

The Lotus Blossoms Artists and I.D.O.E. Standards

Lotus Blossoms Artists provide a unique educational experience for your students by performing and presenting worldly art forms from Appalachia to the South American Andes mountains. These unique experiences are not only fun for students and teachers alike, but encompass a number of formal educational standards. The following list includes standards from Indiana's Academic Standards and Indiana Common Core State Standards that are especially relevant to the typical Lotus Blossoms Artists experience.

LEARNING DANCE SKILLS AND THE CREATIVE PROCESS

Standard 1: Students demonstrate knowledge and skills of dance elements

- 4.1.1 – Demonstrate increased kinesthetic awareness (body awareness) through coordination, concentration, and isolation of various body parts.
- 4.1.2 – Demonstrate increased spatial awareness through continued explorations of spatial components: shape, personal and shared space, locomotor and nonlocomotor/axial movement, levels, direction, and pathway.
- 4.1.3. Demonstrate increased awareness of the element of force through continued explorations of sharp, smooth, heavy, light, tight, and loose movements.
- 4.1.4 – Demonstrate and identify the element of time through movement using tempo, rhythm, duration, pattern, accent, and syncopation.

ANALYSIS, CULTURE, AND HISTORY

Standard 5: Students understand and demonstrate dance from diverse cultures and historical periods

- 4.5.2 – Learn a dance utilizing a cultural resource in the local community.

HEALTHY PRACTICES

Standard 6: Students demonstrate connections between dance and healthy living.

- 4.6.1 – Identify dance movement activities that manage emotion and stress

INTEGRATION

Standard 7: Students integrate dance with the other arts and disciplines outside the arts.

- 4.7.2 – Identify and compare similar concepts of themes/principles found in dance and other disciplines (language arts, mathematics, science, social studies)

COMMUNITY AND CAREERS

Standard 8: Students value the role of dance in the life of the community and identify its associated careers

- 4.8.1 – Identify and attend live dance performances and discover ways in which community members help create and/or support the productions.

VISUAL ARTS

Standard 1: Understanding art in relation to history and past and contemporary culture

- 4.1.1 - Identify the relationship between a work of art and the geography and characteristics of the culture; identifying where, when, and by whom the work was made.
- 4.1.2 - Identify and research the function of a work of art or artifact and make connections to the culture (focus: Indiana, including the diversity of past and contemporary cultures and ethnicities).
- 4.1.3 - Identify symbols or icons in works of art
- 4.1.4 - Identify the roles of artists and other art-related careers in the community.
- 4.1.6 - Analyze and respond to art at local museums, exhibits, arts performances, and work of visiting artists

Standard 2: Recognize significant works of art and the chronological development of art movements and historical periods

- 4.2.1 – Recognize characteristics of selected works from artists of various cultures
- 4.2.2. – Identify and describe artistic styles
- 4.2.3 – Distinguish between contemporary and historical works of art and identify characteristics of both

Standard 5: Reflect on and discuss the nature of art, aesthetic experience, and aesthetic issues concerning the meaning and significance of art

- 4.5.1 – Discover personal meaning in works of art and recognize alternative responses of peers in determining personal significance and forming convincing interpretations

CREATING ART

Standard 6: Develop a range of subject matter, symbols, and ideas for artwork and utilize skills of critique, reflection, and revision

- 4.6.2 – Create artwork that communicates personal ideas, experiences, or emotions
- 4.6.3 – Identify and use a variety of symbols and subject matter that clearly communicate ideas
- 4.6.6 – Demonstrate respect for personal work and the work of others

Standard 7: Understand and apply elements and principles of design in personal works of art, utilizing a variety of media, tools, and processes

- 4.7.1 – Apply elements (line, shape, form, texture, color, and space) and principles (repetition, variety, rhythm, proportion, movement, balance, emphasis) in work that effectively communicates ideas.
- 4.7.2 – Identify and discriminate between types of lines (characteristics, quality), shapes (geometric and organic), textures (tactile and visual), colors (primary, secondary, complementary, tints, and shades), space (placement, perspective, overlap, negative, positive, size), balance (symmetrical, asymmetrical, radial), and the use of proportion, rhythm, variety, repetition, and movement in own work and the works of others.
- 4.7.3 – Identify differences between media and the physical characteristics of each medium.

4.7.4 – Identify, control, and use a balance of two-dimensional and three-dimensional media, techniques, and processes to effectively communicate ideas, themes, experiences, and stories.

PHYSICAL EDUCATION

Standard 1: Demonstrate competency in many movement forms and proficiency in a few movement forms

4.1.3 – Demonstrate complex patterns of movement in applied settings.

Standard 6: Demonstrate understanding and respect for differences among people in physical activity settings

4.6.1 – Explore the role of culture in physical activities of other countries

4.6.2 – Describe the differences and similarities between games of different countries

Standard 7: Understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction

4.7.1 – Participate in physical activities that are enjoyable

4.7.2 – Interact with classmates and friends in physical activities

4.7.3 – Participate in new and challenging physical activities

EAST ASIAN LANGUAGES

Standard 1: Communication – Write and speak in a language other than English

4.1.1 – Participate in brief guided conversations emphasizing previously learned material

4.1.4 – Recognize and use situation-appropriate non-verbal communication

Standard 3: Communication – Present information in a language other than English

4.3.1 – Recite developmentally appropriate rhymes and poetry of the target cultures using Kana (Japanese), Pinyin (Chinese), and familiar characters

4.3.4 – Write words using letters and basic characters

4.3.5 – Sing simple developmentally appropriate songs of the target language and cultures.

Standard 4: Cultures – Develop awareness of other cultures

4.4.2 – Describe products and symbols of the target cultures

Standard 7: Comparisons – Investigate the nature of language and culture

4.7.1 – Recognize and use words shared between English and target language

4.7.2 – Recognize and apply basic differences in writing systems

4.7.5 – Examine the daily living patterns of other cultures and the learner's own culture.

4.7.6 – Describe traditions of the target cultures' celebrations and holidays

4.7.8 – Recognize and share contributions from other cultures

Standard 8: Communities – Become an active global citizen by experiencing languages and cultures in multiple settings

4.8.3 Experience and report on the cuisine, music, drama, literature, etc. from the target cultures.

MODERN EUROPEAN AND CLASSICAL LANGUAGES

Standard 1: Communication – Write and speak in a language other than English

4.1.1 – Participate in brief guided conversations emphasizing previously learned material

4.1.4 – Recognize and use situation-appropriate non-verbal communication

Standard 2: Communication – Interpret information in a language other than English

4.2.2 – Identify familiar words or phrases

Standard 3: Communication – Present information in a language other than English

4.3.1 – Recite developmentally appropriate rhymes and poetry of the target cultures

4.3.5 – Sing simple developmentally appropriate songs of the target language and cultures

Standard 4: Cultures – Develop awareness of other cultures

4.4.2 – Describe products and symbols of the target cultures

Standard 7: Comparisons – Investigate the nature of language and culture

4.7.1 – Recognize and use words shared between English and the target language

4.7.2 – Recognize and use simple language structures

4.7.4 – Recognize and use authentic forms of address with family and friends

4.7.5 – Examine the daily living patterns of other cultures and the learner’s own culture

4.7.6 – Describe traditions of the target cultures’ celebrations and holidays

4.7.7 – Recognize and share contributions from other cultures

Standard 8: Communities – Become an active global citizen by experiencing languages and cultures in multiple settings

4.8.2 – Recognize and show the use of the target language in the learner’s community

4.8.3 – Experience and report on the cuisine, music, drama, literature, etc. from the target cultures.

ENGLISH / LANGUAGE ARTS

Standard 1: Reading – Word Recognition, Fluency, and Vocabulary Development

4.1.7 – Use context to determine the meaning of unknown words

Standard 2: Reading – Comprehension and analysis of nonfiction and informational text

- 4.2.2 – Use appropriate strategies when reading for different purposes
- 4.2.8 – Identify informational texts written in narrative form (sometimes with undeveloped characters and minimal dialogue) using sequence or chronology

Standard 7: Listening and Speaking – Skills, Strategies, and Applications

- 4.7.1 – Ask thoughtful questions and respond orally to relevant questions with appropriate elaboration
- 4.7.3 – Identify how language usage (sayings and expressions) reflects regions and cultures
- 4.7.15 – Connect and relate experiences and ideas to those of a speaker

SOCIAL STUDIES

Standard 1: History

- 4.1.11 – Identify and describe important events and movements that changed life in Indiana in the early 20th century.
- 4.1.13 – Identify and describe important events and movements that changed life in Indiana from the mid-20th century to the present (i.e. civil rights, Asian and Hispanic immigration)

Standard 3: Geography

- 4.3.2 – Estimate distances between two places on a map, using a scale of miles, and use cardinal and intermediate directions when referring to relative location
- 4.3.10 – Identify immigration patterns and describe the impact that diverse ethnic and cultural groups have had on Indiana

MUSIC

Standard 2: Performing Music – Playing an instrument alone and with others

- 4.2.1 – Play melodic, rhythmic, and chordal patterns with correct rhythms, tempo, and dynamics
- 4.2.4 – Play instrumental pieces of various styles and cultures

Standard 3: Creating Music – Improvising melodies, variations, and accompaniments

- 4.3.5 – Improvise movements to accompany or demonstrate and melody

Standard 9: Responding to Music – Understanding music in relation to history and culture

- 4.9.4 – Explore music of other cultures through live or recorded authentic performances and the role of music and musicians related to the cultures and times
- 4.9.5 – Investigate and write about community musicians and attend live performances when possible

Indiana Common Core State Standards

ENGLISH ARTS & LITERACY

Reading Standards for Literature

RL.4.9- Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures

Standard 10: The range of text types for K-5 that apply to the Reading Standards includes stories of children's adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myths

Speaking and Listening Standards

SL.4.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly

SL.4.5 - Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes

Language Standards

L.4.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening

L.4.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies