

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.Cr1a: Use a variety of stimuli (e.g., music, sound, text, objects, etc.) to build dance content.

1.1.5.Cr1b: Solve multiple movement problems using the elements of dance to develop dance content.

1.1.5.Pr4a: Perform planned and improvised movement sequences with increasing complexity in the use of space. Establish relationships with other dancers, increasing spatial awareness and design.

1.1.5.Pr4b: Perform planned and improvised movement sequences with increasing complexity in the use of time/rhythm by accurately transferring rhythmic patterns from the auditory to the kinesthetic and responding immediately to tempo changes.

1.1.5.Pr4c: Perform planned and improvised movement sequences and dance combinations applying a variety of dynamics and energy.

1.1.5.Re7a: Describe recurring patterns of movement and their relationships to the meaning of the dance.

1.1.5.Re7b: Compare and contrast qualities and characteristics to another dance genre or culture. Use basic dance terminology and elements of dance to describe the qualities and characteristics.

1.1.5.Cn10a: Describe feelings and ideas evoked by a dance that are observed or performed and examine how they relate to personal points of view and experiences.

1.1.5.Cn10b: Use an inquiry base to investigate global issues, including climate change, expressed through a variety of dance genres, styles and cultural lenses.

Essential Questions

- Where do choreographers get ideas for dances?
- How do dancers work with space, time and energy to communicate artistic expression?
- How is a dance understood?
- How does dance deepen our understanding of ourselves, other knowledge, and events around us?

Enduring Understandings

- Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.
- Space, time and energy are basic elements of dance.
- Dance is perceived and analyzed to comprehend its meaning.
- As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.

Fifth Grade: Dance Curriculum

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. (1.1.5.Cr1a, 1.1.5.Pr4a-c, 1.1.5.Re7a-b, 1.1.5.Cn10a-b)

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.

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

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.

Fifth Grade: Dance Curriculum

- 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
- 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

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: 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.*

CR/LL/KS-

9.4.5.Cl.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).

9.4.5.Cl.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue .

9.4.5.Cl.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

9.4.5.Cl.4: Research the development process of a product and identify the role of failure as a part of the creative process

Fifth Grade: Dance Curriculum

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

Unit: Dance has form and structure		Time: December- February	Standards:
Essential Questions <ul style="list-style-type: none"> What influences choice-making in creating choreography? How is the body used as an instrument for technical and artistic expression? How is a dance understood? How does knowing about societal, cultural, historical, and community experiences expand dance literacy? 		Enduring Understandings <ul style="list-style-type: none"> The elements of dance, dance structures and choreographic devices serve as both a foundation and a departure point for choreographers. The way the body is developed, execution of movement and movement quality vary in different dance styles, genres and traditions. Dance is interpreted by considering intent, meaning and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context. Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts. 	<p>1.1.5.Cr2a: Select a choreographic device to expand movement possibilities, create patterns and structures and develop a main idea. Use dance terminology to explain movement choices.</p> <p>1.1.5.Cr2b: Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates non-verbally.</p> <p>1.1.5.Pr5a: Apply healthful strategies essential for the dancer.</p> <p>1.1.5.Pr5b: Recall joint actions, articulations and basic anatomical terms as they relate to dance and apply basic kinesthetic principles Track how basic body organs respond to different intensities of dance movement.</p> <p>1.1.5.Pr5c: Identify body organization. Demonstrate use of elongated spine and engage in release of tension from spine/shoulders.</p> <p>1.1.5.Pr5d: Demonstrate increased flexibility, strength and endurance using a variety of bases of support.</p> <p>1.1.5.Pr5e: Apply action vocabulary and execute specific codified movements from various styles/genres. Demonstrate, through focused practice and repetition, body part initiations and articulation of limbs and joints.</p> <p>1.1.5.Re8a: Interpret meaning or intent in a dance or phrase based on its movements. Explain how the movements communicate the main idea of the dance using basic dance terminology</p> <p>1.1.5.Cn11a: Observe and describe how the movements of a dance in a specific genre or style communicate the ideas and perspectives of the culture, historical period, or community from which the genre or style originated.</p>
Benchmark Assessment(s) <ul style="list-style-type: none"> ➤ 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. (1.1.5.Cr2a-b, 1.1.5.Pr5a-e, 1.1.5.Re8a, 1.1.5.Cn11a) 		Other Assessments <ul style="list-style-type: none"> ✓ Teacher observation ✓ Student Growth Objectives ✓ Dress Rehearsals ✓ Final performances 	

Fifth Grade: Dance Curriculum

		Materials <ul style="list-style-type: none"> • Music • Audio player: CD, radio, Bluetooth speaker, iPod • Students should wear appropriate clothing and footwear.
SUGGESTED ACTIVITIES		
<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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		
<u>Cross-Curricular Connections</u> 21st Century Skills: CRP4 Communicate clearly and effectively and with reason. CRP6 Demonstrate creativity and innovation. CR/LL/KS- 9.4.5.Cl.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6). 9.4.5.Cl.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue . 9.4.5.Cl.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a). 9.4.5.Cl.4: Research the development process of a product and identify the role of failure as a part of the creative process		

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Social and Emotional Learning:

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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

Essential Questions

- How do choreographers use self-reflection, feedback from others and documentation to improve the quality of their work?
- What must a dancer do to prepare the mind and body for artistic expression?
- How does a dancer heighten artistry in a public performance?
- What criteria are used to evaluate dance?

Enduring Understandings

- Choreographers analyze, evaluate, refine, and document their work to communicate meaning.
- Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression. Dance performance is an interaction between performer, production elements and audience that heightens and amplifies artistic expression.
- Criteria for evaluating dance vary across genres, styles, and cultures.

Standards:

1.1.5.Cr3a: Revise movement based on peer feedback and self-reflection to improve communication of artistic intent in a dance study. Explain movement choices and revisions.

1.1.5.Cr3b: Document a dance-making experience through drawing, painting, writing, symbols, mapping, collaging, photo sequencing, photo captioning, video captioning, etc.

1.1.5.Pr6a: Apply visualization, motor imagery and breath to enhance body mechanics and the quality of a movement skill.

1.1.5.Pr6b: Rehearse a dance to improve group awareness, unison movement, consistency, and attention to detail. 1.1.5.Pr6c: Dance for and with others in formal and informal settings. Identify and modify the main areas of a performance space and body movements using production terminology.

1.1.5.Pr6d: Manipulate a variety of technical elements to support the artistic intent of the dances.

1.1.5.Reg9a: Develop an artistic criterion as it relates to the elements of dance in specific genres, styles, or cultural movement practices. Use dance terminology to describe, discuss and compare characteristics that make a dance communicate effectively.

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. (1.1.5.Cr3a-b, 1.1.5.Pr6a-d, 1.1.5.Reg9a)

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
- Explore global issues in reference to dance and perspectives from variety communities.

REINFORCEMENT

- Provide written, visual, auditory, and hands on manipulatives/activities to meet all learning styles.
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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.

CR/LL/KS-9.4.5.Cl.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).

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

Fifth Grade: Dance Curriculum

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