









Unit of Study 1 Elements of Dance- Body / Mind	1 <sup>st</sup> Grade	Quarter 1	DANCE 2013
<b>Emphasis Concepts:</b>		<b>Skills:</b>	
<p>☛ The student has knowledge of the body and can do basic locomotor and axial movement skills.</p>		<ul style="list-style-type: none"> <li>• Knowledge of the body</li> <li>• Basic locomotor and axial movement skills</li> <li>• Listen to signals and respond to movement directions.</li> </ul>	
<b>Standards:</b>			
<ul style="list-style-type: none"> <li>➤ <b>Moving</b> – The student identifies and demonstrates knowledge of the body as the instrument of dance by exploring movement skills. This include the practice of safety for self and others and regular participation in body strengthening, flexibility, and endurance activities through stationary and locomotor movement.</li> <li>➤ <b>Investigating</b> – The student identifies and demonstrates the dance elements of time, space, and energy. This involves the student in exploration of the elements and enables the student to recognize how these elements are used by performers and choreographers.</li> <li>➤ <b>Creating</b> - - The student identifies and demonstrates choreographic principles and processes in the art form of dance. These principles and processes include solving a problem through a sequence of exploring, integrating, synthesizing, making choices, and organizing a final expression through movement.</li> <li>➤ <b>Contextualizing</b> – The student understands and demonstrates dance in relation to its historical, cultural, and personal origins. This contributes to an appreciation of personal, physical, and emotional uniqueness. It also helps the student to understand the language of dance in daily life.</li> </ul>			
Dance Content Objectives	Vocabulary students should use	Lessons (Activities)	
<ul style="list-style-type: none"> <li>• I can explore and practice articulating body parts</li> <li>• I can explore and practice performing axial movements.</li> </ul> 	<p><b>Warm-up:</b> As series of exercises/movements to ready the mind and body parts.</p> <p><b>Locomotor:</b> Steps that travel through space</p> <p><b>Axial movement:</b> Movement that revolves around the axis and is performed in place.</p>	<ul style="list-style-type: none"> <li>• <b>Warm-up.</b> Identify and move body parts. Listen to signals and respond to movement directions. <b>Axial movements:</b> turn, bend, stretch, reach, twist. <b>Locomotor:</b> walk, run, gallop, jump, hop, slide, skip</li> <li>• Practice and perform the basic axial and locomotor steps. Combine and perform a short memorized sequence.</li> <li>• Brain Dance*</li> <li>• Use locomotor steps and axial movements with <b>prepositions</b> (near, far, over, under, through etc.).</li> <li>• With a partner <b>improvise</b> a dance using basic locomotor steps and <b>axial movements</b> based a sequence of prepositions.</li> <li>• <a href="#">Dance Lesson Plans.</a></li> </ul>	
Dance / Common Core Language Objectives	Flexibility Strength stability improvise preposition	Additional Resources	
<ul style="list-style-type: none"> <li>• Listen to a story that uses prepositions and dance the words.</li> <li>• Engage in a collaborative discussion about improvised dances.</li> </ul>		<ul style="list-style-type: none"> <li>• <a href="#">Books and DVDs</a> Materials available for check out from Granite School District</li> <li>• <a href="#">1 Teaching Guide Dance</a></li> <li>• <a href="#">Dance PowerPoint</a></li> <li>• <a href="#">UDEO</a> Utah Dance Education Organization</li> <li>• <a href="#">NDEO</a> National Dance Education Organization</li> </ul>	
<p><b>Assessment Options:</b> The student uses the elements of dance to effectively communicate ideas. Make individual copies of the Spiral Learning Map. Have students color in content objectives on their personal Learning Map <a href="#">Class Assessment Spiral B&amp;W PreK-2nd Grade Dance</a></p>			

Unit of Study 2 Elements of Dance- Time	1 <sup>st</sup> Grade	Quarter 2	DANCE 2013
<b>Emphasis Concepts:</b>		<b>Skills:</b>	
<p>The student has knowledge of the body and can do basic locomotor and axial movement skills. The student can understand duration, tempo, rhythm, call and response.</p>		<ul style="list-style-type: none"> <li>• Knowledge of the body</li> <li>• Basic locomotor and axial movement skills</li> <li>• Listen to signals and respond to movement directions.</li> <li>• Knowledge that TIME defines when one moves.</li> <li>• Knowledge of moving to a steady beat and simple rhythms</li> </ul>	
<b>Standards:</b>			
<ul style="list-style-type: none"> <li>➤ <b>Moving</b> – The student identifies and demonstrates knowledge of the body as the instrument of dance by exploring movement skills. This include the practice of safety for self and others and regular participation in body strengthening, flexibility, and endurance activities through stationary and locomotor movement.</li> <li>➤ <b>Investigating</b> – The student identifies and demonstrates the dance elements of time, space, and energy. This involves the student in exploration of the elements and enables the student to recognize how these elements are used by performers and choreographers.</li> <li>➤ <b>Creating</b> -- The student identifies and demonstrates choreographic principles and processes in the art form of dance. These principles and processes include solving a problem through a sequence of exploring, integrating, synthesizing, making choices, and organizing a final expression through movement.</li> <li>➤ <b>Contextualizing</b> – The student understands and demonstrates dance in relation to its historical, cultural, and personal origins. This contributes to an appreciation of personal, physical, and emotional uniqueness. It also helps the student to understand the language of dance in daily life.</li> </ul>			
Dance Content Objectives	Vocabulary students should use	Lessons (Activities)	
<ul style="list-style-type: none"> <li>• I can improvise duration, tempos, rhythms of words, rhythms using various stimuli, and objects.</li> <li>• I can practice skills in moving to a steady beat and simple rhythms.</li> </ul>	 <p><b>Time:</b> Defines when one moves.  <b>Duration:</b> length of movement (long/short).  <b>Tempo:</b> Speed of movement (fast/slow).  <b>Metric Rhythm:</b> Grouping of beats in a recurring pattern.  <b>Call &amp; Response:</b> A choreographic form in which one soloist or group performs, with the second soloist or group entering in response to the first.  improvise</p>	<ul style="list-style-type: none"> <li>• Clap then move to a steady beat with varying tempos.</li> <li>• Clap then move to simple rhythms in call and response.</li> <li>• Investigate moving to different tempos.</li> <li>• Create a moment sequence with varying tempos.</li> <li>• Create and perform a call and response dance.</li> <li>• <a href="#">Rhythmic Activities</a></li> </ul>	
Dance / Common Core Language Objectives	Additional Resources		
<ul style="list-style-type: none"> <li>• Reflect as a group about your dances.</li> </ul> 	<ul style="list-style-type: none"> <li>• <a href="#">Books and DVDs</a> Materials available for check out from Granite School District</li> <li>• <a href="#">1 Teaching Guide Dance</a></li> <li>• <a href="#">Dance PowerPoint</a></li> <li>• <a href="#">UDEO</a> Utah Dance Education Organization</li> <li>• <a href="#">NDEO</a> National Dance Education Organization</li> </ul>		
<p><b>Assessment Options:</b>  The student uses the elements of dance to effectively communicate ideas. Make individual copies of the Spiral Learning Map. Have students color in content objectives on their personal Learning Map <a href="#">Class Assessment Spiral B&amp;W PreK-2nd Grade Dance</a></p>			

Unit of Study 3 Elements of Dance- Space	1 <sup>st</sup> Grade	Quarter 3	DANCE 2013
<b>Emphasis Concepts:</b>		<b>Skills:</b>	
<p>The student has knowledge of the body and can do basic locomotor and axial movement skills. The student can understand space in dance is comprised of shape, levels, direction, symmetry and asymmetry.</p>		<ul style="list-style-type: none"> <li>• Knowledge that SPACE defines where one moves.</li> <li>• Knowledge of moving in place and through space, pathways.</li> </ul>	
<b>Standards:</b>			
<ul style="list-style-type: none"> <li>➤ <b>Moving</b> – The student identifies and demonstrates knowledge of the body as the instrument of dance by exploring movement skills. This include the practice of safety for self and others and regular participation in body strengthening, flexibility, and endurance activities through stationary and locomotor movement.</li> <li>➤ <b>Investigating</b> – The student identifies and demonstrates the dance elements of time, space, and energy. This involves the student in exploration of the elements and enables the student to recognize how these elements are used by performers and choreographers.</li> <li>➤ <b>Creating</b> - - The student identifies and demonstrates choreographic principles and processes in the art form of dance. These principles and processes include solving a problem through a sequence of exploring, integrating, synthesizing, making choices, and organizing a final expression through movement.</li> <li>➤ <b>Contextualizing</b> – The student understands and demonstrates dance in relation to its historical, cultural, and personal origins. This contributes to an appreciation of personal, physical, and emotional uniqueness. It also helps the student to understand the language of dance in daily life.</li> </ul>			
Dance Content Objectives	Vocabulary students should use	Lessons (Activities)	
<ul style="list-style-type: none"> <li>• I can explore shape, levels, size, and moving in and through space.</li> <li>• I can explore opposites in shapes, levels, sizes, and moving in and through space.</li> </ul> 	<p><b>Space:</b> Defines where one moves.</p> <p><b>Shape</b> (form of the body)</p> <p><b>Levels</b> (low/medium/high)</p> <p><b>Direction</b> (forward, backwards, sideward, up, down)</p> <p><b>Size</b> (continuum from small to large)</p> <p><b>Pathways</b> Patterns or designs created on the floor or in the air</p> <p><b>Asymmetry</b> Uneven, irregular design</p> <p><b>Relationships</b> The body's position relative to something or someone</p>	<ul style="list-style-type: none"> <li>• Explore pathways (straight, curved, and zigzag).</li> <li>• Combine pathways with various locomotor steps.</li> <li>• Improvise a sequence of pathways using several locomotor steps.</li> <li>• Create and perform a pathway dance using various locomotor steps.</li> <li>• <a href="#">Creative Dance – Element of Space</a></li> </ul>	
Dance / Common Core Language Objectives	Additional Resources		
<ul style="list-style-type: none"> <li>• Engage in a discussion of the term of space in regards to dance.</li> <li>• Reflect on your dance in a class discussion.</li> </ul> 	<ul style="list-style-type: none"> <li>• <a href="#">Books and DVDs</a> Materials available for check out from Granite School District</li> <li>• <a href="#">1 Teaching Guide Dance</a></li> <li>• <a href="#">Dance PowerPoint</a></li> <li>• <a href="#">UDEO</a> Utah Dance Education Organization</li> <li>• <a href="#">NDEO</a> National Dance Education Organization</li> </ul> 		
<p><b>Assessment Options:</b> The student uses the elements of dance to effectively communicate ideas. Make individual copies of the Spiral Learning Map. Have students color in content objectives on their personal Learning Map <a href="#">Class Assessment Spiral B&amp;W PreK-2nd Grade Dance</a></p>			

Unit of Study 4 Elements of Dance- Energy / Culture	1 <sup>st</sup> Grade	Quarter 4	DANCE 2013
<b>Emphasis Concepts:</b>		<b>Skills:</b>	
<p>The student has knowledge of the body and can do basic locomotor and axial movement skills. The student understands the performing and sequencing qualities of motion.</p>		<ul style="list-style-type: none"> <li>• Knowledge of the body</li> <li>• Basic locomotor and axial movement skills</li> <li>• Listen to signals and respond to movement directions.</li> <li>• Knowledge that ENERGY defines how one moves.</li> </ul>	
<b>Standards:</b>			
<ul style="list-style-type: none"> <li>➤ <b>Moving</b> – The student identifies and demonstrates knowledge of the body as the instrument of dance by exploring movement skills. This include the practice of safety for self and others and regular participation in body strengthening, flexibility, and endurance activities through stationary and locomotor movement.</li> <li>➤ <b>Investigating</b> – The student identifies and demonstrates the dance elements of time, space, and energy. This involves the student in exploration of the elements and enables the student to recognize how these elements are used by performers and choreographers.</li> <li>➤ <b>Creating</b> - – The student identifies and demonstrates choreographic principles and processes in the art form of dance. These principles and processes include solving a problem through a sequence of exploring, integrating, synthesizing, making choices, and organizing a final expression through movement.</li> <li>➤ <b>Contextualizing</b> – The student understands and demonstrates dance in relation to its historical, cultural, and personal origins. This contributes to an appreciation of personal, physical, and emotional uniqueness. It also helps the student to understand the language of dance in daily life.</li> </ul>			
Dance Content Objectives	Vocabulary students should use	Lessons (Activities)	
<ul style="list-style-type: none"> <li>• I can explore unique ways of moving using energy qualities based on various stimuli (e.g. objects, senses, props, nature).</li> <li>• I can view performances of ceremonial or ritual dances from world cultures.</li> </ul> 	 <p><b>Energy:</b> Defines how one moves.</p> <p><b>Qualities of motion:</b> Characteristics of movement.</p> <p><b>Dynamics:</b> The degree of energy, intensity, or power in the execution of movements.</p>	<ul style="list-style-type: none"> <li>• In unique ways explore qualities of movement (explode, vibrate and collapse).</li> <li>• Practice and refine qualities of movement</li> <li>• Identify one quality of movement and improvise a short movement phrase.</li> <li>• Create and perform a sequence based on one quality of dance.</li> <li>• Create a dance about a folk tale.</li> <li>• <a href="#">Energy Dance Lesson</a></li> </ul>	
Dance / Common Core Language Objectives	<b>Additional Resources</b>		
<ul style="list-style-type: none"> <li>• Learn about folk tales from an authentic culture.</li> <li>• Explore movement potential found in the words, illustrations, or ideas in the folk tale</li> <li>• After improvisation dances, reflect and discuss how it felt to move.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Books and DVDs</a> Materials available for check out from Granite School District</li> <li>• <a href="#">1 Teaching Guide Dance</a></li> <li>• <a href="#">Folk Dancing Fun Lesson</a></li> <li>• <a href="#">Dance PowerPoint</a></li> <li>• <a href="#">UDEO</a> Utah Dance Education Organization</li> <li>• <a href="#">NDEO</a> National Dance Education Organization</li> </ul>		
<p><b>Assessment Options:</b> The student uses the elements of dance to effectively communicate ideas. Make individual copies of the Spiral Learning Map. Have students color in content objectives on their personal Learning Map <a href="#">Class Assessment Spiral B&amp;W PreK-2nd Grade Dance</a></p>			