

## **The Lotus Blossoms World Bazaar and I.D.O.E. Standards**

The Lotus Blossoms World Bazaar is an extraordinary opportunity for MCCSC 4th-graders to experience a range of meaningful stimuli in one well-planned 90-minute program. There are two major portions to the program: an interactive concert by world music performer-educators, and the Bazaar experience.

Upon arrival, the entire group of students (typically approximately 12 classrooms from three or four schools) enters the auditorium for the live concert. The concert each year features a performance by a well-respected world music artist or ensemble. The artistic director of the award-winning Lotus Music and Arts Festival, Lee Williams, guides the selection of performers, using the criteria of musical excellence, authentic cultural expression, and the ability to relate well to young audiences. The concert thus includes many opportunities for audience participation, and the attitudes of the performers are always expressly educational and engaging.

After the concert, the student group moves into the Bazaar, where students experience, a lively “marketplace” of hands-on activities, demonstrations, and interactive displays representing a range of world areas and forms of artistic and craft expression.

Bazaar activity presenters include area artisans, educators, and the staff of institutions such as the Mathers Museum of World Cultures, T.C. Steele Historic Site, Hilltop Garden and Nature Center, the Bloomington Area Arts Council, the Monroe County Public Library, the Monroe County Human Association, and Bloomingfoods Community Cooperative. Hands-on features include brief guided activities; in past years, these have included West African Adinkra stamping, book-making, mask-making, weaving, international games, Middle Eastern dance, and traditional American song. Displays have included world-culture materials (from areas as diverse as Central Asia, Central America, and the Arab world); calligraphy tables where students learn how to write their names in a variety of scripts (including Arabic, Mandarin Chinese, Korean, Japanese); musical instruments from around the world; and demonstrations of traditional crafts by area artisans (including Ukrainian egg decoration, pottery, felting, Tibetan sand mandalas).

Such a rich array of materials means that the Lotus Blossoms World Bazaar relates to many specific elements in Indiana’s Academic Standards and Indiana Common Core State Standards. The following list includes those standards that are especially relevant to the typical Bazaar experience for 4th-graders.

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## **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.
- 4.1.12 – Describe the transformation of Indiana through immigration and through developments in agriculture, industry, and transportation.
- 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

### **Standard 4: Economics**

- 4.4.5 – Describe Indiana's emerging global connections

## **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**

### **MATHEMATICS**

#### **Geometry Standards**

4.G.3 - Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry

### **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