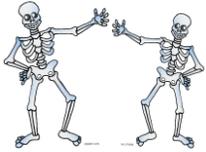


<b>Unit of Study 1</b> <b>Elements of Dance- Body/Mind</b>	<b>4<sup>TH</sup> GRADE</b>	<b>Quarter 1</b>	<b>DANCE</b> 2013
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<b>Key Concepts:</b>	<b>Skills:</b>
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The student can identify JOINTS in the body and perform basic LOCOMOTOR and AXIAL movement skills.



- Knowledge of the body.
- Basic locomotor and axial movement skills.
- Listen to signals and responds to movement directions.
- Understands conditioning principles (balance, strength, flexibility, endurance, alignment, stability and coordination).
- Can duplicate movement and memorize sequences.
- Isolation of body parts and joint articulation.
- Relationship of bodily skills to time, space and energy.
- Performs learned choreographed phrases and creates original movement phrases.

<b>Standards:</b>
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- **Moving** – 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.
- **Investigating** – 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.
- **Creating** - – 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.
- **Contextualizing** – 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.

Dance Content Objectives	Vocabulary students should use	Lessons (Activities)
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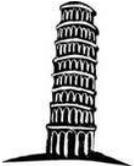
<p>-I can explore movement and create a warm up that incorporates balance, strength, flexibility, endurance and alignment.</p> <p>-I can explore motion at the joints, then create and preform a joint action dance.</p> <p>-I can learn a locomotor and axial movement phrase.</p> <p>-I can create and perform a locomotor axial pattern.</p>	<p><b>Warm-up:</b> A series of exercises/movement to ready the mind and body</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> <p><b>Alignment:</b> Body placement or posture</p> <p><b>Conditioning Principles:</b> Strength*Flexibility*Stability*Endurance *Alignment*Coordination</p>	<ul style="list-style-type: none"> <li>● Have the students create a warm up that incorporates balance, strength, flexibility, endurance and alignment.</li> <li>● Improvise movements of the joints in the body. Then create a dance with a partner that is focused on joint action. Perform and analyze the dance.</li> <li>● Teach a specific locomotor and axial movement phrase (e.g. skip 2, 3, 4; reach 2, 3, 4; slide 2, 3, 4; collapse and hold 2, 3, 4).</li> <li>● Create an individual 8 count locomotor and axial movement phrase. Teach the phrase to a partner. Join with another group to combine four movement phrases to create a 32 count phrase. Perform and reflect.</li> <li>● <a href="#">Brain Dance</a></li> </ul>
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Dance / Common Core Language Objectives	Additional Resources
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<ul style="list-style-type: none"> <li>● Compare and contrast the differences between locomotor and axial movement. Discuss why you like one more than the other.</li> <li>● Increase vocabulary by discovering new words that describe actions for the joints in the body.</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="#">4 Teaching Guide Dance</a></li> <li>● <a href="#">Dance PowerPoint</a></li> <li>● <a href="#">UDEO</a> Utah Dance Education Organization <a href="#">NDEO</a> National Dance Education Org.</li> <li>● <a href="#">Lesson Plans Dance - BYU</a></li> </ul>
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**Assessment Options:**  
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 [Student Assessment Spiral B&W 3-6 Grade Dance](#)

Unit of Study 2 Elements of Dance- TIME		4 <sup>TH</sup> GRADE	Quarter 2	DANCE 2013
<b>Key Concepts:</b> The student has knowledge of the dance element of time, specifically ACCENTS. 		<b>Skills:</b> <ul style="list-style-type: none"> <li>• Knowledge of the dance element of time.</li> <li>• Understands not only accents, but also steady beat, tempo, changing tempos, simple rhythms, rhythmic patterns, meter and note value.</li> <li>• Can differentiate between metric rhythms and non-metric/breath rhythms.</li> <li>• Call and response skills.</li> <li>• Knowledge of musical structures.</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 clapping and moving in place and in space to a steady beat.</li> <li>• I can add accents to a steady beat.</li> <li>• I can improvise, create and perform an 8 count movement phrase that accents two beat.</li> <li>• I can manipulate the 8 count movement phrase by varying the space, levels and directions.</li> </ul>		<p><b>Metric Rhythm:</b> Grouping of beats in recurring pattern</p> <p><b>Accent:</b> Emphasis that results in a beat being louder or longer than another in a measure.</p> <p><b>Meter:</b> Measure or unit of a metrical verse</p> 	<p>-Clap a steady beat and have the students follow along. Add accents on the first beat of every measure. Try different meters. Then go back to a basic 4/4 meter and accent different counts within the meter. Then instead of clapping, have the student accent a specific count with emphasized movement.</p> <p>-Have the students create accented rhythms. Put two groups together to create a “resultant rhythm” (the result of two rhythms played simultaneously).</p> <p>-Have the students create an 8 count movement phrase that accents two of the beats. When completed, have them manipulate the phrase by varying the space, levels and directions.</p>	
Dance / Common Core Language Objectives			Additional Resources	
<ul style="list-style-type: none"> <li>• Read a book to the class. Emphasize key words. Have the students respond with accented movement that is inspired by the key word.</li> <li>• Have students read out loud to a partner. Challenge them to emphasize key words while they read. Have their partner respond with accented movements.</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="#">4 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> <li>• <a href="#">Lesson Plans Dance - BYU</a></li> </ul>	
<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="#">Student Assessment Spiral B&amp;W 3-6 Grade Dance</a>				

Unit of Study 3 Elements of Dance- Space	4 <sup>TH</sup> GRADE	Quarter 3	DANCE 2013
<b>Key Concepts:</b>		<b>Skills:</b>	
<p>  The student has knowledge of the dance element of space, specifically OFF CENTERED and COUNTERBALANCED shapes.         </p> 	<ul style="list-style-type: none"> <li>• Knowledge that space defines where one moves.</li> <li>• Understand not only off centered and counterbalanced shapes, but also range, levels, directions, symmetry/asymmetry, moving in place and through space, positive and negative space, pathways, spatial relationships and mapping.</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>			
<b>Dance Content Objectives</b>	<b>Vocabulary Students should use</b>	<b>Lessons (Activities)</b>	
<ul style="list-style-type: none"> <li>• I can explore off centered, tilting, narrow and wide shapes alone, with a partner and in a small group.</li> <li>• I can create and perform a dance with a partner that incorporates off centered and counterbalanced shapes and movements.</li> </ul> 	<p><b>Shape:</b> The form of the body.</p> <p><b>Pathways:</b> Patterns or designs created on the floor or in the air</p> <p><b>Relationships:</b> The body's position relative to something or someone</p> <p><b>Negative Space:</b> The space surrounding objects and things (positive space)</p>	<ul style="list-style-type: none"> <li>• Explore the difference between centered and balanced to off centered and counterbalanced shapes and movement.</li> <li>• Show visuals of off centered objects (e.g. Leaning Tower of Pisa, tilting trees, over stacked ice cream cones, polar ice formations). Create off centered shapes and movements from the visuals.</li> <li>• With a partner, have the students create then perform a dance that contains off centered and counterbalanced shapes and movements.</li> <li>• <a href="#">Elements of Dance - Space Lesson</a></li> </ul>	
<b>Dance / Common Core Language Objectives</b>		<b>Additional Resources</b>	
<ul style="list-style-type: none"> <li>• Write opinion papers on why things tilt or are off centered. Choose one item as the topic and state a personal point of view with supporting reasons and information.</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="#">4 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> <li>• <a href="#">Lesson Plans Dance - BYU</a></li> </ul>	
<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="#">Student Assessment Spiral B&amp;W 3-6 Grade Dance</a>			

Unit of Study 4 Elements of Dance- Energy/Culture	4 <sup>TH</sup> GRADE	Quarter 4	DANCE 2013
<b>Key Concepts:</b>		<b>Skills:</b>	
<p>➤ The student will expand their knowledge of ENERGY QUALITIES, specifically slash, press, dab, hover and float.</p> <p>➤ The student has awareness of the purpose of dance in a community.</p>	<ul style="list-style-type: none"> <li>• Knowledge that energy defines how one moves.</li> <li>• Understand the following energy qualities: slash, press, dab, hover, float, percussive, sustained, swing, vibrate, explode, rebound and suspend.</li> <li>• Perform and sequence qualities of motion.</li> <li>• Understand contrasting energy qualities.</li> <li>• Springboard energy qualities from music.</li> <li>• Knowledge of pioneer/cultural dances.</li> <li>• Knowledge that dance reflects culture.</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>			
<b>Dance Content Objectives</b>	<b>Vocabulary Students should use</b>	<b>Lessons (Activities)</b>	
<p>- I can explore a wide range of movement qualities (including slash, press, dab, hover and float).</p> <p>- I can improvise qualities of movement when responding to different pieces of music.</p> <p>- I can choreograph and perform a dance incorporating two contrasting energy qualities.</p> <p>- I can learn and practice a pioneer/cultural dance.</p> <p>- I can create and perform an original dance using the locomotor steps found in the pioneer/cultural dance.</p>	<p><b>Qualities of motion:</b> Characteristics of a movement</p> <p><b>Dynamics:</b> The degree of energy, intensity, or power in the execution of movements</p> <p><b>Ritual/ceremonial dance:</b> A dance that is performed as part of a ceremony or religious even/t/ritual</p> <p><b>Folk Dance:</b> Traditional dances of a country which reflect the social customs and norms</p>	<ul style="list-style-type: none"> <li>*Improvise a wide variety of energy qualities to music. See if the music reflects the same quality. If not, try dancing opposite qualities than the music.</li> <li>*Play a variety of songs and try to match the quality of the music to the quality of the movement.</li> <li>*Have the students create and perform a dance that incorporates two contrasting energy qualities.</li> <li>*Learn and perform a pioneer/cultural dance (e.g. Square Dancing or Virginia Reel from USA).</li> <li>*Identify the steps found in the pioneer/cultural dance and create an original 32 count phrase using those steps. Teach other classmates and perform.</li> <li>*<a href="#">Virginia Reel</a></li> </ul>	
<b>Dance / Common Core Language Objectives</b>		<b>Additional Resources</b>	
<ul style="list-style-type: none"> <li>• Collaboratively brainstorm a list of similar energy qualities (suspend, sustained) to opposing energy qualities (stacatto, percussive, explosive). Discuss which one are synonyms and which ones are antonyms.</li> <li>• Read a story about Utah history. Collaboratively discuss why the pioneers danced as they came across the plains.</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="#">4 Teaching Guide Dance</a> <a href="#">Dance PowerPoint</a> <a href="#">Lesson Plans Dance - BYU</a></li> <li>• <a href="#">UDEO</a> Utah Dance Education Organization <a href="#">NDEO</a> National Dance Education Org.</li> <li>• <a href="#">Rhythmically Moving</a> Folk Dance Resource</li> <li>• <a href="#">Multicultural Folk Dance Treasure Chest</a> Folk Dance Resource</li> </ul>	
<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="#">Student Assessment Spiral B&amp;W 3-6 Grade Dance</a>			