

**Correlation of**  
**Project Learning Tree's**

***Energy & Society***  
**Program Materials**

**to the**

***Performing Arts Content Standards***  
***Music/Dance***  
***for California Public Schools***

## **Introduction**

The purpose of this document is to provide California educators who use Project Learning Tree's *Energy & Society* materials with an easy reference guide as to how these activities, songs and dances correlate to the California Music and Dance Standards for grades K through 8. As part of the national movement to reform education, the California State Board of Education has adopted criteria to measure the skills, knowledge and ability that all students should be able to master in these areas of visual and performing arts.

Project Learning Tree is an interdisciplinary environmental education program. PLT activities supplement curriculum and can be used to organize instruction units in a variety of subjects. As this correlation will demonstrate, educators can use the *Energy & Society* activities to teach or assess mastery of the music and dance in the areas of artistic perception, creative expression, historical and cultural context, aesthetic valuing and making connections, relationships, and applications. It is the goal of this document to help teachers provide students with lessons and activities that reinforce these performing arts skills while also covering the required content area subjects such as science and language arts.

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<http://www.cde.ca.gov/standards.html>

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# Correlation by Standard for Music -Dance

## PreKindergarten

### 1.0 Artistic Perception

Students read, notate, listen, listen to, analyze, and describe music and other aural information, using the terminology of music.

*Listen to, analyze, and describe music*

- 1.3 Use body movement to respond to dynamics and tempo.

**Energy & Me video “Energy & Me” and “Water Cycle”**

Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.

*Development of motor skills and technical expertise.*

- 1.1 Move in a variety of directed ways

- 1.2 Imitate the movements shown.

**Energy & Me video “Energy & Me” and “Water Cycle”**

### 2.0 Creative Expression

Students apply vocal instrumental music skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology where appropriate.

*Apply vocal and instrumental skills*

- 2.1 Move or use body percussion to demonstrate awareness of beat and tempo.

- 2.2 Use the voice to speak, chant, and sing.

**Energy & Me CD “Energy & Me”, “Water Cycle”, “Yummy Yummy”**

Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance.

*Creation/Invention of dance movements.*

- 2.1 Create movements that reflect a variety of daily tasks and activities

- 2.3 Respond spontaneously to difference types of music and rhythms.

**Energy & Me video “Energy & Me”, “Water Cycle”**

### 4.0 Aesthetic Valuing

Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.

*Derive meaning*

- 4.1 Create movements in response to music.

- 4.2 Participate freely in musical activities.

**Energy & Me CD – any song**

### 5.0 Connections, Relationships, Applications

Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They learn about careers in and related to music.

*Careers and career-related skills*

- 5.2. Demonstrate an awareness of music as part of daily life.

**Activity Guide – Activity 1: Energy Detectives – variation for Younger Students**

# Kindergarten

## 1.0 Artistic Perception

Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.

*Development of motor skills and technical expertise.*

- 1.1 Build the range and capacity to move in a variety of ways.

*Development of dance vocabulary*

- 1.4 Perform simple movements in response to oral instructions (e.g., walk, run, reach).

**Energy & Me video – “Energy & Me” and “Water Cycle” dances**

## 2.0 Creative Expression

Students apply vocal and instrumental musical skills in performing a varied repertoire of music.

They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.

*Apply vocal and instrumental skills.*

- 2.3 Sing age-appropriate songs from memory.

**Lyrics to Billy B’s songs are found in the Activity Guide, pages 69-75.**

Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance.

*Creation/Invention of dance movements.*

- 2.4 Respond spontaneously to different types of music, rhythms, and sounds.

**Use the Energy & Me video and CD**

## 3.0 Historical and Cultural Context

Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.

*Diversity of music.*

- 3.4 Use developmentally appropriate movements in responding to music from various genres and styles (rhythm, melody).

**Energy & Me video “Energy & Me” and “Water Cycle”**

## 4.0 Aesthetic Valuing

Students apply vocal and instrumental musical skills in performing a varied repertoire of music.

They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.

*Apply vocal and instrumental skills.*

- 4.1 Create movements that correspond to specific music.

**Energy & Me CD and video – “Water Cycle”**

- 4.2 Identify, talk about, sing, or play music written for specific purposes (eg. Work song, lullaby).

**Lyrics to Billy B’s songs are found in the Activity Guide, pages 69-75.**

Students critically assess and derive meaning from works of dance, performance of dancers, and original works based on the elements of dance and aesthetic qualities.

*Description, analysis, and criticism of dance*

- 4.1 Explain basic features that distinguish one kind of dance from another (e.g., speed, force/energy use, costume, setting, music)

**Compare dances from the Energy & Me video**

## 5.0 Connections, Relationships, Applications

Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They learn about careers in and related to music.

*Connections and applications*

- 5.1 Use music, together with dance, theatre, and the visual arts, for storytelling.

**Lyrics to Billy B's songs are found in the Activity Guide, pages 69-75.**

## Grade One

### 2.0 Creative Expression

Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance.

*Creation/Invention of dance movements.*

- 2.2 Respond in movement to a wide range of stimuli (e.g., music, books, pictures, rhymes, fabrics, props).

**Use objects illustrated in "Where's the Energy" posters from Energy Detectives ( Activity 1) to communicate an idea of how it moves.**

*Application of choreographic principles and processes to creating a dance*

- 2.5 Imitate simple movement patterns.

**Use Energy & Me video "Energy & Me" or "Water Cycle"**

*Communication of meaning in dance*

- 2.6 Perform improvised movement ideas for peers.

**Use Energy & Me CD – "Yummy Yummy" to improvise movements.**

Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.

*Apply vocal and instrumental skills.*

- 2.1 Sing with accuracy in a developmentally appropriate range.

- 2.2 Sing age-appropriate songs from memory.

**Use Energy & Me CD to teach "Energy & Me", "Water Cycle" and "Yummy Yummy".**

### 4.0 Aesthetic Valuing

Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.

*Apply vocal and instrumental skills.*

- 2.1 Create movements to music that reflect focused listening.

- 2.2 Describe how ideas or moods are communicated through music.

**Use Energy & Me CD to teach "Energy & Me" and "Water Cycle"**

Students critically assess and derive meaning from works of dance, performance of dancers, and original works based on the elements of dance and aesthetic qualities.

*Description, analysis, and criticism of dance*

- 4.1 Use basic dance vocabulary to identify and describe a dance observed or performed (e.g., shapes, levels, directions, tempo/fast-slow).

*Meaning and impact of dance*

- 4.2 Describe how they communicate an idea or a mood in a dance (e.g., with exaggerated everyday gestures or emotional energies)

**Use *Energy & Me* video to observe and identify dance vocabulary and communication techniques.**

## **5.0 Connections, Relationships, Applications**

Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They learn about careers in and related to music.

*Careers and career-related skills*

- 5.2 Describe how the performance of songs and dances improves after practice and rehearsal.

**Use “Energy & Me” or “Water Cycle” songs in a class performance.**

Students apply what they learn to dance to learning across subject areas. They develop competencies and create skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to dance.

*Connections and applications across disciplines.*

- 5.1 Demonstrate curricular concepts through dance (e.g., growth cycle, animal movement).

**Use *Energy & Me* video to view “Water Cycle”. Use music CD “Yummy Yummy” to create a dance.**

- 5.2 Give examples of how dance relates to other subjects (e.g., mathematics – shape, counting, language arts – beginning, middle and end.).

**Relate songs to grade level science concepts dealing with the water sources of energy (refer to PLT’s correlations to CA Science Standards for example)**

## **Grade Two**

### **1.0 Artistic Expression**

Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.

*Development of motor skills and technical expertise*

- 1.1 Show a variety of combinations of basic locomotor skills (e.g., walk and run, gallop and jump, hop and skip, slide and roll.
- 1.2 Show a variety of combinations of axial movements (e.g., swing and balanced shapes, turn and stretch, bend and twist.

**Use any of the Billy B songs to reinforce these skills.**

### **2.0 Creative Expression**

Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.

*Apply vocal and instrumental skills.*

- 2.1 Sing with accuracy in a developmentally appropriate range
- 2.2 Sing age-appropriate songs from memory.

**Lyrics to Billy B’s songs are found in the Activity Guide, pages 69-75.**

### 3.0 Historical and Cultural Context

Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.

*Role of music*

- 3.1 Identify the uses of specific music in daily or special events.

**Use Billy B's lyrics to identify how music addresses special events.**

### 4.0 Aesthetic Valuing

Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.

*Derive meaning*

- 4.3. Identify how musical elements communicate ideas or moods.

**Use "Water Cycle" and "Rock and Roll of Photosynthesis" songs to analyze how music communicates ideas.**

Students critically assess and derive meaning from works of dance, performance of dancers, and original works based on the elements of dance and aesthetic qualities.

*Description, analysis and criticism of dance*

- 4.1 Use basic dance vocabulary to name and describe a dance observed or performed (e.g., levels, rhythm patterns, type of energy).

- 4.2 Describe how the movement in dances of peers communicates ideas or moods to the viewer (e.g., ocean environment or a sad or joyous dance).

- 4.3 Describe the similarities and differences in performing various dances (e.g., direction changes, steps, type of energy and tempo).

**Use the *Energy & Me* video to observe dances and follow with a discussion of these standards.**

## Grade Three

### 1.0 Artistic Expression

Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.

*Development of motor skills and technical expertise*

- 1.1 Combine and perform basic locomotor skills, moving on a specific pathway (eg., skip in circles, slide in zigzags, run in a variety of linear paths). Combine and perform locomotor and axial movements (e.g., walk and turn, stretch and slide).

*Comprehension and analysis of dance elements*

- 1.2 Perform short movement problems, emphasizing the element of force/energy (e.g., swing, melt, explode, quiver)

**Use songs and dance from *Energy & Me* video to reinforce these skills.**

### 2.0 Creative Expression

Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.

*Apply vocal and instrumental skills.*

- 2.1 Sing with accuracy in a developmentally appropriate range

- 2.2 Sing age-appropriate songs from memory, including rounds, partner songs and ostinatos.  
**Lyrics to Billy B's songs are found in the Activity Guide, pages 69-75.**

#### **4.0 Aesthetic Valuing**

Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.

*Analyze and critically assess*

- 4.1 Select and use specific criteria in making judgments about the quality of a musical performance.

*Derive meaning*

- 4.4 Describe how specific musical elements communicate particular ideas or moods in music.  
**Use *Energy & Me* CD and video to accomplish these standards.**

Students critically assess and derive meaning from works of dance, performance of dancers, and original works based on the elements of dance and aesthetic qualities.

*Description, analysis and criticism of dance*

- 4.1 Name specific criteria to assess the quality of a dance performance of peers (e.g., focus, level of personal involvement, physical control).

*Meaning and impact of dance*

- 4.3 Explain how a performer's dance skills contribute to communication of ideas and moods when performing a dance (e.g., focus, strength, coordination).  
**Use *Energy & Me* video to reinforce these standards.**

## **Grade Four**

#### **1.0 Artistic Expression**

Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.

*Development of motor skills and technical expertise*

- 1.1 Demonstrate mental concentration and physical control in performing dance skills.  
1.2 Demonstrate the ability to use smooth transitions when connecting one movement phrase to another.

**Use song-dances from the *Energy & Me* video to teach a dance performance that reinforce these standards.**

#### **3.0 Creative Expression**

Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance.

*Communication of meaning in dance*

- 2.5 Convey a range of feelings through shape/postures and movements when performing for peers.  
2.6 Perform improvised movement and dance studies with focus and expression.

**Use song-dances from the *Energy & Me* video to teach a dance performance that reinforce these standards.**

#### **4.0 Aesthetic Valuing**

Students critically assess and derive meaning from works of dance and the performance of dancers and original works based on the elements of dance, and aesthetic qualities.

*Meaning and impact of dance.*



- 4.4 Describe ways in which a dancer effectively communicates ideas and moods (strong technique, projection, and expression).  
**Use song-dances from the *Energy & Me* video to teach a dance performance that reinforce this standard.**

## Grade Five

### 1.0 Artistic Expression

Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.

*Development of dance vocabulary*

- 1.5 Use appropriate vocabulary to describe dances.  
**Use one of the dances from the *Energy & Me* video to reinforce this standard.**

### 2.0 Creative Expression

Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance.

*Creation/invention of dance movement*

- 2.1 Create, memorize, and perform complex sequences of movement with greater focus, force/energy, and intent.  
2.2 Invent multiple possibilities to solve a given movement problem and analyze problem-solving strategies and solutions.

*Communication of meaning in dance*

- 2.5 Convey a wide range of feelings and expression through gestures, posture, and movement.  
**After viewing one of the dances performed in the *Energy & Me* video, create a new dance with attention to these standards.**

### 4.0 Aesthetic Valuing

Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.

*Analyze and critically assess*

- 4.1 Identify and analyze differences in tempo and dynamics in contrasting music selections.

*Derive meaning*

- 4.2 Develop and apply appropriate criteria to support personal preferences for specific musical styles.  
**Use songs from the *Energy & Me* CD to teach to analyze and derive meaning from different music styles offered and that reinforce these standards.**

### 5.0 Connections, Relationships, Applications

Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They learn about careers in and related to music.

*Connections and applications*

- 5.1 Explain the role of music in community events.  
**Use the *Energy & Me* CD or video to learn a song for a community event. Discuss the role of music in community events.**

# Grade Six

## 1.0 Artistic Expression

Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.

*Development of dance vocabulary*

- 1.1 Demonstrate focus, physical control, coordination, and accurate reproduction in performing locomotor and axial movement.
- 1.2 Incorporate a variety of force/energy qualities into executing a full range of movements.  
**Have students learn one of the dances from the *Energy & Me* video which incorporate the dance movements.**

*Comprehension and analysis of dance elements*

- 1.3 Identify and use force/energy variations when executing gesture and locomotor and axial movements.

*Development of dance vocabulary*

- 1.4 Describe and analyze movements observed and performed, using appropriate dance vocabulary.  
**Use the *Energy & Me* video to describe and analyze dances performances.**

## 2.0 Creative Expression

Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance.

*Communication of meaning in dance through dance performance*

- 2.7 Demonstrate an awareness of the body as an instrument of expression when rehearsing and performing.
- 2.8 Revise, memorize and rehearse dance studies for the purpose of performing for others.

*Development of partner and group skills*

- 2.9 Demonstrate an ability to cooperate and collaborate with a wide range of partners and groups (e.g., imitating, leading/following, mirroring, calling/responding, echoing, sequence building).  
**Use dances from the *Energy & Me* CD and video to accomplish these standards.**

## 4.0 Aesthetic Valuing

Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.

*Analyze and critically assess*

- 4.1 Develop criteria for evaluating the quality and effectiveness of musical performances and compositions, including arrangements and improvisations, and apply the criteria in personal listening and performing.

*Derive meaning*

- 4.2 Explain how various aesthetic qualities convey images, feeling, or emotion.
- 4.3 Identify aesthetic qualities in a specific musical work.

Students critically assess and derive meaning from works of dance and the performance of dancers and original works based on the elements of dance, and aesthetic qualities.

*Meaning and impact of dance*

- 4.4 Distinguish the differences between viewing live and recorded dance performances.  
**Utilize the songs and dance from the *Energy & Me* CD and video to reinforce these standards.**

## 5.0 Connections, Relationships, Applications

Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They learn about careers in and related to music.

*Connections and applications*

- 5.1 Describe how knowledge of music connects to learning in other subject areas.

**Use the *Energy & Me* CD and video to analyze these aspects of music.**

# Grade Seven

## 1.0 Artistic Expression

Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.

*Development of motor skills, technical expertise, and dance movements*

- 1.1 Demonstrate increased focus, physical control, coordination, skill, and accurate reproduction in performing locomotor and axial movement.
- 1.2 Demonstrate increased ability and skill to sustain longer and more complex movement sequences for expression in a variety of dance styles.

**Use the dances described on the *Energy & Me* video to reinforce these standards.**

*Development of dance vocabulary*

- 1.5 Use appropriate dance vocabulary to describe everyday gestures and other movements observed in viewing live or recorded dance performances. (Descriptions may take the form of a drawing or video/computer documentation).

**Use the *Energy & Me* video to reinforce this standard.**

## 4.0 Aesthetic Valuing

Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.

*Analyze and critically assess*

- 4.1 Use criteria to evaluate the quality and effectiveness of musical performances and compositions.

**Use the *Energy & Me* music to apply this standard.**

## 5.0 Connections, Relationships, Applications

Students apply what they learn in dance across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They learn about careers in and related to dance.

*Connections and applications across disciplines*

- 5.1 Identify and use difference sources to generate ideas for dance composition (e.g., poetry, photographs, political/social issues).

**Analyze both the songs and dances on *Energy & Me* to accomplish this standard.**

## Grade Eight

### 1.0 Artistic Expression

Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.

*Comprehension and analysis of dance elements*

- 1.4 Analyze gestures and movements viewed in live or recorded professional dance performances and apply that knowledge to dance activities.

*Development of dance vocabulary*

- 1.5 Identify and analyze the variety of ways a dancer can move, using space, time, and force/energy vocabulary.

**Use the *Energy & Me* dance video to reinforce these standards.**

### 4.0 Aesthetic Valuing

Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.

*Analyze and critically assess*

- 4.1 Use detailed criteria for evaluating the quality and effectiveness of musical performances and compositions and apply the criteria to personal listening and performing.

**Use the *Energy & Me* video to reinforce this standard.**

Students critically assess and derive meaning from works of dance, performance of dancers, and original works based on the elements of dance and aesthetic qualities.

*Description, analysis, and criticism of dance*

- 4.1 Identify preferences for choreography and discuss those preferences, using the elements of dance.

*Meaning and impact of dance*

- 4.2 Explain the advantages and disadvantages of various technologies in the presentation of dance (e.g., video, film, computer, DVD, recorded music).

- 4.3 Describe and analyze how differences in costumes, lighting, props, and venues can enhance or detract from the meaning of the dance.

**Use the dances from *Energy & Me* to reinforce these standards.**

### 5.0 Connections, Relationships, Applications

Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They learn about careers in and related to music.

*Connections and applications*

- 5.1 Compare in two or more art forms how the characteristic material of each art (sound in music, visual stimuli in visual arts, movement in dance, human relationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into a work of art.

- 5.2 Describe how music is composed and adapted for use in film, video, radio, and television.

**Use the *Energy & Me* CD and video to reinforce these standards.**