
The Arts Learning Standards: Entry Points



Lauren King, "Lightbulb Sunset"
Superintendent's Choice Award Winner, 2020



Washington Office of Superintendent of
PUBLIC INSTRUCTION

THE ARTS LEARNING STANDARDS: ENTRY POINTS

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LEARNING STANDARDS GUIDE ARTS LEARNING AND TEACHING

The Arts are part of [basic education](#) under Washington state law and a requirement for high school [graduation](#). The Arts are part of a [well-rounded education in Federal law](#).

Arts education addresses an essential form of human communication and provides unparalleled opportunities for exploring a multiplicity of viewpoints and modes of expression. To achieve artistic literacy, students not only learn about and respond thoughtfully to art, but also actively participate in making it. The Arts Learning Standards provide a structure within each arts discipline so students develop age-appropriate knowledge and skills, practice collaboration, and become proficient in the use of the tools, processes, and materials.

COVID-19 has presented particular challenges to learning and teaching in the arts. A Statewide Arts Advisory Team developed this *Entry Points* document to support teaching the arts during this time, whether remotely, using a hybrid model, or fully in-person. This document is organized by arts discipline with student/family language to use in communication with students and their families. Educators teaching in-person must follow the [health and safety requirements as determined by the Department of Health](#) (DOH). [Please check the Novel Coronavirus \(COVID19\) Guidance & Resources on the OSPI website](#) for any updates.

I support providing a well-rounded education for our students: the arts are an essential part of this. The arts teach to the whole child, engage all learning styles, and lead to the development of powerful learning habits that include such essential 21st Century Skills as creativity, collaboration, communication, and critical thinking. The arts also provide our students with keys to understanding the world around them and an array of strategies for learning, interpreting, and expressing their thoughts.

–Superintendent Chris Reykdal

Eleven anchor standards define the general knowledge and skills that students should demonstrate in the arts. These anchor standards are arranged under four artistic processes (creating, performing/ presenting/producing, responding, and connecting) and are the same in all five arts disciplines and at every grade level.

Washington’s PreK–12 Arts Learning Standards*				
	Creating	Performing/Presenting /Producing	Responding	Connecting
ARTISTIC PROCESS	Conceiving and developing new artistic ideas and work.	Performing: Realizing artistic ideas and work through interpretation and presentation. Presenting: Interpreting and sharing artistic work. Producing: Realizing and presenting artistic ideas and work.	Understanding and evaluating how the arts convey meaning.	Relating artistic ideas and work with personal meaning and external context.
ANCHOR STANDARDS	1. Generate and conceptualize artistic ideas and work. 2. Organize and develop artistic ideas and work. 3. Refine and complete artistic work.	4. Select, analyze, and interpret artistic work for presentation. 5. Develop and refine artistic techniques and work for presentation. 6. Convey meaning through the presentation of artistic work.	7. Perceive and analyze artistic work. 8. Interpret intent and meaning in artistic work. 9. Apply criteria to evaluate artistic work.	10. Synthesize and relate knowledge and personal experiences to make art. 11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

*Washington adopted the National Core Arts Standards as the Washington State K–12 Arts Learning Standards: www.nationalartsstandards.org/

The Arts Learning Standards can be downloaded from the OSPI website at www.k12.wa.us/Arts.

DANCE

At this time, students most need arts engagement that allows for artistic expression and communication. Students will be best served by lessons that focus on the ways they share their ideas and understand the ideas of others through dance. Important points of engagement and conversation are the same across grade bands & levels of experience. They are also applicable and highly valuable in classrooms that are learning in multiple genres, styles, and cultures.

Focus on *process* over product.

- Emphasis should be on experiential learning over assessment.
- Offer flexibility in assessment criteria.
- Incorporate conversations in and instruction on healthful practices.
- Performances/Showcases can be works-in-progress (*i.e. Lecture/Demonstration format, or Improvisational Performances*) and presented in informal or virtual spaces (*i.e. Site specific*).

DANCE	Student/family language in italics.
Creating Standard 1 (DA:Cr1)	<p>Generate and conceptualize artistic ideas and work. Gather inspiration from inner/outer worlds and express ideas and experiences using the elements of dance (Body, Energy, Space, Time).</p> <ul style="list-style-type: none"> • <i>I can create a dance that expresses an idea or a feeling.</i>
Responding Standard 7 (DA:Re7)	<p>Perceive and analyze artistic work. Observe and analyze movement, organization, and production choices in a dance.</p> <ul style="list-style-type: none"> • <i>I can describe movements in a dance and explain how they were organized.</i>
Responding Standard 8 (DA:Re8)	<p>Interpret intent and meaning in artistic work. Explain how movement, organization, and production choices in a dance convey meaning.</p> <ul style="list-style-type: none"> • <i>I can describe how dance communicates ideas and feelings.</i>
Connecting Standard 10 (DA:Cn10)	<p>Synthesize and relate knowledge and personal experiences to make art. Explain how the main ideas of a dance relate to your own experiences, feelings, relationships, ideas, or perspectives.</p> <ul style="list-style-type: none"> • <i>I can form personal connections to self in dances that I watch and perform.</i>
Connecting Standard 11 (DA:Cn11)	<p>Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. Explore the relationship between dance and specific cultures/time periods to</p>

	<p>deepen your understanding of those interconnecting relationships.</p> <ul style="list-style-type: none">• <i>I can understand how choices made in creating dances reflect the relationship between culture, history, and dance.</i>
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Enduring Understandings

- Criteria for evaluating dance vary across genres, styles, and cultures. (Responding 9)
- Dance literacy integrates deep knowledge and perspectives about societal, cultural, historical, and community contexts. (Connecting 11)

Essential Questions

- Where do choreographers get ideas for dances? (Creating 1, Grade 4)
- What influences choice-making in creating choreography? (Creating 2)
- How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work? (Creating 3, Grade 7)
- What must a dancer do to prepare the mind and body for artistic expression? (Performing 5)
- How does dance deepen our understanding of self, other, and events around us? (Connecting 10).

Resources

- For ideas on classroom practice, see the [APPENDIX](#), page 19.
- [Racial Justice and the Dance World: a collection of tools, websites, professional development opportunities, articles and more from Elementary Dance, Vancouver School District](#)

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MEDIA

All Media Arts Learning Standards are included in this guide to allow for maximum flexibility for educators and families across a diverse range of settings, with varying degrees of access to technology. Each of the following standards may be applied to any media arts project that students create. Ideally, students will address at least one standard within each of the four main artistic processes – Creating, Presenting, Responding, and Connecting. It is acceptable to include multiple standards within each project.

The summarization following each grade band provides a starting point for teachers, parents, and students to understand the main point of each Anchor Standard. This holistic approach focuses on the process of making and understanding media art which allows students to engage in projects using a variety of resources. Essential Questions have been left broad so that the document can be easily utilized and adapted.

MEDIA	<i>Student/family language in italics.</i>
<p>Creating Standards 1, 2, 3</p> <p>(MA:Cr1, MA:Cr2, MA:Cr3)</p>	<p>Generate and conceptualize artistic ideas and work; organize and develop artistic ideas and work; refine and complete artistic work.</p> <p>Grades K–2: <i>I can discover and identify components of a media work.</i></p> <p>Grades 3–5: <i>I can envision, make, and show a media work.</i></p> <p>Grades 6–12: <i>I can plan, develop, and complete a complex media work.</i></p> <p>Example:</p> <ul style="list-style-type: none"> Plan and create an advertisement for a favorite object.
<p>Producing Standards 4, 5, 6</p> <p>(MA:Pr4, MA:Pr5, MA:Pr6)</p>	<p>Select, analyze, and interpret artistic work for presentation; develop and refine artistic techniques and work for presentation; convey meaning through the presentation of artistic work.</p> <p>Grades K–2: <i>I can think about and identify roles and situations in media works.</i></p> <p>Grades 3–5: <i>I can explain how different roles “in front of and behind the camera” work together to create media works.</i></p> <p>Grades 6–12: <i>I can demonstrate understanding about how to identify and combine separate media content to create a work that conveys meaning to an audience.</i></p> <p>Example:</p> <ul style="list-style-type: none"> Talk about the diverse roles that are included in making your work, and how they each contribute to convey meaning to your audience.
<p>Responding Standards</p>	<p>Perceive and analyze artistic work; interpret intent and meaning in artistic work; apply criteria to evaluate artistic work.</p>

<p>7, 8, 9</p> <p>(MA:Re7, MA:Re8, MA:Re9)</p>	<p>Grades K–2: <i>I can recognize and identify messages in media works.</i></p> <p>Grades 3–5: <i>I can explain and compare messages in media works.</i></p> <p>Grades 6–12: <i>I can use criteria, rubric, or a checklist to examine media works, and use it to make improvements in my own work.</i></p> <p>Example:</p> <ul style="list-style-type: none"> • Discuss how video, audio, and text combine to create emotion for an audience.
<p>Connecting Standards 10, 11</p> <p>(MA:Cn10, MA:Cn11)</p>	<p>Synthesize and relate knowledge and personal experiences to make art; relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p>Grades K–2: <i>I can share personal experiences and emotions through media artworks.</i></p> <p>Grades 3–5: <i>I can use personal recordings and external media resources to express myself and how I am feeling about my day.</i></p> <p>Grades 6–12: <i>I can use personal experiences to communicate about society, culture, and historical events through multiple forms of media.</i></p> <p>Example:</p> <ul style="list-style-type: none"> • Create a media work to express feelings about discrimination.

Resources

- [Center for Media Literacy](#)
- [National Endowment for the Arts Media Arts Resources](#)
- [WA State Arts Advisory 20-21 Resources - Media Arts](#)

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MUSIC

The Washington State Arts Learning Standards in Music include four Artistic Processes: Creating, Performing, Responding, and Connecting. You as the teacher will be able to determine what is best for your students, given your circumstances. The PreK–8 standards provide guides for curriculum content that focuses on experiencing and recreating the elements of music. Taking time in all grade levels to learn or rediscover these elements will allow for continued musical growth to develop creative and independent musicians across all platforms of learning (remote, hybrid, and fully in-person.)

MUSIC	Student/family language in italics.
Creating Standard 1 (MU:Cr1)	<p>Generate and conceptualize artistic ideas and work.</p> <p>Be creative. Improvising, composing, and making new music based on the elements of music because creativity is critical to the artistic process.</p> <p>Grades K–2: <i>I can explore and create new musical ideas using rhythmic patterns.</i></p> <p>Grades 3–5: <i>I can explain and create new musical ideas using rhythmic patterns and can demonstrate how to create this pattern on a chosen instrument.</i></p> <p>Grades 6–12: <i>I can analyze, create, use and apply notation to new musical ideas, melodies and rhythms on my chosen instrument.</i></p> <p>Essential Question: How do musicians create music?</p>
Performing Standard 4 (MU:Pr4)	<p>Select, analyze, and interpret artistic work for presentation.</p> <p>Discuss and create projects that focus on elements of performance that surround the presentation of music such as music selection, preparation practices, analysis, and possible interpretations.</p> <p>Grades K–2: <i>I can explore and share how music makes me feel.</i></p> <p>Grades 3–5: <i>I can explain how music makes me feel.</i></p> <p>Grades 6–12: <i>I can analyze and describe my music selection and preparation for a performance.</i></p> <p>Examples:</p> <ul style="list-style-type: none"> • Live and/or virtual performance; rehearsal; audition; sectional; music appreciation and/or listening; etc.) <p>Essential Question: How do performers select and interpret music?</p>
Responding Standards	Perceive and analyze artistic work, interpret intent and meaning in artistic work, and apply criteria to evaluate artistic work.

<p>7, 8, 9 (MU:Re7, MU:Re8, MU:Re9)</p>	<p>Reflect, understand, and analyze the social, cultural, and historical context of a work using appropriate music vocabulary.</p> <p>Grades K–2: <i>I can explore and describe the music of many cultures.</i> Grades 3–5: <i>I can explain and describe the role of music of many cultures.</i> Grades 6–12: <i>I can analyze and describe the role of music of many cultures.</i></p> <p>Examples:</p> <ul style="list-style-type: none"> • Experience, listen, and describe in a group discussion music of many cultures using appropriate music vocabulary. <p>Essential Question: How does music inform a response?</p>
<p>Connecting Standards 10, 11 (MU:Cn10, MU:Cn11)</p>	<p>Synthesize and relate knowledge and personal experiences to make art, and relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p>Connect with the world around them through the arts to support social-emotional learning (SEL).</p> <p>Grades K–2: <i>I can explore and understand my world through music.</i> Grades 3–5: <i>I can explain and describe how music connects me to my world and beyond.</i> Grades 6–12: <i>I can analyze, describe and express/share how music connects me to my world and beyond.</i></p> <p>Examples:</p> <ul style="list-style-type: none"> • Exploring and sharing of emotions through gesture and words. • I can use connections to inform my preparation of music for a performance/audition/rehearsal/sectional/class presentation. • I can share/discuss with my teacher/family/friends my understanding of musical connections • Engagement in cross-curricular projects. <p>Essential Question: How do musicians make meaningful connections to music?</p>

Resources

- [Washington Music Educators Association \(WMEA\)](#)
- [National Association for Music Education \(NAfME\)](#)

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THEATRE

The theatre arts benefit the student by cultivating the growth of the whole person gradually and by building many kinds of literacy, including innovations in technology, while developing intuition, reasoning, imagination, and dexterity into unique forms of expression and communication. A strong and clear sense of the classroom community and building the safe space for the process to take place is tantamount. The goals for theatre arts during disruptions in learning caused by COVID-19 are creating community, focusing on creation instead of the end-product, and honoring the student’s personal reflection across all grade levels.

Explore *how* and *why* you create instead of what you create.

Grade Band	Rationale
PreK–5	Creative outlets allow children to explore feelings and experiences, so taking time to provide opportunities in the regular classroom setting to provide imagination games, activities, story dramas, will create a safe and inviting culture in the classroom so that students can have the freedom to process, describe and talk about what is happening in our world today.
Middle School (6–8)	Culture and community is vital to creating art in a theatre class, so taking the time to connect and establish experiences that explore interpersonal connections and intrapersonal skills is vital to the success of reflection on that work that work thought the process and encouraging students to give voice to their concerns on social issues and the world around them.
High School (9–12)	Culture and community is vital to creating art in a theatre class, so taking the time to connect and establish experiences that explore interpersonal connections and intrapersonal skills is vital to the success of reflection on that work thought the process and giving students voice to their concerns on social issues and the world around them.

Enduring Understandings

- Theatre artists rely on intuition, curiosity, and critical inquiry.
- Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.

Essential Questions

- What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?
- What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?

THEATRE	<i>Student/family language in italics.</i>
<p>Creating Standard 1 (TH:Cr1)</p> <ul style="list-style-type: none"> • K–5: page 15 • Middle School: page 64 • High School: page 90 	<p>Generate and conceptualize artistic ideas and work.</p> <ul style="list-style-type: none"> • <i>When creating theatre, artists engage their imaginations in an effort to try multiple ways to approach a subject. When beginning to create any piece for theatre feel free to try new things as a way to engage with the subject.</i> <p>Elementary: With prompting and support, invent and inhabit an imaginary elsewhere in dramatic play or a guided drama experience. With prompting and support, use non-representational materials to create props, puppets, and costume pieces for dramatic play or a guided drama experience.</p> <p>Middle School: Identify possible solutions to staging challenges in a drama/theatre work. Identify solutions to design challenges in a drama/theatre work. Explore a scripted or improvised character by imagining the given circumstances in a drama/theatre work.</p> <p>High School: Apply basic research to construct ideas about the visual composition of a drama/theatre work. Explore the impact of technology on design choices in a drama/theatre work. Use script analysis to generate ideas about a character that is believable and authentic in a drama/theatre work.</p>
<p>Connecting Standard 11.1 (TH:Cn11.1)</p> <ul style="list-style-type: none"> • K–5: page 21 • Middle School: page 70 • High School: page 105 	<p>Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <ul style="list-style-type: none"> • <i>In order to create anything artistic, an artist strives to be able to communicate both the reasons behind their choices and the influences from their world that helped lead them to create their art.</i> <p>Elementary: With prompting and support, identify stories that are different from one another in dramatic play or a guided drama experience. With prompting and support, tell a short story in dramatic play or a guided drama experience.</p> <p>Middle School: Identify universal themes or common social issues and express them through a drama/theatre work.</p> <p>High School: Integrate conventions and knowledge from different art forms and other disciplines to develop a cross-cultural drama/theatre work.</p>

Resources

- For ideas on classroom practice, see the [APPENDIX](#), page 19.
- [dare to lead, #daringclassrooms](#)
- [Educational Theatre Association](#)
- [Theatre Educator Pro: Teaching Theatre Online](#)

- [Click to Teach Lessons](#)
- [Theatrefolk](#)
- USITT: Creating Theatre in an Online Format - Technical Resources - [USITT Inova On-Demand Videos](#) (see bottom of page for how-to videos)

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VISUAL ARTS

A student learns Visual Arts through creating, presenting, responding, and connecting to the world around them. The value is in the *experience* of creating the artwork and exploring materials and techniques as much as the resulting product. PreK-12 artists can learn through Visual Art processes as an integral part for building their overall development.

VISUAL ARTS	Student/family language in italics.
Creating Standard 2 (VA:Cr2)	<p>Organize and develop artistic ideas and work.</p> <p>Create: Safely develop and experiment with creating art that represents our constructed and natural environments using available tools and materials. Engage the artist to see the potential of creativity all around them, regardless of location and access to materials, while encouraging the joy of personal expression.</p> <ul style="list-style-type: none"> • <i>Use found or provided art-making tools and objects to make art about where you live, favorite place, or where your imagination takes you.</i> <p>Essential Question: How do artists create art?</p>
Presenting Standard 4 (VA:Pr4)	<p>Select, analyze, and interpret artistic work for presentation.</p> <p>Sharing personally produced artwork shows others the value of the creative process reflected in a final product. This act inspires others to do the same through their own creative process, which strengthens their skills of self-reflection and empathy toward others.</p> <ul style="list-style-type: none"> • <i>Show someone your favorite artwork you've made and tell them why you picked it.</i> <p>Essential Question: Who or what is artwork for?</p>

<p>Responding Standard 8 (VA:Re8)</p>	<p>Interpret intent and meaning in artistic work.</p> <p>Respond: Seeing, thinking, and wondering supports learning and strengthens empathy while improving language acquisition skills through Visual Art vocabulary and concepts.</p> <ul style="list-style-type: none"> • <i>Use details to tell someone what you think another person's art may be about.</i> <p>Essential Question: How do artists talk about each other's work?</p>
<p>Connecting Standard 10 (VA:Cn10)</p>	<p>Synthesize and relate knowledge and personal experiences to make art.</p> <p>Connect: Encourage the processing of personal feelings and emotions to support sharing those experiences. This strengthens the connection to others around them.</p> <ul style="list-style-type: none"> • <i>Create art that tells stories about your own life.</i> <p>Essential Question: How does an artists' work reflect who they are?</p>

Resources

- [National Art Education Association \(NAEA\)](#) Remote Learning Toolkit
- [The Art of Education University](#) Remote Learning Tips
- [Student Art Guide: Mind Maps](#)

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A Statewide Arts Advisory Team developed this *The Art Standards: Entry Points* document to support learning and teaching the arts.

STATEWIDE ARTS EDUCATION ADVISORY TEAM

Name	Title	Organization
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APPENDIX

DANCE

Where to Start

How are we creating a classroom culture in a virtual world?

Possible Starting Unit: Narrative Dance (storytelling) – Provide an opportunity for students to express personal stories through dance in this transitional time addressing social emotional learning (SEL) and dance integration.

Enduring Understandings (additional ideas for consideration)

- Dance education provides essential physical activity through a creative lens, which is crucial for student physical, social, and emotional health.
- Dance instruction, both in-person and virtual, provides opportunities for learning and creative problem solving through multiple intelligences in a variety of content area.
- Dance explores self/social identity, spatial relationships, non-verbal communication, cultural awareness, and current collective experiences relevant to students.

THEATRE

Concepts to Create Classroom Community

All Grades

Class meetings are an essential part of the in-person process because it enables a student to be free to create without fear or judgment. This will be more essential in the virtual world.

- Build community when you meet at the beginning of the school year. Give each student a chance to contribute even if it seems to take too much time.
- Each day invite every student to share something to celebrate and something that's a challenge. (Often called "Roses and Thorns" or "Yays and Yucks".)
- "Show and Tell" – Invite students to share one item from their kitchen, or bedroom or bookcase.

In addition to class meetings, teachers of grades 7–12 might incorporate the following:

Begin class with a game or ice breaker:

- Draw what you did last week.
- Connect the dots via whiteboard on Zoom.
- Ask a question using the online poll function or invite students to respond via chat.

Potential Starting Points by Grade Level

Goal: Creating an imaginative, creative, and daring classroom culture in a virtual world.

Elementary (K–5) Focus:

- Begin with physically active theatre games and mirroring activities, Simon Says or “Do This, Do That,” call-and-response games.
- Explore the concept of imagination. Read aloud with “act along” components.
 - The Funny Little Woman by Arlene Mosel, Blair Lent (Illustrator)
 - Strega Nona by Tomie dePaola
 - Three Billy Goats Gruff
 - Where the Wild Things Are by Maurice Sendak
 - The Trouble with Trolls by Jan Brett
 - Go Dog Go by P.D. Eastman
- Host reflection meetings with the class after games and activities.
 - What did you discover?
 - What did you like?

Middle School (6–8) Focus:

Unit Idea: No “I” in TEAM

Introduce drama as a specialist subject. Look at collaborating in various group work activities exploring drama conventions and communication skills:

- Drama Dictionary
- Spontaneous Improvisation
- Tableaux Game
- Thought Tracking
- Characterization
- Story Boarding
- Devised Drama

For more information about the above activities, see [TheatreFolk](#).

High School (9–12) Focus:

PROCESS is the focus instead of Product

Emphasize “*working through and learning from the process*” instead of worrying about the quality of the final product.

- Create theatre as the experience of doing something, working on a piece, and watching each other learn.
- Contribute to the work of the whole group.
- Look at foundational questions of performance
 - Who is this for?
 - Why are we doing this?
 - How does this process connect to me / myself personally and contribute to my learning and life outside of this class?

- Create moments instead of the full production:
 - TEAM - moments to effectively create tension, emotion, atmosphere and/or meaning for the audience.
 - How does a director do this?
 - How can we do this in our new normal?

Resources

Viola Spolin's Works

- *Improvisation for the Theatre*
- *Theater Games for the Classroom: A Teacher's Handbook*
- *Theatre Games File (index card set)*
- *Theatre Games for the Lone Actor (co-author Paul Sills)*

Agusto Boal's Works

- *Theatre of the Oppressed*
- *The Rainbow of Desire*

Other Publications

- *Play Acting* (series of books) by Luke Dixon
- *Devising Theatre: A Practical and Theoretical Handbook* by Alison Oddey
- *PlayBuilding: A Guide for Group Creation of Plays with Young People* by Errol Bray
- *Letters to a Young Artist: Straight-up Advice on Making a Life in the Arts – for Actors, Performers, Writers, and Artists of Every Kind* by Anna Deavere Smith
- [Anna Deavere Smith Talks Theatre and Activism](#)

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