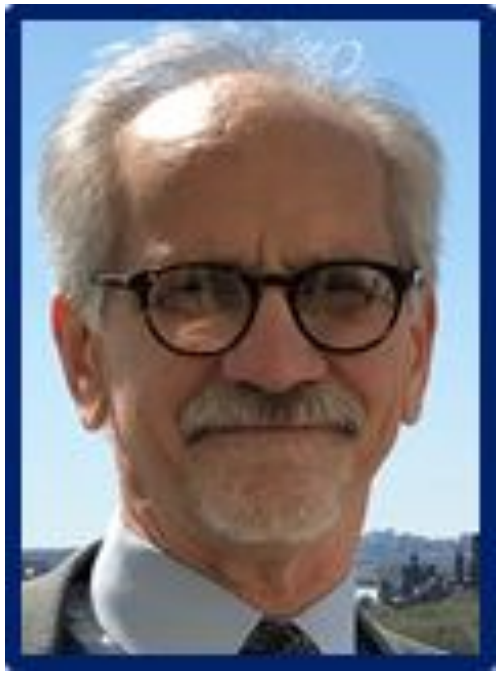
Arizona Department of Education

“Arts Education is Essential”
Arts & Physical Education Summit
Break Out Session #3

Introductions

Lynn Monson
Arizona Dance Education Organization

Tooshar Swain
National Association for Music Education



Jim Palmarini
Educational Theatre Association

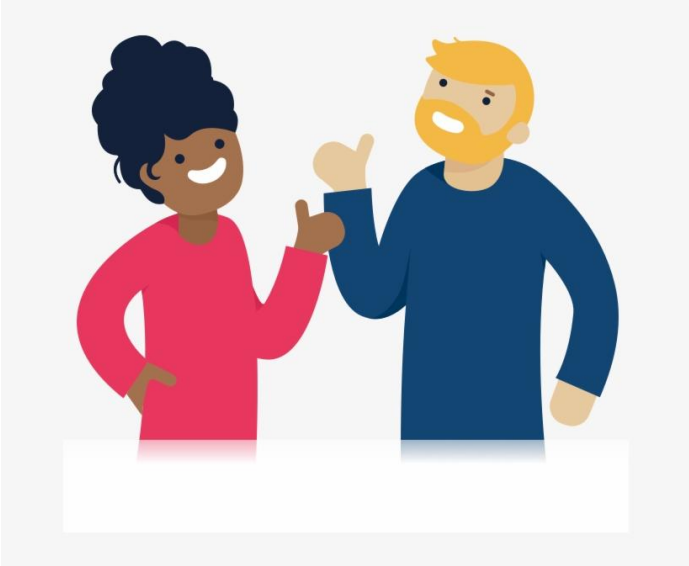
Elise Kohli
Arizona Art Education Association

Communicating Value: Speaking the Academic Language Through Dance

Lynn Monson-AzDEO

How?

Speak their language-education language (assessment, critical thinking etc), but also **educate** them on our language



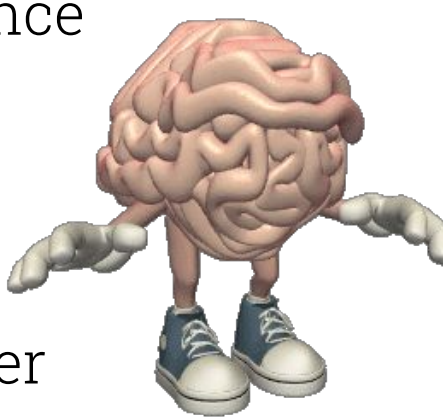
Communicating Value

Three Categories

- Brain Research
- Federal & State Law/Guidance
- School Improvement

Focus on Brain Research and Educational Principles

We have the vocabulary and tools to discuss and demonstrate how dance exemplifies common educational principles.



* The body and brain are connected.
* Movement/Dance promotes a strong body and fitness.
* Dance improves creative thinking, problem solving skills, higher order thinking, (21st C Skills).
* Dance is a form of communication and an artistic literacy. It is part of our culture, a part of who we are as humans.
* Dance can promote self-esteem, self-confidence, focus and motivation.

* Some Things You Should Know About DANCE: Compiled by the Arizona Dance Coalition and published in September 2013 Newsletter

Focus on Brain Research and Educational Principles

* Children learning to read through movement outperform students learning to read through traditional methods
* Brain function in learning dance demonstrates both hemispheres are actively engaged.

Resources

- Pedagogical Practices in Dance Education Addressing Motor, Aesthetic, Social, Emotional, and Cognitive Development for Pre-Kindergarten through Post-Secondary Students.
  - *https://achieve.lausd.net/cms/lib/CA01000043/Centricity/Domain/218/Best%20Pedagogical%20Practices%20in%20Dance%20Education.pdf*

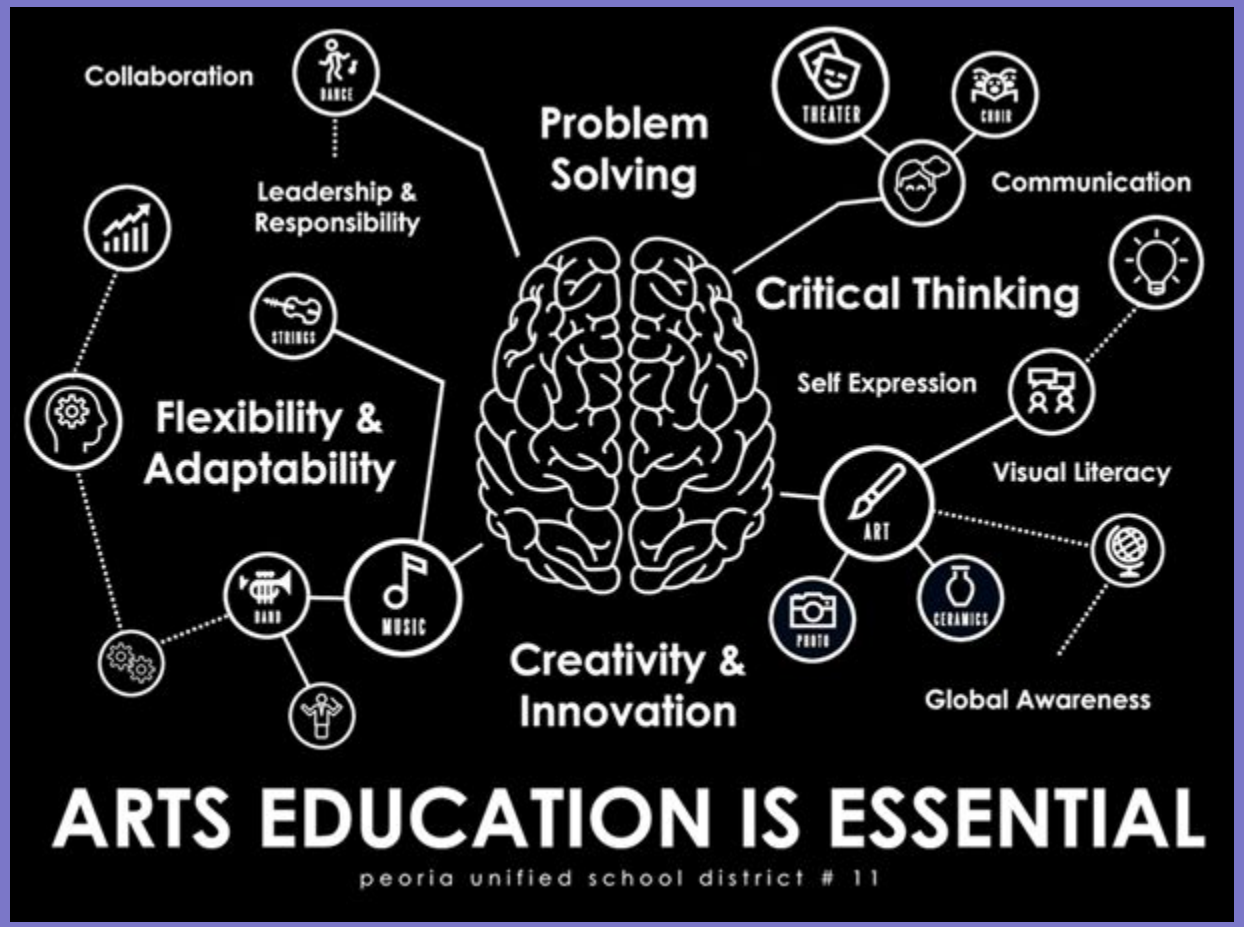
- Thinking with the Dancing Brain: Embodying Neuroscience- Rima Faber, Sandra Minton
  - Approaches brain function from inside the body as embodiment of thought. Their collection of neurological research about the thought processes in learning and performing dance encompasses a vision of dance as creative art, communication, education, and life.

Resources

* Dr. Eric Jensen: Arts with the Brain in Mind
  * Review of the research on arts, the brain and learning

* Brain-Compatible Dance Education: Anne Green Gilbert
  * Information on the parts of the brain and how they are affected by movement
  * Dance increases the brain levels of serotonin and increases growth of new neurons.
  * Movement is key to learning.

Brain Research supports Dance in Education



Educational Principles and Strategies Using their Language

- Critical Thinking
- Problem Solving
- Cooperation
- Assessment
- Feedback
- Understanding
- Differentiation
- Constructing knowledge
- Artistic Processes-connecting, responding, creating, presenting their understanding

Federal & State Laws/Guidance

ESSA includes the arts (including dance) as part of a well-rounded education. Having a well-rounded education is a civil right.

A **well**-educated student, in other words, is exposed to a **well-rounded curriculum**. It is the making of connections, conveyed by a rich core **curriculum**, which ultimately empowers students to develop convictions and reach their full academic and social potential.

Title IV-A-funding for well –rounded education

There are National and State Dance standards that communicate in educational language- literacy, revising, generating, problem solving, focus.

School Improvement

Why Dance is just as important as math in school-Ken Robinson

Teachers reported that students' ability to cooperate and collaborate improved.
One principal reported improvement in reading and math scores.
Asks would it be okay if students did not have access to language or math?

Why Dance Belongs in the Schools

Highlights research of how dance has improved academic performance.

School Improvement

Evidence: A Report on the Impact of Dance in the K-12 Setting-NDEO

Dancing in the Halls: The Importance of dance in education

Qualitative stories indicating the power of dance.

Additional Resources

* American for the Arts
  * https://www.americansfortheartss.org/

* Arts Ed Partnership
  * https://www.aep-arts.org/

Educational Principles and Strategies Using their Language

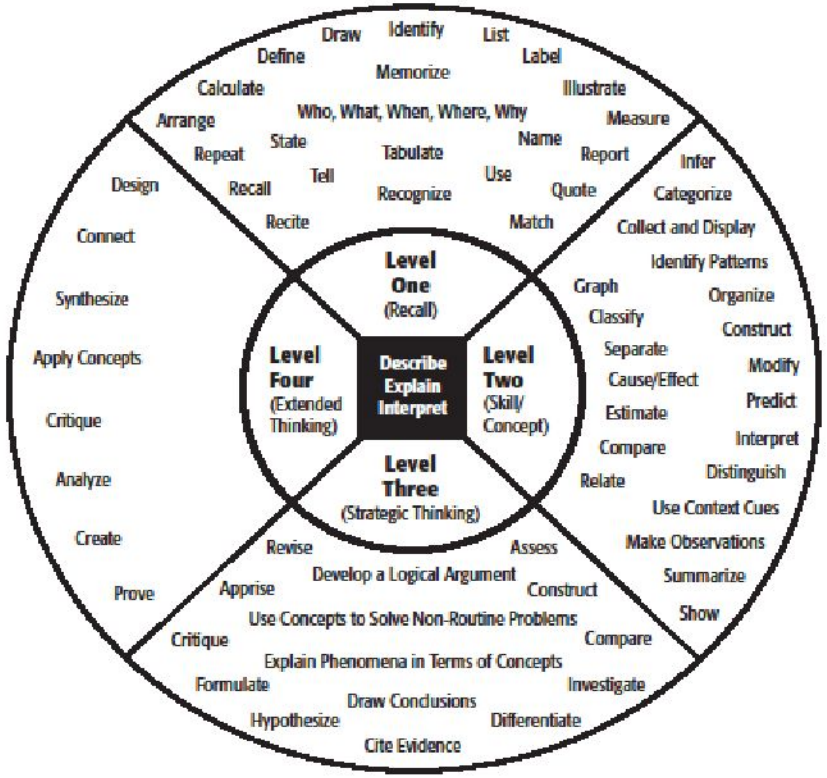
* Bloom's Taxonomy

* Depths of Knowledge

Bloom's Taxonomy of Educational Objectives

Know Knowledge	Comprehend Comprehension	Apply Application	Analysis Analyze	Create Synthesize	Evaluate Evaluation
Define Describe Elicit facts Identify Label List Locate Match Memorize Name Recall Record Relate Repeat State Underline Write	Convert Describe Discuss Explain Express Extend Generalize Identify Interpret Locate Paraphrase Put in order Report Restate Review Select Summarize Tell Trace Translate Write	Adapt Apply Compute Conclude Construct Demonstrate Determine Dramatize Draw Employ Give examples of Illustrate Interpret Make Operate Practice Prepare Produce Relate Shop Show Sketch Solve Use Write	Analyze Appraise Calculate Classify Compare Contrast Criticize Debate Deduct Diagnose Diagram Differentiate Discriminate Dissect Distinguish Examine Experiment Infer Inspect Inventory Outline Question Relate Separate Solve Specify Test Write	Arrange Assemble Change Collect Combine Compose Construct Create (new pattern) Design Devise Find an unusual way Formulate Generate Invent Manage Modify Organize Originate Plan Predict Prepare Pretend Produce Propose Rearrange Reconstruct Reorganize Revise Set up Suggest Suppose Visualize Write	Appraise (with criteria) Assess Choose Compare Conclude Criticize Decide Defend Estimate Evaluate Give your opinion Judge Justify Measure Prioritize Rank Rate Revise Score Select Support Value Write

Depth of Knowledge (DOK) Levels



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
Recall elements and details of story structure, such as sequence of events, character, plot and setting.	Identify and summarize the major events in a narrative.	Support ideas with details and examples.	Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/ solutions.
Conduct basic mathematical calculations.	Use context cues to identify the meaning of unfamiliar words.	Use voice appropriate to the purpose and audience.	Apply mathematical model to illuminate a problem or situation.
Label locations on a map.	Solve routine multiple-step problems.	Identify research questions and design investigations for a scientific problem.	Analyze and synthesize information from multiple sources.
Represent in words or diagrams a scientific concept or relationship.	Describe the cause/effect of a particular event.	Develop a scientific model for a complex situation.	Describe and illustrate how common themes are found across texts from different cultures.
Perform routine procedures like measuring length or using punctuation marks correctly.	Identify patterns in events or behavior.	Determine the author's purpose and describe how it affects the interpretation of a reading selection.	Design a mathematical model to inform and solve a practical or abstract situation.
Describe the features of a place or people.	Formulate a routine problem given data and conditions.	Apply a concept in other contexts.	
	Organize, represent and interpret data.		

Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center of Educational Research. University of Wisconsin-Madison. 2 Feb. 2006 <http://www.wcer.wisc.edu/WAT/index.aspx>

Thank you

Lynn Monson:
lmonson@cox.net