


Unit of Study 1 Elements of Dance - <b>Body/Mind</b>	<b>KINDERGARTEN</b>	<b>Quarter 1</b>	<b>DANCE</b> 2018
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<b>Emphasis Concepts:</b>	<b>Skills:</b>
<ul style="list-style-type: none"> <li>□ The student can connect knowledge of the body to perform basic locomotor and axial movement skills.</li> </ul>	<ul style="list-style-type: none"> <li>● Create dances by improvising.</li> <li>● Perform basic locomotor and axial movement skills.</li> <li>● Listen to signals and respond to movement directions.</li> <li>● Connect knowledge of the body to movement.</li> </ul>

<b>Strands:</b>
<ul style="list-style-type: none"> <li>➤ CREATE (K.D.CR.) Students will conceptualize, generate, develop, and organize artistic ideas and work. They will complete and refine dance works (Standards K.D.CR.1–4).</li> <li>➤ PERFORM (K.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 K.D.P.1–7).</li> <li>➤ RESPOND (K.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 K.D.R.1–2).</li> <li>➤ CONNECT (K.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 K.D.CO.1–2).</li> </ul>



Dance Content Objectives	Vocabulary students should use	Lessons (Activities)
<ul style="list-style-type: none"> <li>● I can explore the joy of moving.</li> <li>● I can listen to signals and respond to movement directions.</li> </ul> 	<p><b>Warm-up:</b> As series of exercises/movements to ready the mind and body parts.</p> <p><b>Locomotor:</b> Steps that travel through space; i.e. walk, run, leap, hop, jump, gallop, skip, slide</p>	<ul style="list-style-type: none"> <li>● Warm-up: <a href="#">Brain Dance</a></li> <li>● 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. <a href="#">Locomotor Dance Lesson</a></li> <li>● With a partner improvise a dance using basic locomotor steps and axial movements.</li> <li>● <a href="#">Kindergarten Dance Activities.</a></li> </ul>
Dance / Common Core Language Objectives	Vocabulary students should use	Additional Resources
<ul style="list-style-type: none"> <li>● Listen to a story and dance the words. Move to the <b>rhythm</b> of the words.</li> <li>● Engage in a collaborative discussion about improvised dances.</li> </ul>	<p><b>Axial movement:</b> Movement that revolves around the axis and is performed in place.</p> <p style="text-align: center;">Flexibility Strength Stability Improvise</p>	<ul style="list-style-type: none"> <li>● <a href="#">OER Commons</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="#">Art Works for Kids Lesson Tool</a></li> <li>● <a href="#">Lesson Plans Dance-BYU</a></li> </ul>

**Assessment Options:** The student uses the elements of dance to effectively communicate ideas. Have students color in content objectives on their personal Learning Map.


<b>Unit of Study 2</b> <b>Elements of Dance - Time</b>	<b>KINDERGARTEN</b>	<b>Quarter 2</b>	<b>DANCE</b> 2018
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<b>Emphasis Concepts:</b>	<b>Skills:</b>
<ul style="list-style-type: none"> <li>□ The student can connect knowledge of the body to perform basic locomotor and axial movement skills. The student can understand and respond to duration, tempo, and rhythm to create movement.</li> </ul>	<ul style="list-style-type: none"> <li>● Connect knowledge of the body to movement.</li> <li>● Perform basic locomotor and axial movement skills.</li> <li>● Listen to signals and respond to movement directions.</li> <li>● Connect to knowledge that TIME defines when one moves.</li> <li>● Respond with moving and stopping skills: duration, tempo, and rhythm.</li> </ul>

<b>Strands:</b>
<ul style="list-style-type: none"> <li>➤ CREATE (K.D.CR.) Students will conceptualize, generate, develop, and organize artistic ideas and work. They will complete and refine dance works (Standards K.D.CR.1–4).</li> <li>➤ PERFORM (K.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 K.D.P.1–7).</li> <li>➤ RESPOND (K.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 K.D.R.1–2).</li> <li>➤ CONNECT (K.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 K.D.CO.1–2).</li> </ul>

Dance Content Objectives	Vocabulary students should use	Lessons (Activities)
<ul style="list-style-type: none"> <li>● I can explore stopping and going, tempos of fast and slow, and simple rhythms.</li> <li>● I can improvise duration, tempos, rhythms of words, and rhythms, using various stimuli and objects.</li> </ul> <div style="text-align: center;">  </div>	<div style="text-align: center;">  </div> <p><b>Time:</b> Defines when one moves.  <b>Duration:</b> length of movement (long/short).  <b>Tempo:</b> Speed of movement (fast /slow).  <b>Metric Rhythm:</b> Grouping of beats in a recurring pattern.</p> <p style="text-align: center;">Improvise</p>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● Practice fast and slow tempos inspired by research of animals, people, and machines. Next improvise a dance based on tempo.</li> <li>● Dance a song or text that includes rhythm of words.</li> <li>● <a href="#">Kindergarten Dance Activities.</a></li> </ul>
Dance / Common Core Language Objectives	Vocabulary students should use	Additional Resources
<ul style="list-style-type: none"> <li>● Research and identify tempos of animals, people and machines.</li> <li>● Move to the rhythm of words (syllables).</li> <li>● Investigate rhythm of word phrases.</li> <li>● Reflect as a group about your dances.</li> </ul>	<p style="text-align: center;">Improvise</p>	<ul style="list-style-type: none"> <li>● <a href="#">OER Commons</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="#">Art Works for Kids Lesson Tool</a></li> <li>● <a href="#">Lesson Plans Dance-BYU</a></li> </ul>

**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 3 Elements of Dance - Space	KINDERGARTEN	Quarter 3	DANCE 2018
<b>Emphasis Concepts:</b>		<b>Skills:</b>	
<ul style="list-style-type: none"> <li>□ The student can connect knowledge of the body to perform basic locomotor and axial movement skills. The student can create and perform movement comprised of various shapes, levels, directions, and sizes.</li> </ul>		<ul style="list-style-type: none"> <li>• Connect knowledge of the body to movement.</li> <li>• Perform basic locomotor and axial movement skills.</li> <li>• Listen to signals and respond to movement directions.</li> <li>• Connect to knowledge that SPACE defines where one moves.</li> <li>• Respond with shape, direction, levels, size, moving through space.</li> </ul>	
<b>Strands:</b>			
<ul style="list-style-type: none"> <li>➤ CREATE (K.D.CR.) Students will conceptualize, generate, develop, and organize artistic ideas and work. They will complete and refine dance works (Standards K.D.CR.1–4).</li> <li>➤ PERFORM (K.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 K.D.P.1–7).</li> <li>➤ RESPOND (K.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 K.D.R.1–2).</li> <li>➤ CONNECT (K.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 K.D.CO.1–2).</li> </ul>			
Dance Content Objectives	Vocabulary students should use	Lessons (Activities)	
<ul style="list-style-type: none"> <li>• I can explore shape, levels, size, and moving in and through space.</li> <li>• I can explore opposites in shapes, levels, sizes, and moving in and through space.</li> </ul>	<p><b>Space:</b> Defines where one moves.</p> <p><b>Shape:</b> form of the body</p> <p><b>Levels:</b> low/medium/high</p>	<ul style="list-style-type: none"> <li>• Explore opposites in shape and space (e.g. levels, direction, and size).</li> <li>• Investigate locomotor and axial movement with opposites.</li> <li>• Connect a simple sequence using opposites incorporating shape and axial or locomotor movement.</li> <li>• <a href="#">Kindergarten Dance Activities</a>.</li> </ul>	
Dance / Common Core Language Objectives	<p><b>Direction:</b> forward, backwards, sideward, up, down</p> <p><b>Size:</b> continuum from small to large</p>	Additional Resources	
<ul style="list-style-type: none"> <li>• Engage in a discussion using the term of space regarding dance.</li> </ul> 		<ul style="list-style-type: none"> <li>• <a href="#">OER Commons</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="#">Art Works for Kids Lesson Tool</a></li> <li>• <a href="#">Lesson Plans Dance-BYU</a></li> </ul>	
<p><b>Assessment Options:</b> 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	KINDERGARTEN	Quarter 4	DANCE 2018
<b>Emphasis Concepts:</b>		<b>Skills:</b>	
<ul style="list-style-type: none"> <li>□ The student can connect knowledge of the body to perform basic locomotor and axial movement skills. The student can create and perform movement using the simple qualities of motion.</li> </ul>	<ul style="list-style-type: none"> <li>• Connect knowledge of the body to movement.</li> <li>• Perform basic locomotor and axial movement skills.</li> <li>• Listen to signals and respond to movement directions.</li> <li>• Connect to knowledge that ENERGY defines how one moves.</li> </ul>		
<b>Strands:</b>			
<ul style="list-style-type: none"> <li>➤ CREATE (K.D.CR.) Students will conceptualize, generate, develop, and organize artistic ideas and work. They will complete and refine dance works (Standards K.D.CR.1–4).</li> <li>➤ PERFORM (K.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 K.D.P.1–7).</li> <li>➤ RESPOND (K.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 K.D.R.1–2).</li> <li>➤ CONNECT (K.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 K.D.CO.1–2).</li> </ul>			
Dance Content Objectives	Vocabulary students should use	Lessons (Activities)	
<ul style="list-style-type: none"> <li>• I can explore contrasting qualities (light and heavy) and emotions (happy and sad).</li> <li>• I can explore nursery rhymes, stories, and songs from world cultures.</li> <li>• I can create simple dances reflecting a primary awareness of self in the world.</li> </ul> 	 <p><b>Energy:</b> Defines how one moves.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Kindergarten Dance Activities.</a></li> <li>• <a href="#">Line Dancing the Kindergarten Way!</a></li> <li>• Improvise to different forms of music that inspire changes in energy. Focus on senses, moods, and feelings.</li> <li>• Create a short dance using two opposite energy qualities, emotions, and senses (e.g. happy/sad). Use an appropriate selection of music.</li> <li>• Improvise a movement sequence based on a rhyme, story or song.</li> <li>• Create a dance based on a folk song.</li> </ul>	
Dance / Common Core Language Objectives	Qualities of motion:	Additional Resources	
<ul style="list-style-type: none"> <li>• Listen to nursery rhymes, stories, and songs from world cultures.</li> <li>• After improvisation dances, reflect and discuss how it felt to move.</li> </ul> 	<p>Characteristics of movement.</p> <p><b>Dynamics:</b> The degree of energy, intensity, or power in the execution of movements.</p>	<ul style="list-style-type: none"> <li>• <a href="#">OER Commons</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="#">Art Works for Kids Lesson Tool</a></li> <li>• <a href="#">Lesson Plans Dance-BYU</a></li> </ul>	
<p><b>Assessment Options:</b> The student uses the elements of dance to effectively communicate ideas. Have students color in content objectives on their personal Learning Map.</p>			