




<p align="center">Unit of Study 1 Elements of Dance- Body/Mind</p>	<p align="center">KINDERGARTEN</p>	<p align="center">Quarter 1</p>	<p align="center">DANCE 2013</p>
<p>0—* Emphasis Concepts:</p> <p>0—* The student has knowledge of the body and can do basic locomotor and axial movement skills.</p>		<p>Skills:</p> <ul style="list-style-type: none"> • Knowledge of the body • Basic locomotor and axial movement skills • Listen to signals and respond to movement directions. 	
<p>Standards:</p>			
<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. 			
<p align="center">Dance Content Objectives</p>	<p align="center">Vocabulary students should use</p>	<p align="center">Lessons (Activities)</p>	
<ul style="list-style-type: none"> • I can explore the joy of moving. • I can listen to signals and respond to movement directions. 	<p>Warm-up: As series of exercises/movements to ready the mind and body parts.</p> <p>Locomotor: Steps that travel through space</p> <p>Axial movement: Movement that revolves around the axis and is performed in place.</p> <p>Flexibility Strength stability improvise</p>	<ul style="list-style-type: none"> • Warm-up Brain Dance* • Listen to signals and respond to movement directions. Explore locomotor steps (walk, run, gallop, and jump). Perform basic axial movements of turn, stretch, reach, bend, and twist. Locomotor Dance Lesson • With a partner improvise a dance using basic locomotor steps and axial movements. • Kindergarten Dance Activities. 	
<p align="center">Dance / Common Core Language Objectives</p>		<p align="center">Additional Resources</p>	
<ul style="list-style-type: none"> • Listen to a story and dance the words. Move to the rhythm of the words. • Engage in a collaborative discussion about improvised dances. 		<ul style="list-style-type: none"> • *Books and DVDs Materials available for check out from Granite School District • K Teaching Guide Dance • Dance PowerPoint • UDEO Utah Dance Education Organization • NDEO National Dance Education Organization 	
<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 Class Assessment Spiral B&W PreK-2nd Grade Dance</p>			

Unit of Study 2 Elements of Dance- Time	KINDERGARTEN	Quarter 2	DANCE 2013
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Emphasis Concepts:	Skills:
<p>☛ The student has knowledge of the body and can do basic locomotor and axial movement skills. The student can understand duration, tempo, and rhythm.</p>	<ul style="list-style-type: none"> • Knowledge of the body • Basic locomotor and axial movement skills • Listen to signals and respond to movement directions. • Knowledge that TIME defines when one moves. • Moving and stopping skills: duration, tempo, and rhythm.

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 explore stopping and going, tempos of fast and slow, and simple rhythms • I can improvise duration, tempos, rhythms of words, rhythms using various stimuli, and objects. <div style="text-align: center;">  </div>	<div style="text-align: center;">  </div> <p>Time: Defines when one moves.</p> <p>Duration: length of movement (long/short).</p>	<ul style="list-style-type: none"> • Move to slow and fast tempos. Practice moving and stopping responding to a variety of stimuli (e.g. voice, music, sound, others). Improvise moving and stopping varying the duration. • Practice fast and slow tempos inspired by research of animals, people, and machines. Next improvise a dance based on tempo. • Dance a song or text that includes rhythm of words. • Kindergarten Dance Activities.
Dance / Common Core Language Objectives	Vocabulary students should use	Additional Resources
<ul style="list-style-type: none"> • Research and identify tempos of animals, people and machines. • Move to the rhythm of words (syllables). • Investigate rhythm of word phrases. • Reflect as a group about your dances. 	<p>Tempo: Speed of movement (fast /slow).</p> <p>Metric Rhythm: Grouping of beats in a recurring pattern.</p> <p style="text-align: center;">improvise</p>	<ul style="list-style-type: none"> • Books and DVDs Materials available for check out from Granite School District • K Teaching Guide Dance • Dance PowerPoint • UDEO Utah Dance Education Organization • NDEO National Dance Education Organization

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 [Class Assessment Spiral B&W PreK-2nd Grade Dance](#)

Unit of Study 3 Elements of Dance- Space	KINDERGARTEN	Quarter 3	DANCE 2013
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Emphasis Concepts:	Skills:
<p>0- 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, and size.</p>	<ul style="list-style-type: none"> • Knowledge of the body • Basic locomotor and axial movement skills • Listen to signals and respond to movement directions. • Knowledge that SPACE defines where one moves. • Shape, direction, levels, size, moving through space.

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 explore shape, levels, size, and moving in and through space. • I can explore opposites in shapes, levels, sizes, and moving in and through space. 	<p>Space: Defines where one moves.</p> <p>Shape (form of the body)</p> <p>Levels (low/medium/high)</p> <p>Direction (forward, backwards, sideward, up, down)</p> <p>Size (continuum from small to large)</p>	<ul style="list-style-type: none"> • Explore opposites in shape and space (e.g. levels, direction, and size). • Investigate locomotor and axial movement with opposites. • Connect a simple sequence using opposites incorporating shape and axial or locomotor movement. • Kindergarten Dance Activities.
Dance / Common Core Language Objectives		Additional Resources
<ul style="list-style-type: none"> • Engage in a discussion of the term of space in regards to dance. 		<ul style="list-style-type: none"> • Books and DVDs Materials available for check out from Granite School District • K Teaching Guide Dance • Dance PowerPoint • UDEO Utah Dance Education Organization • NDEO National Dance Education Organization

<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 Class Assessment Spiral B&W PreK-2nd Grade Dance</p>

Unit of Study 4 Elements of Dance- Energy / Culture	KINDERGARTEN	Quarter 4	DANCE 2013
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Emphasis Concepts:	Skills:
<ul style="list-style-type: none"> The student has knowledge of the body and can do basic locomotor and axial movement skills. The student understands the simple qualities of motion. 	<ul style="list-style-type: none"> Knowledge of the body Basic locomotor and axial movement skills Listen to signals and respond to movement directions. Knowledge that ENERGY defines how one moves.

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 explore contrasting qualities (light and heavy) and emotions (happy and sad). I can explore nursery rhymes, stories, and songs from world cultures. I can create simple dances reflecting a primary awareness of self in the world. 	 <p>Energy: Defines how one moves.</p> <p>Qualities of motion: Characteristics of movement.</p> <p>Dynamics: The degree of energy, intensity, or power in the execution of movements.</p>	<ul style="list-style-type: none"> Energy Dance Lesson Kindergarten Dance Activities. Line Dancing the Kindergarten Way! Improvise to different forms of music that inspire changes in energy. Focus on senses, moods, and feelings. Create a short dance using two opposite energy qualities, emotions, and senses (e.g. happy/sad). Use an appropriate selection of music. Improvise a movement sequence based on a rhyme, story or song. Create a dance based on a folk song.
Dance / Common Core Language Objectives	Vocabulary students should use	Additional Resources
<ul style="list-style-type: none"> Listen to nursery rhymes, stories, and songs from world cultures. After improvisation dances, reflect and discuss how it felt to move. 	<p>Dynamics: The degree of energy, intensity, or power in the execution of movements.</p>	<ul style="list-style-type: none"> Books and DVDs Materials available for check out from Granite School District K Teaching Guide Dance Dance PowerPoint UDEO Utah Dance Education Organization NDEO National Dance Education Organization

<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 Class Assessment Spiral B&W PreK-2nd Grade Dance</p>
