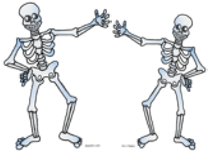


Unit of Study 1 Elements of Dance - Body/Mind	4TH GRADE	Quarter 1	DANCE 2018
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Key Concepts:	Skills:
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□ The student can identify JOINTS in the body and perform basic LOCOMOTOR and AXIAL movement skills.



- Connect knowledge of the body to movement.
- Perform 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.

Strands:

- CREATE (4.D.CR.) Students will conceptualize, generate, develop and organize artistic ideas and work. They will complete and refine dance works (Standards 4.D.CR.1–5).
- PERFORM (4.D.P.) Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work and express meaning through the presentation of dance works (Standards 4.D.P.1–10).
- RESPOND (4.D.R.) Students will perceive and analyze artistic work and process. They will interpret intent and meaning and apply criteria to evaluate artistic work and process (Standards 4.D.R.1–2).
- CONNECT (4.D.CO.) Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding (Standards 4.D.CO.1–2, 4).



Dance Content Objectives	Vocabulary students should use	Lessons (Activities)
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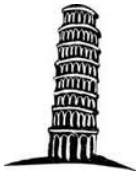
<ul style="list-style-type: none"> ● I can explore movement and create a warm up that incorporates balance, strength, flexibility, endurance and alignment. ● I can explore motion at the joints, then create and preform a joint action dance. ● I can learn a locomotor and axial movement phrase. ● I can create and perform a locomotor axial pattern. 	<p>Warm-up: A series of exercises/movement to ready the mind and body</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>Alignment: Body placement or posture</p> <p>Conditioning Principles: Strength*Flexibility*Stability*Endurance *Alignment*Coordination</p>	<ul style="list-style-type: none"> ● Have the students create a warm up that incorporates balance, strength, flexibility, endurance and alignment. ● 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. ● 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). ● 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. ● Brain Dance
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Dance / Common Core Language Objectives	Additional Resources
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<ul style="list-style-type: none"> ● Compare and contrast the differences between locomotor and axial movement. Discuss why you like one more than the other. ● Increase vocabulary by discovering new words that describe actions for the joints in the body. 	<ul style="list-style-type: none"> ● OER Commons ● UDEO Utah Dance Education Organization ● NDEO National Dance Education Org. ● Lesson Plans Dance - BYU ● Art Works for Kids Lesson Tool
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Assessment Options: The student uses the elements of dance to effectively communicate ideas. Have students color in content objectives on their personal Learning Map.

Unit of Study 2 Elements of Dance - TIME		4 TH GRADE	Quarter 2	DANCE 2018
Key Concepts:		Skills:		
<ul style="list-style-type: none"> The student has knowledge of the dance element of time, specifically ACCENTS. 		<ul style="list-style-type: none"> Connect to knowledge of the dance element of time. Responds to not only accents, but also steady beat, tempo, changing tempos, simple rhythms, rhythmic patterns, meter and note value. Can differentiate between metric rhythms and non-metric/breath rhythms. Call and response skills. Connects to knowledge of musical structures. 		
Strands:				
<ul style="list-style-type: none"> ➤ CREATE (4.D.CR.) Students will conceptualize, generate, develop and organize artistic ideas and work. They will complete and refine dance works (Standards 4.D.CR.1–5). ➤ PERFORM (4.D.P.) Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work and express meaning through the presentation of dance works (Standards 4.D.P.1–10). ➤ RESPOND (4.D.R.) Students will perceive and analyze artistic work and process. They will interpret intent and meaning and apply criteria to evaluate artistic work and process (Standards 4.D.R.1–2). ➤ CONNECT (4.D.CO.) Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding (Standards 4.D.CO.1–2, 4). 				
Dance Content Objectives		Vocabulary students should use	Lessons (Activities)	
<ul style="list-style-type: none"> I can explore clapping and moving in place and in space to a steady beat. I can add accents to a steady beat. I can improvise, create and perform an 8-count movement phrase that accents two beats. I can manipulate the 8-count movement phrase by varying the space, levels and directions. 		<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"> 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. Have the students create accented rhythms. Put two groups together to create a “resultant rhythm” (the result of two rhythms played simultaneously). 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. 	
Dance / Common Core Language Objectives			Additional Resources	
<ul style="list-style-type: none"> Read a book to the class. Emphasize key words. Have the students respond with accented movement that is inspired by the key word. Have students read out loud to a partner. Challenge them to emphasize key words while they read. Have their partner respond with accented movements. 			<ul style="list-style-type: none"> OER Commons UDEO Utah Dance Education Organization NDEO National Dance Education Organization Lesson Plans Dance - BYU Art Works for Kids Lesson Tool 	
Assessment Options: The student uses the elements of dance to effectively communicate ideas. Have students color content objectives on their personal Learning Map.				

Unit of Study 3 Elements of Dance - Space		4 TH GRADE	Quarter 3	DANCE 2018
Key Concepts:		Skills:		
<input type="checkbox"/> The student has knowledge of the dance element of space, specifically OFF CENTERED and COUNTERBALANCED shapes. 	<ul style="list-style-type: none"> • Connect to knowledge that space defines where one moves. • Responds by performing 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. 			
Strands:				
<ul style="list-style-type: none"> ➤ CREATE (4.D.CR.) Students will conceptualize, generate, develop and organize artistic ideas and work. They will complete and refine dance works (Standards 4.D.CR.1–5). ➤ PERFORM (4.D.P.) Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work and express meaning through the presentation of dance works (Standards 4.D.P.1–10). ➤ RESPOND (4.D.R.) Students will perceive and analyze artistic work and process. They will interpret intent and meaning and apply criteria to evaluate artistic work and process (Standards 4.D.R.1–2). ➤ CONNECT (4.D.CO.) Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding (Standards 4.D.CO.1–2, 4). 				
Dance Content Objectives		Vocabulary students should use	Lessons (Activities)	
<ul style="list-style-type: none"> • I can explore off centered, tilting, and wide based alone, with a partner a small group. • I can create and perform a dance with a partner that incorporates off centered and counterbalanced shapes and movements. 	narrow shapes and in	<p>Shape: The form of the body.</p> <p>Pathways: Patterns or designs created on the floor or in the air</p> <p>Relationships: The body's position relative to something or someone</p> <p>Negative Space: The space surrounding objects and things (positive space)</p>	<ul style="list-style-type: none"> • Explore the difference between centered and balanced to off centered and counterbalanced shapes and movement. • 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. • With a partner, have the students create then perform a dance that contains off centered and counterbalanced shapes and movements. 	
Dance / Common Core Language Objectives			Additional Resources	
<ul style="list-style-type: none"> • 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. 			<ul style="list-style-type: none"> • OER Commons • 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. Have students color in content objectives on their personal Learning Map.</p>				

Unit of Study 4 Elements of Dance - Energy/Culture	4 TH GRADE	Quarter 4	DANCE 2018
Key Concepts:		Skills:	
<ul style="list-style-type: none"> ☐ The student will expand their knowledge of ENERGY QUALITIES, specifically slash, press, dab, hover and float. ☐ The student has awareness of the purpose of dance in a community. 	<ul style="list-style-type: none"> • Connect to knowledge that energy defines how one moves. • Respond by performing the following energy qualities: slash, press, dab, hover, float, percussive, sustained, swing, vibrate, explode, rebound and suspend. • Perform and sequence qualities of motion. • Respond to, create and perform contrasting energy • Create dances using energy qualities from music. • Respond to, create and perform pioneer/cultural dances. • Connect to knowledge that dance reflects culture. 	 <p style="text-align: right;">qualities.</p>	
Strands:			
<ul style="list-style-type: none"> ➤ CREATE (4.D.CR.) Students will conceptualize, generate, develop and organize artistic ideas and work. They will complete and refine dance works (Standards 4.D.CR.1–5). ➤ PERFORM (4.D.P.) Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work and express meaning through the presentation of dance works (Standards 4.D.P.1–10). ➤ RESPOND (4.D.R.) Students will perceive and analyze artistic work and process. They will interpret intent and meaning and apply criteria to evaluate artistic work and process (Standards 4.D.R.1–2). ➤ CONNECT (4.D.CO.) Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding (Standards 4.D.CO.1–2, 4). 			
Dance Content Objectives	Vocabulary s students should use	Lessons (Activities)	
<ul style="list-style-type: none"> • I can explore a wide range of movement qualities (including slash, press, dab, hover and float). • I can improvise qualities of movement when responding to different pieces of music. • I can choreograph and perform a dance incorporating two contrasting energy qualities. • I can learn and practice a pioneer/cultural dance. • I can create and perform an original dance using the locomotor steps found in the pioneer/cultural dance. 	<p>Qualities of motion: Characteristics of a movement 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 even/t/ritual</p> <p>Folk Dance: Traditional dances of a country which reflect the social customs and norms</p>	<ul style="list-style-type: none"> • 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. • Play a variety of songs and try to match the quality of the music to the quality of the movement. • Have the students create and perform a dance that incorporates two contrasting energy qualities. • Learn and perform a pioneer/cultural dance (e.g. Square Dancing or Virginia Reel from USA). • Identify the steps found in the pioneer/cultural dance and create an original 32 count phrase using those steps. Teach other classmates and perform. • Virginia Reel 	
Dance / Common Core Language Objectives		Additional Resources	
<ul style="list-style-type: none"> • Collaboratively brainstorm a list of similar energy qualities (suspend, sustained) to opposing energy qualities (staccato, percussive, explosive). Discuss which one are synonyms and which ones are antonyms. • Read a story about Utah history. Collaboratively discuss why the pioneers danced as they came across the plains. 		<ul style="list-style-type: none"> • OER Commons • Lesson Plans Dance - BYU • UDEO Utah Dance Education Organization • NDEO National Dance Education Org. • Art Works for Kids Lesson Tool 	
Assessment Options: The student uses the elements of dance to effectively communicate ideas. Have students color in content objectives on their personal Learning Map.			