fitness skills.
- demonstrate fundamental motor, non-locomotor, and manipulative skills.
- demonstrate care, consideration, and respect of self and others during physical activity.
- participate and know about resources available at home and in the community which offer opportunities to participate in and enjoy a variety of physical activities.

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The Arts

- Students create, perform and participate directly in the arts by dancing and singing
- A performing and listening repertoire of dance and music from many cultures and times is created in relationship to their cultural, social and historic contexts
- Exciting vocations and avocations available in dance and music are modeled by professional musicians and dancers

Physical Education

- Basic motor skills are strengthened through dancing in time to the music
- Directions are followed as the students dance safely and correctly
- Local resources for maintaining personal fitness, fulfillment and healthy entertainment are made available for students

Civility & Character Education

- Community Dancing engenders respect for classmates, the group, the school community, and other traditions and cultures
- Community Dancing inspires cooperation and courtesy that helps with group and community building
- Dancing together is wholesome, non-isolating entertainment and involvement

Social Studies

- Personal connection to history and traditions as enjoyed by their fore-parents are explored through dance and music
- Dances and music from New York State, various regions of the United States and around the world are taught in their historical perspective

Additional standards linkages are available for: English Language Arts; Math, Science & Technology; Career Development and Occupational Studies; Languages Other Than English; and Special Education .

Integrating the arts into larger educational goals can be effective ways to motivate students, build success, and invigorate teaching.

- The arts enrich instruction by connecting curriculum with imaginative, interactive, and engaging activities.
- The arts enhance students' creative thinking and increases problem solving abilities.
- The arts strengthen communication skills and literacy skills, both cultural and non-verbal.
- The arts encourage and nurture uniqueness in students.
- The arts enable students to acquire aesthetic judgment, develop self-esteem and increase cross-cultural understanding.
- Research indicates curriculum rich in the arts improve student performance in other subject areas and helps them become more sensitive to the world around them.

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The Arts

Standard 1: Creating, Performing and Participating in the Arts

Dance

- Students perform set dance forms – square, circle, and line formations; and improvise, create, and perform dances based on their own movement ideas.
- Students identify and demonstrate movement elements and skills (such as skip, hop, march, promenade, do-si-do).
- Students demonstrate ways of moving in relation to people, objects and environments.

Music

- Students sing folk songs in a group with good tone, tempo, intonation and rhythm.
- Students clap hands in a rhythmic pattern in time to a beat.

Standard 2: Knowing and Using Arts Materials and Resources

Dance & Music

- Students learn how to access dance and music and related materials from libraries, resource centers and performance spaces.
- Students learn about vocations and avocations available in dance and music and opportunities to participate in dance and music in group settings.
- Students learn about the local venues and organizations that sponsor and promote regular community dance and traditional music events.
- Students incorporate elements of dancing into a dramatic play or concert.

Standard 3: Responding To and Analyzing Works of Art

Dance & Music

- Students express through written and oral language, their understanding, interpretation and evaluation of dances they see, do, or read about, and the music they listen to or sing. This may include exploring the similarities and differences of dances and music from different cultures.
- Students describe how music and dance affects them in various settings.
- Students demonstrate dances for classmates, who in turn evaluate and imitate the movements and the relationship to the music.

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Standard 4: Understanding the Cultural Dimensions and Contributions of the Arts

Dance

- Students learn the dances from many cultures and times and recognize their relationship to various cultural, social and historic contexts. These dances come from various regions of the US and around the world. These dances range from several hundred years old to contemporary.
- Students explain the settings and circumstances in which dance is found in their lives and those of others, both past and present.
- Students explain the role that dance plays in their community (such as weddings, family gatherings, festivals, dance societies)

Music

- Students develop a performing and listening repertoire of music of various genres, styles and cultures that represent the peoples of the world and their manifestations in the United States.
- Students sing folks songs from different areas of the United States and around the world.
- Students recognize the cultural, geographic and historical features of a variety of musical compositions and performances and understand the functions of music within the culture.

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