

# Fourth Grade: Dance Curriculum

**Unit: In dance, the body is an instrument of expression**

**Time: September- November**

## **Standards:**

1.1.5.A.3 Determine how accompaniment (such as sound, spoken text, or silence) can affect choreography and improvisation.

1.3.5.A.4 Demonstrate developmentally appropriate kinesthetic awareness of basic anatomical principles, using flexibility, balance, strength, focus, concentration, and coordination.

1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.

1.4.5.B.1 Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.

## **Essential Questions**

- What makes movement expressive?
- How can we move expressively? How does the body become an instrument of expression?
- What are expressive tools of the dancer?

## **Enduring Understandings**

- Understanding Laban's idea of Effort and his eight Effort Actions helps dancers to channel their energy into expressive movements and performances.
- Dancers practice and take risks in order to develop their movement skills, or technique.
- Dancers need to develop their kinesthetic sense in order to perform expressively.
- Focus is of great importance in performing.
- Dancers need to find their center in order to take risks and move off-center.
- Dancers need to be able to shift their weight effortlessly in order to perform expressively and with proper flow.
- Dance phrases are created around a thought or movement idea.
- Transitions connect one movement phrase to another.
- Choreographers develop movement phrases and sequences using the principles of variety, contrast and unity.
- Musical phrasing gives expressive quality to movements.
- When dancers build their movement skills/technique, they are better able to find interesting movement possibilities.
- Dancers train their bodies to perform with focus and expression.
- Dancers perform together.

## **Benchmark Assessment(s)**

- Create two expressive dance phrases of different lengths based on a stimulus or idea chosen by the group. Use a smooth transition to join the two phrases creating a short expressive dance study. Decide as a class whether the phrases will be created using 1) external rhythm, 2) internal rhythm, or 3) a piece of music with clear phrasing changes. Classmates will practice assessing each other's dances using a rubric.

## **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

# Fourth Grade: Dance Curriculum

## SUGGESTED ACTIVITIES

- Use bound and free flow in executing dance movements and phrases
- Explore the eight Laban Effort Actions; use in creating expressive dance phrases
- Demonstrates muscular control of the body in modulating its output of energy, e.g., capable of bursts of power as well as quiet moments, etc.
- Explore single vs. multiple focus
- Change focus while moving in space
- Explore the aesthetic potential of focus and shape
- Identify and kinesthetically sense movement that is centered and off-center
- Demonstrate a kinesthetic sense of center
- Execute simple movement phrases contrasting centered and off-centered movements
- Articulate the concept of "kinesthetic sense" and its importance to dancers
- Execute more complex locomotor steps that involve weight shift, i.e., twostep, grapevine, step-ball-change, schottische, polka, pas de bouree
- Accurately reproduce movements in space with proper timing and dynamic modulation
- Demonstrate a sense of "body connections; ie, move using both the upper and lower body; execute lateral as well as cross-lateral movements
- Execute quarter, half and whole turns (i.e., pivoting, jumping in place, in the air)
- Execute pivot turns
- Design shapes individually or with others focusing on the use of positive and negative space (ie, Shape-Add-On activity)
- Identify and develop a movement idea
- Create a phrase with meaning, based on a thought or movement idea
- Execute smooth transitions between individual movements or shapes, and between movement phrases
- Explore and apply the principles of variety, contrast and unity to movement sequences and phrases
- Use internal body rhythms to perform various gaits and non-metered motions. (kinetic phrasing)
- Understand and be able to replicate and create movement based on the concept of metric, or external rhythm (duration)
- Use both metric and kinetic phrasing in creating movement phrases
- Hear and respond with movement to phrasing in a piece of music (music visualization)
- Experience different lengths of phrases in a piece of music
- Hear and respond to different/contrasting tempo layers in a piece of music
- Move in unison: 1) to a beat or rhythm, or 2) by sensing the timing of the group
- Dancers are able to apply their movement skills in solving movement problems.
- Define expressive movement; perform and create expressive movement sequences and phrases
- Demonstrate focus and concentration/engagement while moving and while performing for others
- Demonstrate body control and awareness in performing movement

## 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.

# Fourth Grade: Dance Curriculum

- Demonstrate a sense of the group when performing with others
- Cooperate with others in performance

**Vocabulary:** Laban, Effort, Bound vs. Free Flow, Direct/Indirect, Strong/Light, Sudden/Sustained, Effort Actions: Float, Punch, Thrust), Glide, Slash, Dab, Wring, Flick and Press, Focus, Kinesthetic, Kinesthetic Sense, Balance, Centered, Off-Center, Technique, Risk, Turns: Quarter, Half, Whole, Shifting Weight, Positive/Negative Space, Shape/Design, Phrase, Transition, Movement Idea, Variety, Contrast, Unity, Musical Phrasing, Internal Rhythm (Kinetic), Non-metered music, Pulse, External Rhythm (Metric), Metered Music, Duration, Note Value, Music Visualization, Expressive Movement, Contrast, Group Awareness, Sense the Group, Technique, Creativity, Expression, Expressive, Focus, Concentration/Engagement, Control, Awareness (Self and Group), Cooperation

## Cross-Curricular Connections

### **21st Century Skills:**

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

CRP4 Communicate clearly and effectively and with reason.

CRP6 Demonstrate creativity and innovation.

### **Technology:**

8.2.5.C.4 Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models (choreography).

8.1.5.D.1 Understand the need for and use of copyrights.

8.1.5.D.2 Analyze the resource citations in online materials for proper use.

### **Social and Emotional Learning:**

Self-Awareness – Recognize one’s feelings and thoughts.

Self-Management – Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals.

Social Awareness – Demonstrate an understanding of the need for mutual respect when viewpoints differ.

Responsible Decision-Making – Identify the consequences associated with one’s actions in order to make constructive choices.

Relationship Skills – Utilize positive communication and social skills to interact effectively with others.

Math- 4.MD.C.5 Recognize angles as geometric shapes that are formed whenever two rays share a common endpoint, and understand concepts of angle measurements.

# Fourth Grade: Dance Curriculum

**Unit:** Dance can happen in the moment, or it can be developed, set and memorized

**Time:** December- February

## **Standards:**

1.3.5.A.2 Use improvisation as a tool to create and perform movement sequences incorporating various spatial levels (i.e., low, middle, and high), tempos, and spatial pathways.

1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.

1.4.5.A.3 Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).

## **Essential Questions**

- How does the choreographic process help us discover and refine movement material?
- What is the relationship between choreographing and performing?

## **Enduring Understandings**

- The choreographic process is similar to the writing process. The process consists of collecting movement ideas; exploring/improvising; choosing and developing movement; re-working; rehearsing and refining; and performing.
- Improvisation is a tool in the choreographic process. Improvising is creating spontaneously - alone or with others.
- Choreographers work to recall movements from their explorations and improvisational work. These movements, or movement ideas, can then be developed as part of the choreographic process.
- Choreographers use the principles of design to develop movement ideas into phrases, and then studies as part of the choreographic process.
- Dancers memorize movement for performance. Memorization is an important skill for dancers.
- Movement, or dance, phrases are created around a thought or movement idea.

## **Benchmark Assessment(s)**

- SWBAT use the choreographic process to develop a short dance study (2-3 phrases) around an idea. Describe your process, and compare it to the writing process. You may write out the description and comparison, use drawings, maps, etc.

## **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

# Fourth Grade: Dance Curriculum

## SUGGESTED ACTIVITIES

- Describe, discuss and analyze the choreographic process
- Use the choreographic process to create a movement study
- Understand and explain the role of improvisation in the choreographic process
- Use improvisation in choreographing movement phrases and studies
- Improvise freely and with confidence, alone and with others
- Recall interesting movements or movement combinations from the processes of exploration and improvisation
- Develop a movement idea gleaned from the process of exploration/improvisation
- Develop a simple movement idea into a phrase using basic principles of design
- Recall and choose movement ideas (from exploration and improvisation) to develop into a phrase
- Explore, improvise and compose movement phrases based on each of the principles of design
- Learn and perform simple movement phrases based on the principles of design
- Memorize movement sequences, phrases and studies and perform them with accuracy
- Develop strategies to memorize movement
- Create a phrase with meaning, i.e., based on a thought or movement idea
- Develop a movement phrase using the steps of the choreographic process (improvisation, movement recall, movement development)

## 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:** Choreographic Process, Explore/Improvise, Develop, Refine/Revise, Rehearse, Perform, Improvise, Improvisation, Movement Problem, Movement Solution, Recall, Choreographer, Choreographic Process, Movement Development, Movement Idea, Phrase, Principles of Design (variety, contrast, unity and repetition), Choreographic Process, Memorize, Performer, Performance

### Cross-Curricular Connections

#### **21st Century Skills:**

CRP4 Communicate clearly and effectively and with reason.

CRP6 Demonstrate creativity and innovation.

#### **Technology:**

8.2.5.C.4 Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models (choreography).

8.1.5.D.1 Understand the need for and use of copyrights.

8.1.5.D.2 Analyze the resource citations in online materials for proper use.

8.1.5.A.3 Use graphic organizer to organize information about problem or issue.

#### **Social and Emotional Learning:**

Self-Awareness – Recognize one's feelings and thoughts.

Self-Management – Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals.

# Fourth Grade: Dance Curriculum

*Social Awareness – Demonstrate an understanding of the need for mutual respect when viewpoints differ.*

*Responsible Decision-Making – Identify the consequences associated with one’s actions in order to make constructive choices.*

*Relationship Skills – Utilize positive communication and social skills to interact effectively with others.*

**Language Arts-** *RL.4.9 Compare, contrast, and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g. mysteries and adventure stories) on their approaches to similar themes and topics.*

# Fourth Grade: Dance Curriculum

<b>Unit: Dances reflect the time and place where they are created and performed</b>		<b>Time: March- June</b>	<b>Standards:</b>
<b>Essential Questions</b> <ul style="list-style-type: none"><li>• How and why do traditional and social dances reflect the time and place where they are created?</li><li>• What does this tell us about the place of dance in society?</li></ul>	<b>Enduring Understandings</b> <ul style="list-style-type: none"><li>• Folk/traditional dances use rhythmic locomotor step patterns.</li><li>• Music relates to the dances it accompanies.</li><li>• Folk/traditional and social dances are group dance forms, and require cooperation on the part of the participants.</li><li>• In learning folk/traditional and social dances, participants memorize steps and step patterns.</li><li>• There are many ways to arrange a group of dancers in space. Folk/traditional dances from around the world use certain characteristic arrangements, or formations, of dancers: partner, circle, square, parallel lines, single line, or scattered formations. A particular dance may use one formation only, or the formations may change throughout the dance.</li><li>• Dances reflect the geography of the places in which they are created and performed.</li><li>• Folk/traditional dances can be identified by their musical accompaniment.</li></ul>	<p>1.2.5.A.1 Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.</p> <p>1.2.5.A.2 Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.</p> <p>1.2.5.A.3 Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.</p> <p>1.3.5.A.3 Create and perform dances alone and in small groups that communicate meaning on a variety of themes, using props or artwork as creative stimuli.</p> <p>1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.</p>	
<b>Benchmark Assessment(s)</b> <ul style="list-style-type: none"><li>➤ In a small group, create and perform an original group work using folk/traditional dances learned as your influence and inspiration. Include formation changes. Review, revise and refine your dance. Give it a title.</li></ul>		<b>Other Assessments</b> <ul style="list-style-type: none"><li>✓ Teacher observation</li><li>✓ Student Growth Objectives</li><li>✓ Dress Rehearsals</li><li>✓ Final performances</li></ul>	
		<b>Materials</b> <ul style="list-style-type: none"><li>• Music</li><li>• Audio player: CD, radio, Bluetooth speaker, iPod</li><li>• Students should wear appropriate clothing and footwear</li></ul>	

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## SUGGESTED ACTIVITIES

- Move with rhythmic accuracy to the musical accompaniment
- Describe how music relates to the dances studied
- Perform rhythmic locomotor step patterns
- Work cooperatively with others while moving
- Move in unison with other dancers
- Demonstrate self-awareness while moving
- Demonstrate an awareness of others while moving
- Identify and perform dances with different formations
- Identify and perform dances from different geographical areas of the world
- Identify and perform dances from early New Jersey
- Identify and perform folk/traditional dances with different formations
- Use changing formations within their own compositions
- Explore/improvise using changing formations
- Learn, perform and view dances from various geographical regions of the world
- Describe how geography affects the movements and styling of dances learned and viewed
- Identify the musical accompaniment for folk/traditional dances learned
- Use phrasing in the music to guide performance of patterns/sequences
- Explain how the musical accompaniment relates to the dances they have studied

## REINFORCEMENT

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**Vocabulary:** Musical Accompaniment, Locomotor Step Patterns, Cooperation, Unison, Self-awareness, Group Awareness, Memorize, Formations, Step Patterns, Geography, Formation, Partners, Circle, Square, Line (single and parallel), Scattered Formation, Musical Accompaniment, Phrasing

### Cross-Curricular Connections

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*Social Awareness – Demonstrate an understanding of the need for mutual respect when viewpoints differ.*

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*Relationship Skills – Utilize positive communication and social skills to interact effectively with others.*

**Math-** 4.MD.A.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length between the longest and shortest dance variations.