

Unit of Study 1 Elements of Dance- Body/Mind	6 <sup>th</sup> GRADE	Quarter 1	DANCE 2013
<b>Key Concepts:</b>		<b>Skills:</b>	
<p>0 → The student has knowledge of the body, can perform COMPLEX AXIAL and LOCOMOTOR sequences and can PERFORM with concentration, focus, sensitivity and expression.</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 responds to movement directions.</li> <li>• Understands conditioning principles (balance, strength, flexibility, endurance, alignment).</li> <li>• Can duplicate movement and memorize sequences.</li> <li>• Isolation of body parts and joint articulation.</li> <li>• Relationship of bodily skills to time, space and energy.</li> <li>• Performs learned choreographed phrases.</li> <li>• Creates and performs original and complex combinations.</li> <li>• Performs with concentration, focus, sensitivity and expression.</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 learn a sequence that includes strength, flexibility and endurance.</p> <p>*I can alter the sequence by manipulating time, space and energy.</p> <p>*I can learn a complex axial and locomotor sequence.</p> <p>*I can manipulate the sequence by altering the breath and metric rhythms, spatial directions, shaping of the body and energy qualities.</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>Agility:</b> The ability to change direction</p> <p><b>Conditioning Principles:</b> Strength Flexibility Stability Endurance Coordination Agility Sensitivity Expression Concentration</p>	<p>-Teach a movement phrase that includes strength, flexibility and endurance. Have the students alter the phrase by manipulating the tempo, accents, directions, levels and energy qualities.</p> <p>-Teach a complex locomotor and axial sequence. Have the students alter the sequence’s breath and metric rhythms, spatial directions, shaping of the body and energy qualities.</p> <p><a href="#">-Brain Dance</a></p> <p><a href="#">-Hip Hop Axial and Locomotor</a></p>	
<b>Dance / Common Core Language Objectives</b>		<b>Additional Resources</b>	
<ul style="list-style-type: none"> <li>• Connect the locomotor and axial sequence to a story. See what sections of the movement sequence relate to different characters in the story. Discuss the connections.</li> <li>• Read a section from both a historical novel and a fantasy story while dancing the locomotor and axial sequence. See how it changes the mood of the dance and dance the energy qualities it promotes. Discuss the differences between a historical novel and a fantasy story.</li> </ul>		<p><a href="#">-Books and DVDs</a> Materials available for check out from Granite School District</p> <p><a href="#">- 6 Teaching Guide Dance</a> <a href="#">Dance PowerPoint</a></p> <p><a href="#">-UDEO</a> Utah Dance Education Organization <a href="#">NDEO</a> National Dance Education Org.</p> <p><a href="#">-Lesson Plans Dance - BYU</a></p>	
<p><b>Assessment Options:</b></p> <p>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></p>			

<b>Key Concepts:</b>	<b>Skills:</b>
<p>0→ The student has knowledge of the dance element of time, specifically BREATH and METRIC RHYTHMS.</p> 	<ul style="list-style-type: none"> <li>• Knowledge of the dance element of time.</li> <li>• Understands not only breath and metric rhythms, but also steady beat, tempo, changing tempos, simple rhythms, rhythmic patterns, meter, accents, changing accents and note value.</li> <li>• Can differentiate between and combine metric rhythms and non-metric/breath rhythms.</li> <li>• Responds to vocal, musical or observable cues.</li> <li>• Knowledge of musical structures.</li> <li>• Performs with physical and kinesthetic awareness.</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 understand the difference between breath and metric rhythms.</li> <li>• I can create, teach and perform a movement phrase that contains metric and breath rhythms.</li> </ul> 	<p><b>Duration:</b> Length of movement (short/long)</p> <p><b>Tempo:</b> Speed of movement (fast/slow)</p> <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>	<ul style="list-style-type: none"> <li>• Find two pieces of music, one with a rhapsodic rhythm (or non-metric) and one with a clear meter. Compare the difference. Play each song again and improvise movement to the music.</li> <li>• Try dancing the opposite movement to the opposite music (e.g. dance with a beat to the rhapsodic song and dance a breath rhythm to a metered song). Notice how difficult it is.</li> <li>• Have the students create and perform a dance that contains both metric rhythms and breath rhythms.</li> </ul>
<b>Visual Art / Common Core Language Objectives</b>		<b>Additional Resources</b>
<ul style="list-style-type: none"> <li>• . Compare the rhythms in poetry to dance. Notice some poetry has a metric rhythm (AB patterns), while other poetry has a breath or non-metric rhythm (haikus).</li> <li>• Pay attention to punctuation while reading to create the right rhythm for the context and emotions of the story.</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="#">6 Teaching Guide Dance</a> <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>

**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		6 <sup>th</sup> GRADE	Quarter 3	DANCE 2013
<b>Key Concepts:</b>		<b>Skills:</b>		
<ul style="list-style-type: none"> <li>The student has knowledge of the dance element of space, specifically LINES and FOCUS.</li> </ul>		<ul style="list-style-type: none"> <li>Knowledge that space defines where one moves.</li> <li>Understand not only lines and focus, but also range, shapes, levels, directions, symmetry/asymmetry, moving in place and through space, mapping, positive/negative space, pathways and spatial relationships.</li> <li>Manipulate the element of space with time and energy variations.</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 line in space with whole body, parts of the body and focus.</li> <li>I can choreograph a small movement phrase that includes lines and focus in space.</li> <li>I can teach my movement phrase to a partner or small group, then learn their movement phrases.</li> <li>Collaboratively we can create a longer dance by combining the movement phrases. Then we can manipulate the phrase by altering time and energy.</li> </ul>	<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>Focus:</b> The direction of the eyes, body part or whole body to a particular point in space</p>	<ul style="list-style-type: none"> <li>Improvise line in space by creating single body part shapes or whole body shapes alone, with a partner or as a group. Every time a shape is created, change the focus and see how that affects the shape.</li> <li>Improvise by allowing the focus to lead the movement. Wherever you look you must move that direction. Try moving the opposite direction of the focus.</li> <li>Have the students create a movement phrase that includes line and focus in space. Then connect with a partner or small group to combine their individual phrases to create a longer dance. Perform the dance with concentration and focus.</li> <li><a href="#">Focus Lesson Plan</a></li> <li><a href="#">Focus Lesson Plan 2</a></li> </ul> 		
<b>Dance / Common Core Language Objectives</b>		<b>Additional Resources</b>		
<ul style="list-style-type: none"> <li>Brainstorm multi-meaning words for line and focus. Clarify their meaning in relationship to dance.</li> <li>Reflect and discuss ways to improve student choreography.</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="#">6 Teaching Guide Dance</a> <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		6 <sup>th</sup> GRADE	Quarter 4	DANCE 2013
<b>Key Concepts:</b> The student will expand their knowledge of ENERGY QUALITIES, specifically dart, tremble, float, suspend, rebound and swing; and they will understand ABSTRACTION. The student has awareness of self, the community and the world. 		<b>Skills:</b> <ul style="list-style-type: none"> <li>Knowledge that energy defines how one moves.</li> <li>Perform and sequence qualities of motion.</li> <li>Understand contrasting energy qualities.</li> <li>Relate energy qualities to many and varied stimuli.</li> <li>Expand range of movement qualities.</li> <li>Understand abstraction by changing the movement through exaggeration, diminution or by manipulating time, space or energy.</li> <li>Knowledge of ritual or ceremonial 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>	
<ul style="list-style-type: none"> <li>- I can explore the energy qualities of darting, trembling, floating, suspending, rebounding, and swinging.</li> <li>-I can choreograph a movement phrase that includes one or more of the above movement qualities.</li> <li>-I can abstract a visual or verbal image into movement.</li> <li>-I can choreograph and perform a dance that applies the concept of abstraction.</li> <li>-I can learn an authentic ceremonial or ritual dance, then analyze it as it relates to the culture.</li> <li>-I can create an original ritual or ceremonial dance using elements based on the culture.</li> </ul>		<b>Qualities of Motion:</b> Characteristics of a movement <b>Dynamics:</b> The degree of energy, intensity, or power in the execution of movements <b>Ritual/ceremonial dance:</b> A dance that is performed as part of a ceremony or religious even/t/ritual <b>Folk Dance:</b> Traditional dances of a country which reflect the social customs and norms <b>World Dance:</b> Traditional dances altered for concert, festival, or community performance	<ul style="list-style-type: none"> <li>-Improvise and explore movement possibilities while calling out the words: dart, tremble, float, suspend, rebound and swing.</li> <li>-Place two sections of word strips. One section includes: dart, tremble, float, suspend, rebound and swing. The other section includes: low, slow, backwards, symmetrical, accent, and focus. Have them combine two words (one from each section) to create a dance (e.g. float on a low level, tremble with accents, rebound backwards, etc). Perform and analyze.</li> <li>-Take everyday actions (brushing teeth, tying shoes, eating dinner) and abstract the ideas into movement through exaggeration, diminution or by altering space, time or energy.</li> <li>-Learn and perform an authentic ceremonial or ritual dance (e.g. Hora Agadati from Israel, Tinikling from Philippines or Progressive Circle from USA).</li> <li>-Create a simple ritual or ceremonial dance by studying a particular culture then use the elements based on that culture to create the movement.</li> <li>-<a href="#">Pantomime vs. Abstract Gesture</a></li> </ul>	
<b>Dance / Common Core Language Objectives</b>			<b>Additional Resources</b>	
<ul style="list-style-type: none"> <li>Write a story that includes dart, tremble, float, suspend, rebound and swing. Be creative, yet accurate with punctuation, spelling, and sentence structure.</li> <li>Read a story about a different culture. Collaboratively discuss the differences of that culture to our culture.</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="#">6 Teaching Guide Dance</a> <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> <a href="#">Rhythmically Moving</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>				

