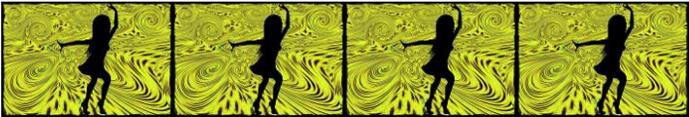


Unit of Study 1 Elements of Dance- Body/Mind		5 th GRADE	Quarter 1	DANCE 2013
Key Concepts: The student has knowledge of the body and can perform UNIQUE combinations of AXIAL and LOCOMOTOR movements. 		Skills: <ul style="list-style-type: none"> • Knowledge of the body. • Basic locomotor and axial movement skills. • Listen to signals and responds to movement directions. • Understands conditioning principles (balance, strength, flexibility, endurance, alignment and agility). • Can duplicate movement and memorize sequences. • Relationship of bodily skills to time, space and energy. • Performs learned choreographed phrases. • Creates and performs original and complex movement phrases and combinations. 		
Standards: <ul style="list-style-type: none"> ➤ 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)		
*I can improvise movement sequences that require increased strength, endurance, flexibility and stability. *I can create, teach and perform a warm up that demonstrates challenging physical skills. *I can practice combining locomotor steps and axial movement. *I can create and perform a dance based on unique combinations of locomotor and axial movement.	Warm-up: A series of exercises/movement to ready the mind and body Locomotor: Steps that travel through space Axial Movement: Movement that revolves around the axis and is performed in place Alignment: Body placement or posture Agility: The ability to change direction Conditioning Principles: Strength Flexibility Stability Endurance	<ul style="list-style-type: none"> • Give each student a word strip with one of the following words: strength, endurance, flexibility and stability. Have them create a move that represents the word. Combine the movements to create a new warm up. • Practice the 8 basic locomotor steps. Notice that walk, run, jump, hop and leap have a binary rhythm; and that skip, slide and gallop have a ternary rhythm. Have the student choose either the binary rhythm steps or the ternary rhythm steps to create an original locomotor sequence. • Practice axial movement (bend, twist, reach, bounce, swing, etc). Place 4 axial movements into the above sequence and perform. • Brain Dance • Locomotor and Axial Movement Lesson Plan Scroll down to “instruction” 		
Dance / Common Core Language Objectives		Additional Resources		
<ul style="list-style-type: none"> ➤ Compare choreography to writing. Approach each one with the same steps: plan, revise, edit, rewrite or try a new approach. • 		<ul style="list-style-type: none"> • Books and DVDs Materials available for check out from Granite School District • 5 Teaching Guide Dance Dance PowerPoint • UDEO Utah Dance Education Organization NDEO National Dance Education Org. • Lesson Plans Dance - BYU 		
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	5th GRADE	Quarter 2	DANCE 2013
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Key Concepts:	Skills:
<p>➤ The student has knowledge of the dance element of time, specifically NOTE VALUE, CANNON/ROUNDS and TEMPO.</p> 	<ul style="list-style-type: none"> • Knowledge of the dance element of time. • Understands not only note value, cannon/rounds and tempo, but also steady beat, simple rhythms, rhythmic patterns, meter, accents, and changing accents. • Call and response skills. • Knowledge of musical structures.

Standards:
<ul style="list-style-type: none"> ➤ 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)
<ul style="list-style-type: none"> • I can understand note value. • I can create a 16 count movement phrase that includes movement or shapes that extend or hold the value of whole notes, half notes, quarter notes and eighth notes. • I can dance the note value movement phrase in a cannon/round. • I can exaggerate slow and fast tempos through the abstraction of everyday or sport actions. • I can create and perform a dance that alternates contrasting tempos. 	<p>Duration: Length of movement (short/long)</p> <p>Tempo: Speed of movement (fast/slow)</p> <p>Metric Rhythm: Grouping of beats in recurring pattern</p> <p>Accent: Emphasis that results in a beat being louder or longer than another in a measure</p> <p>Meter: Measure or unit of a metrical verse</p>	<ul style="list-style-type: none"> • Teach one movement to represent the length of each: a whole note, half note, quarter note and eighth note (e.g. whole note - reach 4 counts; half - open 2 counts, close 2 counts; quarter - staccato movement for 4 counts; eighth - run for 8 counts). Use note value cards (whole sheet of paper for whole note; half sheet for half note; 1/4 sheet for quarter note; 1/8 sheet for eighth note). Place the note value cards in various orders and perform the appropriate movement for each card. Create many new patterns. Add variations in space and energy. Remember to keep the underlying beat steady. • Find a song that is sung in a round. Create movement to the words of the song. Sing and dance the choreography and words in a round. • Have the students create and perform a dance that exaggerates slow and fast tempos by abstracting everyday or sport actions. • Musical Beats and Rhythm Lesson • Artistic Rhythm and Phonics Lesson
Visual Art / Common Core Language Objectives		Additional Resources
<ul style="list-style-type: none"> • Analyze and reflect on choreographed pieces. Discuss specific ways to improve choreography. • Read out loud with varying tempos. Notice how tempo adds expression and emphasis to the written text 		<ul style="list-style-type: none"> • Books and DVDs Materials available for check out from Granite School District • 5 Teaching Guide Dance • Dance PowerPoint • UDEO Utah Dance Education Organization • NDEO National Dance Education Organization • Lesson Plans Dance - BYU

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 3 Elements of Dance- Space		5 th GRADE	Quarter 3	DANCE 2013
Key Concepts:		Skills:		
<p>➤ The student has knowledge of the dance element of space, specifically SPATIAL RELATIONSHIPS and TWO AND THREE-DIMENSIONAL SHAPES.</p> 	<ul style="list-style-type: none"> • Knowledge that space defines where one moves. • Understand not only two and three-dimensional shapes and spatial relationships, but also levels, directions, symmetry/asymmetry, moving in place and through space, mapping, positive/negative space and pathways. 			
Standards:				
<ul style="list-style-type: none"> ➤ 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)	
<p>*I can explore various spatial relationships including: meeting, parting, passing, leading, following and mirroring.</p> <p>*I can choreograph and perform a dance that includes spatial relationships.</p> <p>*I can explore two and three-dimensional shapes alone, with a partner and in groups.</p> <p>*I can choreograph and perform a dance that combines two and three-dimensional shapes with locomotor and axial movements.</p>		<p>Shape: The form of the body.</p> <p>Direction: Forward, backwards, sideward, up, down</p> <p>Relationships: The body’s position relative to something or someone</p> <p>Body Bases: Body parts that support the rest of the body</p>	<ul style="list-style-type: none"> • Explore spatial relationships with people and the environment by meeting, passing, leading, following and mirroring. Create and perform a dance that includes spatial relationships. • Look at examples of two and three dimensional shapes. Explore making two and three dimensional shapes alone, with a partner or in a group. Create a dance that contains two and three dimensional shapes with transitions in between. Vary space, time and energy. • The Space Stealers (page 138) • Dance Solutions 	
Dance / Common Core Language Objectives			Additional Resources	
<ul style="list-style-type: none"> ➤ Develop objective and subjective opinions about student choreography. Discuss objectively first, then subjectively second. Discuss when it’s appropriate to use the different types of opinions. ➤ Compare spatial relationships in nature, building structures, communities, land masses, etc. 			<ul style="list-style-type: none"> • Books and DVDs Materials available for check out from Granite School District • 5 Teaching Guide Dance • Dance PowerPoint • UDEO Utah Dance Education Organization • NDEO National Dance Education Organization • Lesson Plans Dance - BYU 	
<p>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</p>				

Unit of Study 4 Elements of Dance- Energy/Culture		5 th GRADE	Quarter 4	DANCE 2013
Key Concepts:		Skills:		
<p>☛ The student has knowledge of ENERGY QUALITIES THAT ARE INHERENT in visual images, objects, sounds, text, color, music or movement gestures.</p> <p>☛ The student has awareness of the HISTORY and CULTURE of dance, specifically with BALLET and MODERN DANCE.</p>		<p>-Knowledge that energy defines how one moves.</p> <p>-Perform and sequence qualities of motion.</p> <p>-Understand contrasting energy qualities.</p> <p>-Springboard qualities of movement inherent in visual images, objects, sound, text, color and music or movement gestures.</p> <p>-Relate energy qualities to many and varied stimuli.</p> <p>-Expand range of movement qualities.</p> <p>-Knowledge of history and culture of dance.</p> <p>-Knowledge of the historical context and origins of ballet and modern dance.</p>		
Standards:				
<ul style="list-style-type: none"> ➤ 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)	
<p>*I can define, identify and explore qualities of movement inherent in visual images, objects, sound, text, color, and music or movement gesture.</p> <p>*I can create and perform a movement phrase that includes changes in space and time using the same energy movement theme (visual images, objects, sound, text, color and music or movement gesture).</p> <p>*I can research and explore the historical and cultural context in which ballet and modern dance evolved.</p> <p>*I can create a group dance that contains unique movement based on principles found in both ballet and modern dance.</p>		<p>Qualities of Motion: Characteristics of a movement</p> <p>Dynamics: The degree of energy, intensity, or power in the execution of movements</p> <p>Ritual/ceremonial dance: A dance that is performed as part of a ceremony or religious event/t/ritual</p> <p>Folk Dance: Traditional dances of a country which reflect the social customs and norms</p>	<p>-Provide visuals of animals, nature, objects (car, shoe, scarf, toothbrush, etc). Discuss how some things move because they are alive while other things move only because of force. Regardless, they all move, so pick out the energy qualities of that object or animal. Create a dance using those movement qualities.</p> <p>-Discuss how color can represent different moods, and moods can affect our movement. Match colors to moods and movement qualities (e.g. red is anger and explosive movement; yellow is happy and sustained movement, etc.)</p> <p>-Study the history of both ballet and modern dance. Discuss some of the principles within each genre (e.g. ballet - is airborne, has clear lines, uses symmetry; modern dance - uses the floor, articulates the spine, creates new movements). Create a dance based on two of the principles discovered.</p> <p>-Brief History of Ballet -Brief History of Modern Dance</p>	
Dance / Common Core Language Objectives			Additional Resources	
<ul style="list-style-type: none"> ➤ Read poetry or prose. Pick out words, objects, characters from the text and discuss what energy or movement qualities they have. ➤ Write a paper about the history of ballet or modern dance. Discuss how it reflects the culture. 			<ul style="list-style-type: none"> • Books and DVDs Materials available for check out from Granite School District • 5 Teaching Guide Dance Dance PowerPoint • UDEO Utah Dance Education Organization NDEO National Dance Education Org. • Lesson Plans Dance - BYU Rhythmically Moving • Multicultural Folk Dance Treasure Chest Folk Dance Resource 	
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				

