

# Fifth Grade: Dance Curriculum

**Unit: Dancers use a wide range of dynamic movements, gestures and shapes to communicate ideas and feelings**

**Time: September- November**

## **Standards:**

1.1.5.A.4 Differentiate contrasting and complimentary shapes, shared weight centers, body parts, body patterning, balance, and range of motion in compositions and performances.

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.

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.B.3 Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.

## **Essential Questions**

- What makes movement dynamic?
- How do movements, gestures and shapes become tools for communicating ideas and feelings?
- What can we communicate with dance?
- When does movement become dance?

## **Enduring Understandings**

- Movement becomes dynamic when a dancer varies his/her use of space, time and energy in performing movement.
- Dynamics refer to how the body is moving, and can be described in terms of such elements as size, use of musical phrasing, attack (sudden, gradual), energy or movement qualities, use of weight (e.g., strong or light), or flow (e.g., free, bound; tension, relaxation).
- Dynamic movement is expressive, or “colorful”.
- Dancers who have developed a strong and dynamic range of movement are better able to communicate ideas, thoughts and feelings through movement.
- Good performers are aware of and use dynamics to elevate their performance.
- Dancers practice to increase their dynamic range, or ability to move dynamically.
- Dancers need to be able to shift their weight effortlessly in order to perform expressively and dynamically.

## **Benchmark Assessment(s)**

- Develop a duet based on meeting and parting. Focus on changing dynamic qualities within the movement phrases to communicate a particular feeling or attitude. Students should utilize various shapes, shared weight centers, body parts, body patterning, balance, and range of motion in the performance. Each partner will complete a self-assessment as well as provide feedback for their partner on the performance and creation of the dance.

## **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

# Fifth Grade: Dance Curriculum

## SUGGESTED ACTIVITIES

- Execute/perform a wide range of dynamic movement with intention and control
- Sequence Laban's Effort Actions and/or Six Movement Qualities to create dynamic movement phrases
- Perform a wide range of movement opposites with clarity, intention and control, i.e., strong vs. light; free vs. bound; sudden vs. gradual
- Perform movement with a dynamic accent
- Move using sudden and gradual tempo changes
- Execute movement phrases with dynamic flow changes, i.e., free and bound
- Move with intention contrasting direct and indirect pathways
- Craft movement sequences and phrases to create dynamic change
- Perform dynamic movement combinations with clarity, intention and control
- Recognize and discuss dynamics as observed in professional dance performances.
- Incorporate dynamics as a choreographer and as a performer
- Use momentum from one movement to initiate another, i.e., twist and turn; swing and turn; turn-leap and roll
- Respond to gravity with weighted movements, i.e., swing, collapse
- Execute movements through space and in place that require shifting weight (spine and pelvis)
- Execute more complex locomotor steps that involve weight shift, i.e., two-step, grapevine, step-ball-change, schottische, polka, pas de bouree
- Execute movements from the core as well as the periphery (arm, legs)
- Demonstrate principles of opposing weight and counterbalance
- Maintain center and balance while moving
- Move off-center
- Integrate core and peripheral movements
- Use gestures and shape to convey a wide range of feeling and expression
- Sequence gestures/shapes to communicate meaning
- Manipulate gestures using the elements of body, space, time and force/energy to create gestural phrases
- Dancers are able to apply their movement skills in solving movement problems.
- Move using sudden and gradual tempo changes
- Use dynamic accent
- Perform movement which accelerates and decelerates
- Execute locomotor steps with distinct rhythms, i.e. schottische, polka, two-step
- Explore triple meter using weight and momentum (swing)
- Execute movement in meters other than duple and triple meter, in particular, 5/4 meter
- Create and perform dance phrases or studies with dynamic changes
- Explore and incorporate the principles of variety, contrast and unity in dance studies
- Demonstrate focus and engagement while moving

## 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.

# Fifth Grade: Dance Curriculum

- Explore performing with internal and external focus
- Perform with intention and control
- Execute movement with the proper flow and phrasing
- Demonstrate body control and awareness of self and others while performing
- Perform with movement with appropriate dynamics

**Vocabulary:** Dynamic, Contrast, Change, Expressive, Communicate, Movement Qualities, Laban's Effort Actions, Momentum, Weight Shift, Gravity, Balance, Center, Counterbalance, Shape, Gestures, Communicate, Meaning, Technique, Creativity, Sudden, Gradual, Accelerate, Decelerate, Accent, Locomotor, Meter, Triple Meter, 5/4, Phrase, Dance Study, Contrast, Variety, Unity, Communicate Meaning, Focus, Expression, Internal Focus, External Focus, Intention, Control, Movement Flow, Phrasing, Awareness, Dynamics

## **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.

### **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.

**Language Arts-** SL.5.1 Engage effectively in a range of collaborative discussions (one on one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

# Fifth Grade: Dance Curriculum

|  |   |                                 |  |
|--|---|---------------------------------|--|
| <b>Unit: Dance has form and structure</b>  |   | <b>Time: December- February</b> | <b>Standards:</b>  |
| <b>Essential Questions</b> <ul style="list-style-type: none"><li>• How do form and structure give our dances meaning?</li><li>• What can we communicate with dance?</li></ul>  | <b>Enduring Understandings</b> <ul style="list-style-type: none"><li>• Choreographers use the principles of design in crafting and developing their movement phrases and studies.</li><li>• Choreographers use dance forms to organize their overall works, and to organize sections of movement within their pieces. There are simple dance forms and more complicated structures.</li><li>• All dances have a basic structure of beginning, middle and end.</li></ul> |                                 | 1.3.5.A.1 Perform planned and improvised sequences with a distinct beginning, middle, and end that manipulate time, space, and energy, and accurately transfer rhythmic patterns from the auditory to the kinesthetic.<br><br>1.3.5.A.4 Demonstrate developmentally appropriate kinesthetic awareness of basic anatomical principles, using flexibility, balance, strength, focus, concentration, and coordination.<br><br>1.4.5.B.2 Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.<br><br>1.4.5.B.3 Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art. |
| <b>Benchmark Assessment(s)</b> <ul style="list-style-type: none"><li>➤ SWBAT learn or create a movement phrase (based on a particular idea). Work individually or in pairs to develop the original movement phrase using principles of design and/or choreographic forms, ie, canon, call and response. Organize the entire study/composition in ABA form. Students will complete a rubric assessing each performance using discipline-specific terminology.</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>   |

# Fifth Grade: Dance Curriculum

## SUGGESTED ACTIVITIES

- Compose movement phrases and/or short studies which focus on the individual principles of design, i.e., contrast, variety, unity and repetition
- Learn and perform movement phrases which focus on the principles of design
- Observe and recognize the use of principles of design in professional works
- Use unison and non-unison movement within a composition to create contrast
- Choreograph using a variety of spatial groupings
- Understand and explain the difference between simple dance forms (AB, ABA, Theme and Variation, Narrative)
- Choreograph a short composition whose overall organization follows an AB form
- Choreograph a short composition whose overall organization follows an ABA form
- Choreograph a study using the narrative dance form
- Create a thematic movement phrase and at least two variations on that phrase
- Observe and recognize simple dance forms in professional works
- Explore the choreographic forms of canon and call and response
- Use canon and call and response in crafting dance studies/compositions
- Create dance studies or compositions with clear beginnings, middles and ends
- Use entrances and exits effectively within a composition as well as at the beginning or end of a composition

## 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:** Principles of Design, Contrast, Variety, Unity, Repetition, Unison/Non-Unison, Groupings (solo, duet, trio, quartet), AB, ABA, Theme and Variation, Narrative, Canon, Call and Response, Dance Structure, Beginning, Middle, End, Entrance, Exit, Onstage, Offstage

### 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.

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

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.

**Language Arts-** SL.5.1 Engage effectively in a range of collaborative discussions (one on one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.

# Fifth Grade: Dance Curriculum

**Unit:** Throughout history, people in all cultures have used dance as a means of social interaction and expression

**Time:** March- June

## Standards:

1.2.5.A.1 Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.

1.2.5.A.2 Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.

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.

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

## Essential Questions

- How does dance build community?
- How does dance become a means of social interaction and expression?
- How does dance contribute to society and community?

## Enduring Understandings

- Most traditional/folk dances are comprised of step patterns, which are performed in set sequences.
- Some folk/traditional dances and all social dances consist of step patterns, whose sequence is not set and can be improvised.
- Memorizing the step patterns and/or sequences is essential to performing the folk/traditional and social dances well.
- Folk/traditional dances use a variety of rhythmic locomotor step patterns.
- Dancers need to recognize and respond to musical cues.
- Folk/traditional and social dances allow us to interact with others in a group or as partners.
- Dance develops important social skills.
- Dance plays a significant role in society.
- Dance is a means of social/political expression and social interaction.
- Dance can promote social unity within a culture or community.

## Benchmark Assessment(s)

- As a class, learn two social or traditional dances of the 18th and 19th (or 20th) centuries. Write at least one paragraph on each dance describing it in its historical and cultural context (who, what, where, when and why). Stage the dances for an audience. Participate in a discussion or "free write" of how your experience in learning and performing these dances changed when they were performed for an audience.

## 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

# Fifth Grade: Dance Curriculum

## SUGGESTED ACTIVITIES

- Memorize and perform folk/traditional dances with set patterns or sequences
- Memorize and perform folk/traditional/social dance step patterns in an improvised sequence
- Identify dances which consist of set sequences (most folk/traditional dances) and dances whose sequences can be improvised (square dance, social dances)
- Learn and differentiate between step vocabularies from different areas of the world
- Use the phrasing in the musical accompaniment to cue the sequence of movements and movement pattern
- Identify and use strategies to memorize patterns and sequences (i.e., follow musical phrasing)
- Execute rhythmic locomotor step patterns alone and as part of a specific folk/traditional dance
- Hear and respond to phrasing changes in a piece of music
- Use phrasing changes in the musical accompaniment to cue changes in movement patterns within a folk/traditional dance
- Perform whole group dances with cooperation and awareness
- Perform partner dances with cooperation and awareness
- Explain how dance helps us learn and develop social skills
- Describe social skills learned in dance
- Understand how dance can promote social unity/interaction within a culture or community (reinforce values, promote community spirit)
- Give example of dances which promote social unity, expression and interaction
- Experience popular social and folk/traditional dances which require interaction and promote a sense of community

## 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:** Traditional/Folk or Pattern, Dances, Social Dances, Locomotor Step Patterns, Sequence, Step Vocabularies, Musical phrasing, Locomotor Step Patterns, Musical Cues, Phrasing, Interact, Group, Partners, Lead, Follow, Social Skills, Social, Expression, Interaction, Unity, Culture, Community

### 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.

#### **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.

# Fifth 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-** *SL.5.1 Engage effectively in a range of collaborative discussions (one on one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.*