

First Grade: Dance Curriculum

Unit: Dancers use their bodies to move through space with awareness and control

Time: Septembers- November

Essential Questions

- Why is space important to a dancer?
- How do dancers use the space around them?
- What must dancers do to move with control and awareness?

Enduring Understandings

- Space is a tool of the dancer. Dancers explore and use space when they move.
- Dancers need to be aware of themselves and of others in space. (Spatial Awareness)
- Our bodies can move in many ways. (Body Awareness)
- We explore and learn new ways of moving, and practice the movement skills we already know.
- Dancers demonstrate body control while moving through space. (Body Control)
- A dance has a beginning, movements that change in the middle, and then an ending.
- Dancing develops rhythmic capacity. It builds childrens' rhythmic capacity through experiences with steady beat, simple rhythmic movements (i.e., locomotor movements), tempo and musical response.
- Dancers are always finding new ways to move.
- Our bodies can move in many ways.
- Dancers perform with focus, concentration and control.
- A "stage" is created whenever and wherever we perform

Standards:

1.1.2.A.4 Apply and adapt isolated and coordinated body part articulations, body alignment, balance, and body patterning.

1.3.2.A.2 Create and perform planned and improvised movement sequences, alone and in small groups, with variations in tempo, meter, rhythm, spatial level (i.e., low, middle, and high), and spatial pathway.

1.3.2.A.3 Define and maintain personal space, concentrate, and appropriately direct focus while performing movement skills.

1.3.2.A.4 Create and perform original movement sequences alone and with a partner using locomotor and non-locomotor movements at various levels in space.

1.4.2.A.3 Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).

Benchmark Assessment(s)

- As a class, prepare a movement demonstration to show what you have learned about how dancers use the space around them. Perform for an audience. You may use words and pictures in your demonstration as well as movements.

Other Assessments

- ✓ Teacher observation
- ✓ Student Growth Objectives
- ✓ Dress Rehearsals
- ✓ Final performances

Materials

- Music & Audio player: CD, radio, Bluetooth speaker, iPod
- Students should wear appropriate clothing and footwear

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SUGGESTED ACTIVITIES

- Start and stop/freeze on cue
- Move through space with control (without touching others)
- Understand and demonstrate the difference between moving in general and self space
- Travel using simple locomotor steps: walk, run, hop, jump, leap, gallop and skip.
- Understand and demonstrate the difference between moving in general and self space
- Discriminate between high, middle and low levels; introduce middle level
- Create a variety of shapes in space alone and with a partner
- Create/design partner shapes using the same or different shapes
- Create shapes that are still, that move in self space, and shapes that travel
- Relate to a partner in space using relationship words/prepositions (over, under, around, etc.)
- Travel with movements on different levels
- Demonstrate level changes in improvised movements
- Dance in directions other than forwards
- Distinguish between and move on straight and curved pathways
- Make movements bigger or smaller in response to teacher cues
- Travel through space using simple locomotor steps: walk, run, hop, jump, leap, gallop and skip.
- Find new ways to travel through space (e.g., travel without using your feet; on a low level, etc.)
- Demonstrate the ability to vary control and direct force/energy used in basic locomotor movements (e.g., skip lightly, jump heavily, land quietly)
- Perform locomotor and non-locomotor movements with confidence (including movement opposites)
- Move between movement opposites, changing from one to the other (fast then slow; high then low)
- Demonstrate the difference between turning and circling
- Demonstrate an appropriate level of body control while moving
- Move through and in space with control (safely and without touching others)
- Move freely within a guided exploration or improvisational structure
- Make changes in movement in response to simple verbal cues and independently.
- Begin a movement exploration/improvisation in a shape/stillness, and end it in a shape/stillness
- Recognize the steady beat, and move to varying tempi of steady beats
- Experience the kinesthetic feeling of moving to both duple and triple meters
- Identify tempo contrasts both conceptually and kinesthetically (long/short; fast/slow; sudden/sustained)
- Differentiate between locomotor steps with a even steady beat, and those with uneven dotted rhythms (e.g., gallop and skip)
- Change from a locomotor step with an even rhythm to a locomotor step with an uneven rhythm on the teacher's cue
- Demonstrate rhythmic accuracy in performing simple rhythmic movements or movement patterns
- Move to the rhythm of nursery rhymes

REINFORCEMENT

- Provide written, visual, auditory, and hands on manipulatives/activities to meet all learning styles.
- Modify worksheets for individual needs, use leveled support materials, peer tutoring and individualize instruction for special needs and accelerated students.
- Allow students to revise, rethink, and refine their understanding of the topics covered: Use subject matter questioning to review and activate prior learning.
- Give timely feedback on formative assessments and allow time for review.
- Work cooperatively with classmates.

ENRICHMENT

- Allow students to use technology to express themselves through another medium.
- Allow students to create a multimedia presentation.
- Have students view great performances through online video.
- Use recording techniques to record and evaluate skills learned.

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- "Sing" the rhythm of simple rhythmic steps or patterns
- Respond to various stimuli with original movement
- Understand and demonstrate how the imagination inspires movement
- Explore movement possibilities freely
- Solve movement problems using the process of improvisation
- Perform for others (informally or formally) with concentration and focus
- Perform movement with skill and control
- Articulate the difference between an audience and performer
- Understand the concept of a performance space
- Demonstrate quiet "voices-bodies-feet" as a performer and audience member
- Understand the concept of facing in relationship to the audience
- Identify directions in the performing space (front, back, side)
- Perform a guided improvisation with a clear beginning and ending place (either exit, entrance or shape)
- Listen and respond to music while performing

Vocabulary: Space, Self Space, General Space, Locomotor, Non-locomotor, Travel, Freeze, Space Bubble, Control (body control), Shapes, Level, Line, Curved, Straight, Twisted, Pathway, Size (Big, Small), Directions (Forward, Backward, Sideways, Circling), Travel, Freeze, Space Bubble, General Space, Self-Space, Locomotor, Non-locomotor, Movement Opposites, Change, Turn, Circle, Movement Quality Words (light, quiet, heavy, etc.), Body Control, Still, Shape, Begin, End, Change, Steady Beat, Tempo, Nursery Rhymes, Locomotor Movements (Even and Uneven), Pattern, Imagination, Explore, Movement Problem, Focus, Concentration, Control, Perform, Audience, Performance Space, Stage, Facing and Direction, Quiet voices-bodies-feet, Entrance and Exit, Beginning-Middle-End, Music

Cross-Curricular Connections

21st Century Skills- CRP4 Communicate clearly and effectively and with reason. Students may use words and pictures in demonstration as well as movements when performing for an audience.

Technology – 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue to learn about how dancers use the space around them.

SEL - Utilize positive communication and social skills to interact effectively with others when working as a class to prepare a movement demonstration to show what you have learned about how dancers use the space around them.

Language Arts- RL1.7 Use illustrations and details in a text to describe key ideas. Students use words and pictures in demonstrations as well as movements when performing for an audience.

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Unit: Dance is about discovering new and unusual movement possibilities	Time: December- February	Standards:
Essential Questions <ul style="list-style-type: none">• How do dancers discover new ways of moving?• Why is this so important?	Enduring Understandings <ul style="list-style-type: none">• Exploration and improvisation are processes by which dancers can discover new and unusual movement possibilities.• Dancers discover new ways to move when they respond with movement to a variety of stimuli.• A dance has a beginning, a middle with movements that change, and an ending.	1.1.2.A.3 Demonstrate the difference between pantomime, pedestrian movement, abstract gesture, and dance movement. 1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures. 1.3.2.A.2 Create and perform planned and improvised movement sequences, alone and in small groups, with variations in tempo, meter, rhythm, spatial level (i.e., low, middle, and high), and spatial pathway. 1.4.2.A.4 Distinguish patterns in nature found in works of dance, music, theatre, and visual art. 1.4.2.B.1 Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.
Benchmark Assessment(s) <ul style="list-style-type: none">➤ As a class, reflect on what you've "discovered" in this module about finding new movement possibilities. Then, improvise a simple two-part dance that contrasts two opposites (i.e., spatial opposites, sad vs. glad). You may use "new and unusual" movements you have already discovered in class. You may discover new things while improvising. The teacher will let you know when to change from one concept/idea to its opposite (e.g., low to high/fast/slow, sharp/smooth). Begin your dance in a shape, and end the dance in a shape. Talk about any new movement discoveries seen or experienced in this performance.		Other Assessments <ul style="list-style-type: none">✓ Teacher observation✓ Student Growth Objectives✓ Dress Rehearsals✓ Final performances Materials <ul style="list-style-type: none">• Music• Audio player: CD, radio, Bluetooth speaker, iPod• Students should wear appropriate clothing and footwear

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SUGGESTED ACTIVITIES

- Sustain concentration and focus in movement explorations and improvisations
- Solve simple movement problems with confidence
- Respond with original movements to a wide variety of stimuli, imagery and teacher movement cues
- Begin and end explorations and improvisations with a still shape

REINFORCEMENT

- Provide written, visual, auditory, and hands on manipulatives/activities to meet all learning styles.
- Modify worksheets for individual needs, use leveled support materials, peer tutoring and individualize instruction for special needs and accelerated students.
- Allow students to revise, rethink, and refine their understanding of the topics covered: Use subject matter questioning to review and activate prior learning.
- Give timely feedback on formative assessments and allow time for review.
- Work cooperatively with classmates.

ENRICHMENT

- Allow students to use technology to express themselves through another medium.
- Allow students to create a multimedia presentation.
- Have students view great performances through online video.
- Use recording techniques to record and evaluate skills learned.

Vocabulary: Movement Problems, Explore, Discover, Beginning/Ending, Still Shape, Ideas for Movement (Stimuli), Beginning/Ending, Still Shape

Cross-Curricular Connections

21st Century Skills – CRP.4 Communicate clearly and effectively and with reasons when as a class , students reflect on what has been "discovered" in this module about finding new movement possibilities.

Technology – 8.1.2.E.1 – Use digital tools and online resources to explore a problem or issue when creating a simple two-part dance that contrasts two opposites (i.e., spatial opposites, sad vs. glad).

SEL – Utilize positive communication and social skills to interact effectively with others when reflecting as a class on discussing what has been discovered in this module.

Language Arts – RL.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text when improvising a simple two-part dance that contrasts two opposites (i.e., spatial opposites, sad vs. glad).

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Unit: People dance for many reasons

Time: March-June

Standards:

1.2.2.A.1 Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.

1.3.2.A.1 Create and perform planned and improvised movement sequences using the elements of dance, with and without musical accompaniment, to communicate meaning around a variety of themes.

1.3.2.A.4 Create and perform original movement sequences alone and with a partner using locomotor and non-locomotor movements at various levels in space.

1.4.2.B.2 Apply the principles of positive critique in giving and receiving responses to performances.

Essential Questions

- Why, where and when do people dance?
- Why do you dance?

Enduring Understandings

- Folk/traditional dances are composed of step patterns and sequences of steps.
- Folk/traditional dances use locomotor steps with even and uneven rhythms.
- Folk/traditional and social dances have names.
- Dance patterns or steps often have names.
- There are dance works in many styles that names, or titles, i.e., "The Nutcracker."
- Dancers need to cooperate with each other when performing folk/traditional dances.
- Dance is an important part of our lives.
- Different dance styles use different costumes.

Benchmark Assessment(s)

- As a class, create a simple pattern dance that expresses a special classroom event or occasion, e.g., a birthday dance, a "lost tooth" dance, a beginning or ending of the week dance. Decide as a class what your dance will be about. Contribute, or share an idea(s) in the process of creating the dance. Perform it throughout the year as a class. Share it with others and practice giving a positive critique. Teacher Note: Prior to the assessment, learn at least two simple folk, or pattern dances as a class that are done for specific reasons or occasions.

Other Assessments

- ✓ Teacher observation
- ✓ Student Growth Objectives
- ✓ Dress Rehearsals
- ✓ Final performances

Materials

- Music
- Audio player: CD, radio, Bluetooth speaker, iPod
- Students should wear appropriate clothing and footwear

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SUGGESTED ACTIVITIES

- Imitate simple movement patterns and sequences
- Identify locomotor steps and patterns as part of folk/traditional and social dances
- Compare locomotor steps used in dances learned
- Feel and move to a steady beat
- Execute locomotor steps or patterns with rhythmic accuracy
- Respond to music with rhythmic accuracy
- Execute simple rhythmic patterns in performing a folk/traditional dance
- Respond to the music of a given folk/traditional dance with rhythmic accuracy
- Respond to the music of a given folk/traditional dance with movement exploration/guided improvisation
- Name folk/traditional and/or social dances learned
- Name simple movement steps and patterns
- Recognize and name several classic dance works from the 19th and 20th century, i.e., Nutcracker.
- Cooperate with others to perform a dance
- Explain why people dance
- Talk about where, when and why they (and their) families dance
- Recognize that there are many styles of dance
- Describes costumes used for folk/traditional and/or social dances learned
- Recognizes and describes aspects of style and costuming of a dance

REINFORCEMENT

- Provide written, visual, auditory, and hands on manipulatives/activities to meet all learning styles.
- Modify worksheets for individual needs, use leveled support materials, peer tutoring and individualize instruction for special needs and accelerated students.
- Allow students to revise, rethink, and refine their understanding of the topics covered: Use subject matter questioning to review and activate prior learning.
- Give timely feedback on formative assessments and allow time for review.
- Work cooperatively with classmates.

ENRICHMENT

- Allow students to use technology to express themselves through another medium.
- Allow students to create a multimedia presentation.
- Have students view great performances through online video.
- Use recording techniques to record and evaluate skills learned.

Vocabulary: Pattern, Sequence, Locomotor, Steady Beat, Rhythm, Folk/Traditional Dance, Social Dance, Dance Styles, Cooperation, Costumes

Cross-Curricular Connections

21st Century Skills – CRP4 Communicate clearly and effectively and with reasons when working as a class to create a simple pattern dance that expresses a special classroom event or occasion, e.g., a birthday dance, a "lost tooth" dance, a beginning or ending of the week dance.

Technology – 8.1.2.E.1 – Use digital tools and online resources to explore a problem or issue when students learn at least two simple folk, or pattern dances as a class that are done for specific reasons or occasions.

SEL – Utilize positive communication and social skills to interact effectively with others when contributing or sharing an idea(s) in the process of creating the dance.

Language Arts – RL.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text when recognizing and naming several classic dance works from the 19th and 20th century, i.e., Nutcracker.