

Kindergarten: Dance Curriculum

Unit: Dancers use their bodies and imaginations to move in many ways

Time: September- November

Standards:

Essential Questions

- What are some of the ways you can move?
- How does your imagination help you to dance?
- How do you feel when you dance?

Enduring Understandings

- Dancers move through space with awareness and control.
- Dancers think when they move.
- Dancers move their bodies with control.
- Our bodies can move in many ways.
- We can dance with our whole body, or with just parts of our body.
- We use movement opposites when dancing.
- A dance has a beginning, a middle with movements that change, and an ending.
- Dancers use their imaginations to find new ways to move.
- Dancers use their bodies and imaginations when they perform for others.

1.1.2.A.1 Identify the elements of dance in planned and improvised dance sequences.

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.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.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)

- SWBAT perform an opposite dance as a class. Follow the teacher’s movement cues and use your imagination. Illustrate different parts of your dance to create a class record of your movement experience.

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

Kindergarten: Dance Curriculum

SUGGESTED ACTIVITIES

- Stop/freeze on cue
- Demonstrate body control while moving
- Demonstrate body control while still
- Demonstrate spatial awareness by moving through space without touching others
- Understand and demonstrate the difference between self and general space
- Identify and move individual body parts
- Execute whole body and body part movements
- Move body parts with variety in isolation.
- Execute a wide range of movement opposites (e.g., high/low, fast/slow, smooth/sharp, self-space/general space/straight/curved, big/small, "loud"/"soft", etc.)
- Demonstrate basic relationship opposites (over/under, far/near, alone/together, away/toward)
- Perform basic locomotor movements (e.g., walk, run, gallop, jump, hop)
- Create simple whole-body and body part shapes on high and on low levels, with straight and curved lines.
- Move freely within a guided exploration or improvisational structure
- Respond to simple verbal movement cues
- Begin a movement exploration/improvisation in a shape/stillness, and end it in a shape/stillness
- Sense and move to a steady beat
- Perform simple rhythmic movements or movement patterns
- Move to the rhythm of nursery rhymes
- Move to both fast and slow tempos
- Execute and sense the difference between simple even and uneven locomotor steps (i.e., walk and gallop)
- Respond to a variety of music (different meters, tempos and dynamics) with appropriate movement
- Respond to various stimuli with original movement
- Understand and demonstrate how the imagination inspires movement
- Engage imagination while moving
- Perform a guided improvisation for an audience with focus and concentration
- Cooperate with others to perform for an audience
- Articulate the difference between audience and performer
- Demonstrate clear beginning and ending places in the performance
- Listen and respond with focus to teacher cues
- Dance without talking
- Engage imagination while performing
- Demonstrate body control and spatial awareness in performance
- Understand the concept of facing in relationship to the audience
- Listen and respond to music while performing

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.

Kindergarten: Dance Curriculum

Vocabulary: Travel, Freeze, Space bubble, General space, Self space, Space, Body, Whole body, Body part, Body control, Opposites, Whole Body, Body Part, Shape, Level (High/Low), Line (Straight/Curved), Size (Big/Small), Tempo (Fast/Slow), Smooth/Sharp, Light/Heavy/Strong, Loud/Soft (Dynamics), Locomotor, Non-locomotor, In Place/Through Space, Move/Freeze (Still), Body Control, Still, Begin, End, Tempo (Fast/Slow), Nursery Rhymes, Gallop, Walk, Run, Pattern, Loud/Soft (Dynamics), Steady Beat, Imagination, Explore, Imagine, Pretend, Focus, Concentration, Perform, Audience, Imagining, Facing, Music

Cross-Curricular Connections

21st Century Skills – CRP 6 – *Demonstrate creativity and innovation while student performs an opposite dance as a class and follow the teacher’s movement.*

Technology – 8.2.2.E.1– *List and demonstrate the steps to an everyday task as student performs an opposite dance as a class and illustrate different parts of the dance to create a class record of your movement experience.*

SEL – *Utilize positive communication and social skills to interact effectively with others as student performs an opposite dance as a class.*

Language Arts - RL.2.2. *Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral as student follows the teacher’s movement cues and use your imagination and illustrates different parts of the dance to create a class record of your movement experience.*

Kindergarten: Dance Curriculum

Unit: Ideas for movement are all around us.

Time: December - February

Standards:

1.1.2.A.2 Use improvisation to discover new movement to fulfill the intent of the choreography.

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.B.3 Recognize the making subject or theme in works of dance, music, theatre, and visual art.

Essential Questions

- Where do you find ideas for movement?

Enduring Understandings

- Dancers respond to many different kinds of stimuli to help them explore and create movement.
- A dance has a beginning, movements that change, and an ending.

Benchmark Assessment(s)

- SWBAT bring an object from home that has a smell, taste, sound or texture that inspires you to move. Share your object with the class, and talk about the kind of movement you imagine. Improvise movements with your friends using your objects as "ideas", or inspiration, for movements. Perform your movements in small groups for each other.

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

Kindergarten: Dance Curriculum

SUGGESTED ACTIVITIES

- Respond to various stimuli with original movement (translate a stimulus into simple movements)
- Freely explore and improvise movements with teacher movement cues
- Generate a variety of movements in explorations and improvisations
- Reflect on personal experiences to understand, demonstrate and articulate how feeling states can change movement (i.e. happy skips, angry walk, sad turns, etc.)
- Respond to a variety of sounds, words, music, songs, rhythms, props, textures, and imagery
- Begin a movement exploration/improvisation in a shape/stillness, and end it in a shape/stillness

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.
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Vocabulary: Imagination, Explore, Improve, Create, Begin, End, Still, Shape

Cross-Curricular Connections

21st Century Skills – CRP 4 – Communicate clearly and effectively and with reason as student shares an object with the class, and talk about the kind of movement you imagine.

Technology – 8.2.2.E.1– List and demonstrate the steps to an everyday task as student performs an opposite dance as a class and illustrate different parts of the dance to create a class record of your movement experience.

SEL – Recognize the importance of self-confidence in handling daily tasks and challenges as student improvises movements with friends using your objects as "ideas", or inspiration, for movements and performs your movements in small groups for each other.

Language Arts - RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral as student improvises movements with friends using your objects as "ideas", or inspiration, for movements and performs your movements in small groups for each other.

Kindergarten: Dance Curriculum

Unit: Children all over the world dance

Time: March- June

Standards:

Essential Questions

- Who dances?
- What kinds of dances do they do?
- Where do they dance?

Enduring Understandings

- Folk, or traditional, dances are made up of patterns of steps.
- Folk/traditional dances have their own music and rhythms.
- Folk/traditional dances have names and countries of origin.
- We can dance alone or together. When we dance with others, we must cooperate.
- All countries have dances that are part of their history and culture.
- Dance is all around us.
- Different folk/traditional dances use different kinds of costumes.

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.

1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.

1.4.2.A.2 Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.

Benchmark Assessment(s)

- SWBAT name, learn and perform a simple folk, or pattern, dance from the United States and from one other country. Choose your favorite dance. Draw a picture of yourself performing the dance, write its name as the title, and then write a sentence to tell us why it is your favorite of the two dances. Share your drawing with a friend or family member, tell them where the dance comes from and its story.

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

Kindergarten: Dance Curriculum

SUGGESTED ACTIVITIES

- Recognize and repeat simple movement patterns with accuracy
- Follow oral instructions to create dance improvisations based on movement patterns learned
- Execute given locomotor steps with rhythmic accuracy
- Feel and move to a steady beat
- 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
- Recognize and name simple movement steps and patterns
- Recognize and name simple folk/traditional dances
- Cooperate with others to perform a dance
- Talk about the origins of the dances learned
- Recognize that dance is a part of life and looks for it in the world around them
- Talks about dances they see and do in their world
- Explain basic features that distinguish one kind of dance from another
- Recognize the costumes used for the dances learned

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, Folk/traditional dances, Steady Beat, Rhythm, Pattern, Locomotor, Music, Cooperate, Alone/together, Costume

Cross-Curricular Connections

21st Century Skills- CPR7 – *Employ valid and reliable research strategies as student names, learns and performs a simple folk, or pattern, dance from the United States and from one other country.*

Technology – 8.1.2.E.1 – *Uses digital tools and online resources to explore as student names, learns and performs a simple folk, or pattern, dance from the United States and from one other country.*

SEL – *Develop, implement and model effective problem solving and critical thinking skills as student draws a picture of themselves performing the dance, write its name as the title, and then write a sentence to explain why it is his/her favorite of the two dances and shares drawing with a friend or family member, tell them where the dance comes from and its story.*

Language Arts- RL.2.3. *Describe how characters in a story respond to major events and challenges using key details as student writes the title of the dance, and then writes a sentence to explain why it is his/her favorite of the two dances and shares drawing with a friend or family member, tell them where the dance comes from and its story.*