Moonachie School District

Dance Curriculum:

Grades K - 2

New Jersey Student Learning Standards for Visual and Performing Arts

Born On: August 23, 2022

Re-Adopted: January 31, 2023

| **1.1 DANCE: Grades K-2** | | | | |
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| **ARTISTIC PROCESS: Creating** | | | | |
| **ANCHOR STANDARD** | **ENDURING UNDERSTANDING** | | **ESSENTIAL QUESTION** | **PRACTICE** |
| **Anchor Standard 1**  Generating and conceptualizing ideas. | Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression. | | Where do choreographers get ideas for dances? | Explore |
| **Anchor Standard 2**  Organizing and developing ideas. | The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers. | | What influences choice-making in creating choreography? | Plan |
| **Anchor Standard 3**  Refining and completing products. | Choreographers analyze, evaluate, refine, and document their work to communicate meaning. | | How do choreographers use self-reflection, feedback from others and documentation to improve the quality of their work? | Revise |
| **PERFORMANCE EXPECTATIONS** | | | | |
| 1.1.2.Cr1a: Demonstrate movement in response to a variety of sensory stimuli (e.g., music, imagery, objects) and suggest additional sources for movement ideas. | | | | |
| 1.1.2.Cr1b: Combine movements using the elements of dance to solve a movement problem. | | | | |
| 1.1.2.Cr2a: Create a movement sequence with a beginning, middle and end. Incorporate the use of a choreographic device. | | | | |
| 1.1.2.Cr2b: Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates nonverbally. | | | | |
| 1.1.2.Cr3a: Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences. | | | | |
| 1.1.2.Cr3b: Document a dance-making experience through drawing, painting, writing, symbols, mapping, collaging, photo sequencing, photo captioning, video captioning, etc. | | | | |
| **Key Vocabulary** | **Student Learning Objectives** | **Suggested Tasks/Activities** | **Evidence of Learning (Assessment)** | |
| **Kindergarten** | | | | |
| **Activity 1**  choreography, improvisation | **Activity 1**  Students will be able to use movement to recall the months of the year. | **Activity 1**  Motions to memorization (months of the year) [Months Macarena](https://youtu.be/He7pqIKP82c) | **Activity 1**  Teacher observation to assess a student's ability to identify both the concept and the motions over time. | |
| **Activity 2**  beginning, middle, end, shape | **Activity 2**  Students will be able to show understanding of beginning, middle, and end in a story and in movement by interpreting the movements of characters in a story in sequential order. | **Activity 2**   1. The teacher will do a read-aloud. For example, [The Napping House](https://youtu.be/pG6UjTynNr8) 2. The teacher will use visuals to help students retell the story in sequential order highlighting that stories have a beginning, middle, and end. For example, [Napping House Sequence Images](https://www.teacherspayteachers.com/Product/The-Napping-House-Comprehension-Activity-1443902?st=7b8014c3cb7de218676bb6615cd114ae) 3. Teacher will then link new-knowledge to movement in dance by explaining to students that every movement and dance sequence has a beginning, middle, and end. Just like drawing, dance can help us remember the beginning, middle, and end of a story. 4. Teacher says, “Let’s think back to the beginning of the story. Who was the first character to fall asleep?” Students will respond with, “Grandma”. Teacher asks, “How does grandma sleep?” Students should recall that grandma was snoring and the teacher should show students the grandma’s body position as she is sleeping. 5. Teacher says, “Can everyone show me with their body how grandma was sleeping without making a sound?” Students should interpret how grandma was sleeping (laying down on the carpet, face up, snoring motions etc.) 6. Students should be prompted to interpret the movements of the other characters in sequence (granny, child, dog, etc). The teacher should prompt that these movements truly interpret the characters (How does a dog sleep differently than the child? How can you show that with your body?) 7. Students should go through the sequence with the teacher prompting a switch in movement to a different character. 8. Teacher should end the lesson by asking students questions like, “How did it feel to become the characters in the story?” “Did this help you remember the sequence of the story?” “Did you notice that there was a beginning and an end to how you showed how the grandma slept and then how the child slept?” “Did using your body help you remember the story better?” 9. Teacher ends by saying, “Dancers use their bodies to tell stories just like the one we read today. Using our bodies helps us remember the beginning, middle, and end of stories and is so much fun too!” | **Activity 2**  Teacher will observe student movement and rate interpretation of movement in connection to the character in the story and correct sequencing.  Students will be assessed using the following scales:   * **Sequence Scale**   3. Student demonstrated the correct sequence of the story from the beginning to the end.  2. Student demonstrated some correct sequencing, but made some errors in sequence.  1. Student was unable to show the correct sequence.   * **Dance Interpretation**   3. Student demonstrated  interpretative movements that  correctly and specifically identified  all characters in the story.  2. Student demonstrated some  interpretive movements that were  specific to a character, but could  have been more precise in  movement or only interpreted some  characters with detail.  1. Student demonstrated the same  movements for all characters. | |
| **Activity 3**  space, high, low, big, small | **Activity 3**  Students will be able to move like familiar animals through musical imagery and example | **Activity 3**  [Carnival of the Animals](https://youtu.be/_spOEbuBETA)- Dance Sequence  Have students watch and listen to the video. Tell them that they are going to watch a video of a song written by a composer named Saint Saens. He wanted to create a piece of music for kids to enjoy that uses animals as its main focus.  As the music goes along, have the students match the movements that they see the children doing in the video. Tell students to experiment with space- take big steps and make big movements for the elephant and small slow movements for the turtle. Teacher and peer video example.  If available, have students put on masks or costume pieces with animal heads. Connect to an art lesson, have students create masks of their favorite animal from the video. | **Activity 3**  Teacher observation, peer and teacher model | |
| **Activity 4**  Direction, space (personal and general), levels (high and low),  size, range (big, medium, small), directions (forward, backward, sideward, up, down), pathways (in air and on floor), straight, zigzag, circular | **Activity 4**  Students will be able to listen to a song/story and move to the rhythm of the words. Identify seasons/holidays. | **Activity 4**  Boom Chicka Boom Song examples:   * [Book Chicka Boom](https://youtu.be/F2XVfTzel8E) * [Boom Chicka Boom- St. Patrick's Day](https://youtu.be/HAujrg6nMTI) * [Boom Chicka Boom- Christmas](https://youtu.be/a-Nhyg8Lnqs) * [Book Chicka Boom- Valentine's Day](https://youtu.be/6PA3ewtp3ng) | **Activity 4**  Teacher observation to assess a student's ability to interpret song/story through body movement.  Utilize hand signals to indicate their understanding of a specific concept, principle or process   * I understand\_\_\_\_\_\_\_\_\_\_, and can explain it (e.g., thumbs up). * I do not yet understand \_\_\_\_\_\_\_\_\_\_\_\_ (e.g., thumbs down). * I’m not completely sure about \_\_\_\_\_\_\_\_\_\_\_\_ (e.g., wave hand). | |
| **Activity 5**  reaction, sensory, freeze | **Activity 5**  Students will be able to play freeze dance to the story Rocking in my School Shoes responding to sensory stimuli. | **Activity 5**  [Pete the Cat: Rocking in my School Shoes](https://youtu.be/c3TAU5O7F1M)  During the reading of the story, students will use their sense of hearing to respond by dancing during the repetitive song portion and practicing stillness during the remainder of the story. | **Activity 5**  Self-assessment: students will be given the opportunity to consider the quality of their own learning and performance, individually and in collaboration with others. In this specific group activity, students will observe their peers while assessing their own understanding of the freeze dance concept in conjunction with the story. | |
| **Activity 6**  seasons (fall), parts of a tree (branch, leaves, trunk), colors of leaves (green, brown, red), shapes of leaves. | **Activity 6**  Students will be able to mimic leaves falling from a tree. | **Activity 6**  Talk with the students about the observations we can make in nature to show us that the season is changing. Discuss falling leaves for fall. Mention the bright colors that the leaves turn. Then discuss how the leaves fall. Do they fall quickly? Do they drop to the floor hard and make a loud sound? Watch the following read aloud about falling leaves. [Fall Leaves Fall](https://youtu.be/vqR3zcmgv5c)  Hand out scarves. Show students how to utilize scarves. Let them experiment with throwing them up in the air and letting them float down. Listen to the following poem [Leaves are Falling](https://youtu.be/t9aCfBCD6qA) and have students make connections between scarves falling gently to leaves falling gently. Let the students experiment with letting the scarves fall where the song and poem says to. Have students sing along with the song as they throw the scarves and have them land appropriately on their bodies. | **Activity 6**  Teacher observation, students answers in talk aloud, students will observe peers while assessing their own understanding of scarf dancing. | |
| **Key Vocabulary** | **Student Learning Objectives** | **Suggested Tasks/Activities** | **Evidence of Learning (Assessment)** | |
| **Grade 1** | | | | |
| **Activity 1**  Direction, space (personal and general), levels (high and low),  size, range (big, medium, small), directions (forward, backward, sideward, up, down), pathways (in air and on floor), straight, zigzag, circular | **Activity 1**  Students will be able to recognize that dance is a way to express an idea or feeling (emotion) using movement. | **Activity 1**  Create a short movement/sequence using two opposite energy qualities, emotions and senses. Ex. Pantomime, story/song with emotions [Creative Arts Theater- Let's Play](https://youtu.be/eW1TnDEDBHI)  [Emotions Expressed Through Dance](https://youtu.be/m0R-ftFBm38)  [A Little Spot of Feelings](https://youtu.be/YC3SQnoggjM)  [The Boy with Big Big Feelings](https://youtu.be/yWOTlq4LXDM) | **Activity 1**  Peer Critique/Assessment- Utilize constructive peer to peer feedback on creation of movements/sequences, such as:   * “I noticed …” * “I like the way … because …” * “Have you thought of …?” * “I would like to suggest …”   Teacher observation to assess students interpretations of emotions/feelings | |
| **Activity 2**  tempo, steady beat, musical/dance cue | **Activity 2**  Students will be able to recognize and move to changes in tempo as well as audio/visual cues | **Activity 2**  Talk with the students about tempo (speed of the beat). Some songs we listen to are fast and some are slow. Some songs change speed. Have students give examples of when fast music and slow music are appropriate (weddings/celebrations vs church/solemn occasions)  Tell students we are going to listen to and dance along with a song that changes speed throughout. We are going to follow the choreographer and do what he does, like Simon Says. When he does a movement, we will do what he does. Notice that the movement corresponds to a word or a part of the song. We have to listen to the music to know when to do a certain movement. That is called a cue. Watch the tempo (speed) as you perform the song. Repeat the song as you wish, until all students are dancing and observing cues together. [Making Music](https://youtu.be/eSmxj-8YhaI) | **Activity 2**  Teacher observation to assess students interpretation of tempo as well as attentiveness to musical cues. Students can also self-assess by peer/group work. | |
| **Activity 3**  emotion (in terms of its relationship to movement), shape, size, levels | **Activity 3**  Students will be able to show an understanding of how movement is used to convey emotions based on the emotions of a character in a story. | **Activity 3**   1. Teacher explains the objective of the lesson is to understand that we use our bodies (face, hands, arms, legs, feet, toes etc) to show emotions. We use our bodies to show emotions every day when we communicate with one another. 2. It’s important to be aware of our body language and the body language of others in order to communicate the best way. When explaining this make sure to introduce vocabulary (emotion, movement, shape, size, levels) Sometimes we know how people feel just by how their bodies look. Dancers, for example, are professionals who don’t use words, only their bodies, to show emotions. 3. Teacher says, “Let’s see if we can read a book and use our bodies to show how the character is feeling throughout the story. At the end, I want us to see if we were able to understand the story better by showing the character’s feelings with our bodies” 4. Teacher reads the first page of [Today I Feel Silly](https://youtu.be/JofkgL7CY5A) by Jamie Lee Curtis 5. After reading about the character feeling silly, discuss what sorts of things our bodies do when we feel silly (sticking out your tongue, making silly faces, wiggling different parts of your body). Make sure to prompt the use of levels, space, and the shapes that we create with our bodies. 6. After brainstorming, have students volunteer to show their silly movements or have all students show their interpretation of being silly all at once. 7. The teacher should discuss what movements were seen and how they convey feeling silly. 8. The Teacher should read the next part of the book when the character suggests she is feeling grumpy and mean. 9. The teacher asks, “What kinds of things do we do with our bodies when we are feeling grumpy and mean?” Repeat steps 4 & 5 10. Repeat with anger, joy, etc. 11. After going through all the emotions, split students into pairs and have them perform an emotion to their partner or group. Can you figure out what emotion your partner or group member is interpreting? How do you know? What does their face look like? Their arms? How is their body moving? 12. Close the lesson by asking students if it was hard to interpret feelings, or if it was something that felt natural? Discuss the importance of body language again in terms of communicating and having relationships with others. | **Activity 3**  Teacher Observation-assess students interpretations of feelings/emotions of body language using flashcards. Possible resource:   * [Feeling Flashcards](https://www.amazon.com/Feelings-Emotions-Flash-Cards-Homeschooling/dp/B089VS836W/ref=sr_1_3?dchild=1&keywords=feeling%2Femotion+cards&qid=1618241718&sr=8-3)   Peer to Peer Assessment   * Can you figure out what emotion your partner or group member is interpreting? How do you know? What does their face look like? Their arms? How is their body moving? | |
| **Activity 4**  pathways, low level, high level, space (personal and general), weight/time, flow | **Activity 4**  Student will be able to move body (weight and time) while exploring space and time through pathways | **Activity 4**  To explore the movement concepts of slow and smooth, sudden and quick changing body shape, and moving through personal and general space. The emphasis of this dance is to provide contrast in movement while focusing on the movement themes of body, weight and time, space and flow.  Explore the movement concepts of slow  smooth, sudden and quick, various body shapes that change, and movement through general and personal space. These movements are performed to tambourine, triangle and drum instruments.  The use of a tambourine works well in providing the class with a percussion sound in practicing the dance movements. Practice first without the music. Then use the tambourine to assist when students are performing to the music before they become completely independent to the music. Using wind and breezy sounds from your voice also assists well in guiding students prior to the music.  Each student starts at a low level in his/her personal space.This dance involves each student moving his/her body like a snowflake to three changing winds.   * 1. The Straight and Smooth Wind - Creating pathways that follow linear movement through general space as well as demonstrating continuous flow of movement with deliberate movements to the beat. * 2. The Slow and Breezy Wind - Creating slower longer lasting sustained movements. * 3. The Poppy Sudden Wind - Creating sudden explosive movements that explode upwards and show continuous and/or sudden shape changes.   The dance begins with each child's body low to the ground in a closed position. The following cues can be given to the class:  "With each tap of the tambourine, make your body change shape and suddenly form your snowflake as if it were water that was changing to snow." After five or six taps, each student's snowflake is in a frozen shape and ready to move.  "Now make your snowflake move through the air and throughout the gym to the 'curvy smooth wind' as you hear the windy sound I make with my voice. Move your body smoothly and lightly as you curve and travel and let your shape change as you move. When you hear my sinking sound, close down and sink."  "Now to the breezy sound of my voice, move your body as a snowflake to the 'slow and breezy wind'. Make your body change levels and shapes as it moves slowly through space. Think of long lasting movements that are light and have different shape to them." Students again will sink down to the sinking sound of my voice.  "Here comes the 'poppy sudden wind'. When you hear the quick pop of the tambourine and the sound of my voice, Move your body suddenly with energy and change shape to each pop. Pop...Pop...Pop...Pop...Pop...Pop...Pop..." Students will again suddenly sink their snowflake down to the sinking down sound with my voice.  After the class has performed this a few times, bring them together and listen to the song, [Pathway Puzzle](https://youtu.be/3pCdHVBtPJw). Have each student listen closely to the sounds of the three separate winds so he/she can recognize how the sounds contrast to one another.  Now begin the dance again. After students have formed their snowflake shape to the tap of the tambourine, have them perform their snowflake dance to the music of the changing winds represented in "Pathway Puzzle". They need to remember to sink down each time according to the sinking sound within the music. Continue to encourage changing shape and speed in movement. | **Activity 4**  This dance involves creative movement which is qualitative in it's design. Have students assess one another by half of the class teaching the other half and picking out movements that we practiced in our dance. Having an audience motivates students who like to perform and create. Hearing feedback is valuable to all students as they become better and more challenged within the dance. | |
| **Key Vocabulary** | **Student Learning Objectives** | **Suggested Tasks/Activities** | **Evidence of Learning (Assessment)** | |
| **Grade 2** | | | | |
| **Activity 1**  accompany, interpret, visualize | **Activity 1**  Students will be able to take their own writing piece and put it to music and movements of their choice. | **Activity 1**  Utilizing a completed writing piece, students should develop movements to accompany or represent their written words. | **Activity 1**  Students will be asked to perform their movements while their writing piece is read aloud by a teacher/peer. Using a rubric, the teacher will assess the fluidity of movements and connection to the written words.  [Dance Performance Rubric](https://docs.google.com/presentation/d/1pjMr7FBiJg4X_o7j05pAcuFLvmC5mwDk2h1zJgTf4cE/edit?usp=sharing) | |
| **Activity 2**  sequencing, evidence, impromptu | **Activity 2**  Students will be able to brainstorm the choreography process and document each step through photos. | **Activity 2**  [Sequencing Graphic Organizer](https://docs.google.com/presentation/d/1Ygox3xB5qRsmoShYkMWYHDipt00zjKwbKwiFljyMpPg/edit#slide=id.p)  Students will work cooperatively to document the dance-making process. First, using a graphic organizer they will brainstorm each step in sequential order and explain in detail through writing. Then, using iPads they will put the steps into practice and take photos of their choreography process ultimately leading to the creation of a short dance. | **Activity 2**  The completion of the graphic organizer, in connection with the photos taken on the iPad, and the final dance piece will assess students' conceptualization of the dance-making process. They will be required to provide evidence of the multi-step process with a thorough explanation. | |
| **Activity 3**  choreography, inspire, improvisation, space (personal and general), levels (high, medium and low), size/range(big, medium, small, far, near) directions (forward, backward, sideward, up, down, diagonal, clockwise, counterclockwise) pathways (in air and on floor), straight, curved, zigzag, circular, angular, spiral, arch | **Activity 3**  Students will be able to improvise and generate movements to express an idea or feeling.  Students will be able to reproduce their own movements, movement patterns and shapes. | **Activity 3**  Connect a simple sequence using opposites incorporating shape and axial or locomotor movement.  [Dance with Shapes](https://youtu.be/0B6Ge0FzHG0)  [Body Shapes in Dance](https://youtu.be/LLzqU3Q97_g)  [Shape Up](https://youtu.be/QaF84YHNQNg)  [Shapes Song](https://youtu.be/pNLj6wPgvf8) | **Activity 3**  Written or drawn work (using technology when appropriate):   * Show knowledge of shapes/patterns, i.e - draw/label a zig zag, circle, rectangle etc.   Teacher observation to assess a student's ability to interpret song/story through body movement.  Utilize hand signals to indicate their understanding of a specific concept, principle or process   * I understand\_\_\_\_\_\_\_\_\_\_, and can explain it (e.g., thumbs up). * I do not yet understand \_\_\_\_\_\_\_\_\_\_\_\_ (e.g., thumbs down). * I’m not completely sure about \_\_\_\_\_\_\_\_\_\_\_\_ (e.g., wave hand). | |
| **Resources/Materials** | **Kindergarten**  [Months of the Year Macarena](https://youtu.be/He7pqIKP82c)  [Napping House Read Aloud](https://youtu.be/pG6UjTynNr8), [Napping House Sequence Images](https://www.teacherspayteachers.com/Product/The-Napping-House-Comprehension-Activity-1443902?st=7b8014c3cb7de218676bb6615cd114ae)  [Carnival of Animals](https://youtu.be/_spOEbuBETA), Materials to make animal masks (if applicable)  [Book: Teaching Children Dance](https://www.amazon.com/Teaching-Children-Dance-Stephen-Cone/dp/1450402534), [Book: Building Dances- A Guide to Putting Movements Together](https://www.amazon.com/Building-Dances-Putting-Movements-Together/dp/0736050892/ref=sr_1_2?dchild=1&keywords=building+dances-+A+guide+to+putting+movements+together&qid=1617206082&s=books&sr=1-2), [Book Chicka Boom](https://youtu.be/F2XVfTzel8E),  [Boom Chicka Book- St. Patrick's Day](https://youtu.be/HAujrg6nMTI), [Boom Chicka Boom- Christmas](https://youtu.be/a-Nhyg8Lnqs), [Book Chicka Boom- Valentine's Day](https://youtu.be/6PA3ewtp3ng)  [Pete the Cat: Rocking in my School Shoes](https://youtu.be/c3TAU5O7F1M)  Scarves (material, for dance and music), [Fall Leaves Fall](https://youtu.be/vqR3zcmgv5c), [Leaves Are Falling](https://youtu.be/t9aCfBCD6qA)  **Grade 1**  [Creative Arts Theater- Let's Play](https://youtu.be/eW1TnDEDBHI), [Emotions Expressed Through Dance](https://youtu.be/m0R-ftFBm38), [A Little Spot of Feelings](https://youtu.be/YC3SQnoggjM),  [The Boy with Big Big Feelings](https://youtu.be/yWOTlq4LXDM)  [Making Music](https://youtu.be/eSmxj-8YhaI)  [Today I Feel Silly](https://youtu.be/JofkgL7CY5A), [Feeling Flashcards](https://www.amazon.com/Feelings-Emotions-Flash-Cards-Homeschooling/dp/B089VS836W/ref=sr_1_3?dchild=1&keywords=feeling%2Femotion+cards&qid=1618241718&sr=8-3)  Tambourine, hand drum, triangle, [Pathway Puzzle](https://youtu.be/3pCdHVBtPJw)  **Grade 2**  [Dance Performance Rubric](https://docs.google.com/presentation/d/1pjMr7FBiJg4X_o7j05pAcuFLvmC5mwDk2h1zJgTf4cE/edit?usp=sharing)  [Graphic Organizer](https://docs.google.com/presentation/d/1Ygox3xB5qRsmoShYkMWYHDipt00zjKwbKwiFljyMpPg/edit#slide=id.p)  [Dance with Shapes](https://youtu.be/0B6Ge0FzHG0), [Body Shapes in Dance](https://youtu.be/LLzqU3Q97_g), [Shape Up](https://youtu.be/QaF84YHNQNg), [Shapes Song](https://youtu.be/pNLj6wPgvf8) | | | |
| **Interdisciplinary Connections** | **Comprehensive Health and Physical Education**   * 2.1.2.PGD.1: Discuss how individuals make their own choices about how to express themselves. * 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. * 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). * 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors. * 2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hoping, skipping, running). * 2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling). * 2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback. * 2.2.2.MSC.6: Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment. * 2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment. * 2.2.2.PF.1: Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles). * 2.2.2.PF.2: Explore how to move different body parts in a controlled manner * 2.2.2.LF.1: Express one's feelings and emotions when involved in movement and physical activities to increase positive behaviors. * 2.2.2.LF.3: Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).   **English Language Arts**   * NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. * NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. * NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. * NJSLSA.W6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others * NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. | | | |
| **Career Readiness, Life Literacies and Key Skills** | **9.4 Life Literacies and Key Skills**   * 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives. * 9.4.2.CI.2: Demonstrates originality and inventiveness in work. | | | |
| **Computer Science and Design Thinking** | **8.1 Computer Science**   * 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. | | | |

| **Modifications** | | | | |
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| **English Language Learners** | **Special Education** | **At-Risk** | **Gifted and Talented** | **504** |
| Scaffolding  Word walls  Sentence/paragraph frames  Bilingual dictionaries/translation  Think alouds  Read alouds  Highlight key vocabulary  Annotation guides  Think-pair- share  Visual aides  Modeling  Cognates | Word walls  Visual aides  Graphic organizers  Multimedia  Leveled readers  Assistive technology  Notes/summaries  Extended time  Answer masking  Answer eliminator  Highlighter  Color contrast | Teacher tutoring  Peer tutoring  Study guides  Graphic organizers  Extended time  Parent communication  Modified assignments  Counseling | Curriculum compacting  Challenge assignments  Enrichment activities  Tiered activities  Independent research/inquiry  Collaborative teamwork  Higher level questioning  Critical/Analytical thinking tasks  Self-directed activities | Word walls  Visual aides  Graphic organizers  Multimedia  Leveled readers  Assistive technology  Notes/summaries  Extended time  Answer masking  Answer eliminator  Highlighter  Color contrast  Parent communication  Modified assignments  Counseling |

| **1.1 DANCE: Grades K-2** | | | | |
| --- | --- | --- | --- | --- |
| **ARTISTIC PROCESS: Performing** | | | | |
| **ANCHOR STANDARD** | **ENDURING UNDERSTANDING** | | **ESSENTIAL QUESTION** | **PRACTICE** |
| **Anchor Standard 4**  Selecting, analyzing, and interpreting work. | Space, time and energy are basic elements of dance. | | How do dancers work with space, time and energy to communicate artistic expression? | Express |
| **Anchor Standard 5**  Developing and refining techniques and models or steps needed to create products. | The way the body is developed, execution of movement and movement quality vary in different dance styles, genres and traditions. | | How is the body used as an instrument for technical and artistic expression? | Embody, Execute |
| **Anchor Standard 6**  Conveying meaning through art. | Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression. Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression. | | What must a dancer do to prepare the mind and body for artistic expression? How does a dancer heighten artistry in a public performance? | Present |
| **PERFORMANCE EXPECTATIONS** | | | | |
| 1.1.2.Pr4a: Perform planned and improvised movement sequences, with variations in direction ( e.g., forward/backward, up/down, big/small, sideways, right/left, diagonal), spatial level (e.g., low, middle, high), and spatial pathways (e.g., straight, curved, circular, zigzag), alone and in small groups. | | | | |
| 1.1.2.Pr4b: Perform planned and improvised movement sequences, with variations in tempo, meter, and rhythm, alone and in small groups. | | | | |
| 1.1.2.Pr4c: Demonstrate contrasting dynamics and energy with accuracy (e.g., loose/tight, light/heavy, sharp/smooth). | | | | |
| 1.1.2.Pr5a: Identify personal and general space to share space safely with other dancers. Categorize healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) essential for the dancer. | | | | |
| 1.1.2.Pr5b: Identify basic body parts and joints (e.g., limb, bone) and joint actions (e.g., bend, rotate). Examine how basic body organs (e.g., brain, lungs, heart) relate and respond to dance movements. | | | | |
| 1.1.2.Pr5c: Explore the use of spine and pursue use of elongated spine. Demonstrate body organization (e.g., core/distal, head/tail, upper/lower half lateral) and explore cross-lateral body organization. Demonstrate holding a shape in the body while traveling through space. | | | | |
| 1.1.2.Pr5d: Explore a variety of body positions requiring a range of strength, flexibility and core support. | | | | |
| 1.1.2.Pr5e: Explore locomotor action vocabulary (e.g., gallop, hop, slide, skip) and non-locomotor action vocabulary (e.g., bending, stretching, twisting) and execute codified movements from various styles/genres with genre specific alignment. Demonstrate, through focused practice and repetition (e.g., breath control, body part initiations, body sequencing). | | | | |
| 1.1.2.Pr6a: Explore how visualization, motor imagery and breath can enhance body mechanics and the quality of a movement skill. | | | | |
| 1.1.2.Pr6b: Rehearse a simple dance using full body movement. Demonstrate the ability to recall the sequence and spatial elements. | | | | |
| 1.1.2.Pr6c: Dance for and with others in a designated space identifying a distinct area for audience and performers. | | | | |
| 1.1.2.Pr6d: Use simple production elements (e.g., hand props, scenery, media projections) in a dance work. | | | | |
| **Key Vocabulary** | **Student Learning Objectives** | **Suggested Tasks/Activities** | **Evidence of Learning (Assessment)** | |
| **Kindergarten** | | | | |
| **Activity 1**  body parts (head, face, hands, fingers, arms, backs, hips, legs, knees, feet, toes) isolated, combined, leading, supporting,  body actions, movement, locomotor (walk, run, crawl), non-locomotor (bend, stretch, shake, rock, push, pull, bounce, dab, flick), body shapes, still (static), moving (dynamic), balance, straight, wide | **Activity 1**  Students will be able to:   * enjoy the art of moving to music. * listen to signals and respond to movement direction. * understand how to move safely in a variety of dance spaces. | **Activity 1**  Explore locomotor movements while listening to signals and responding to movement directions.  Move to slow and fast tempos.  Explore movement using scarves.  Videos:  [Baby Shark](https://www.youtube.com/user/SmartBooksMedia)  [Little Movers](https://www.youtube.com/channel/UCWKQGWTCKhiAEirJPFMSMHQ)  [Scarf Dance with Donald Duck](https://youtu.be/-3nVqRxQSmk)  [Rhythm Scarf Dance with Daisy Duck](https://youtu.be/FxQaoNp9dcY) | [Dance Performance Rubric](https://drive.google.com/file/d/1-9phiU1HEMp8zaZj-5rKgZ2Zx2l2rihG/view?usp=sharing)  Teacher observation  Modeling (peer and teacher)  Group discussion  Utilize hand signals to indicate their understanding of a specific concept, principle or process   * I understand\_\_\_\_\_\_\_\_\_\_, and can explain it (e.g., thumbs up). * I do not yet understand \_\_\_\_\_\_\_\_\_\_\_\_ (e.g., thumbs down). * I’m not completely sure about \_\_\_\_\_\_\_\_\_\_\_\_ (e.g., wave hand).   **Self-Assessment**  Give students the opportunity to consider the quality of their own learning and performance, individually and in collaboration with others, with respect to curricular objectives, content benchmarks, and/or specified criteria. Self-assessment is only used formatively and gives students the responsibility of identifying competencies and challenges in their own work, and to devise appropriate strategies for improvement. Examples include:   * setting personal goals and checking one’s progress toward them * comparing one's work to the criteria on a rubric or checklist. | |
| **Activity 2**  Flexibility, core | **Activity 2**  Students will be able to perform basic axial movements of turn, stretch, reach, bend, and twist. | **Activity 2**  [Cosmic Kids Yoga](https://youtu.be/5y3gCrL_XIM)  Students will complete a group yoga video that includes poses to increase strength, flexibility, and coordination. |
| **Activity 3**  Isolate, identify, connect | **Activity 3**  Students will be able to perform a dance that coincides with learning the parts of the body. | **Activity 3**  [Parts of the Body Song](https://youtu.be/BwHMMZQGFoM)  In this lesson, students will use all of their body parts, giving individual attention to each one practicing isolation. |
| **Key Vocabulary** | **Student Learning Objectives** | **Suggested Tasks/Activities** | **Evidence of Learning (Assessment)** | |
| **Grade 1** | | | | |
| **Activity 1**  Body parts (neck, shoulders, elbows, wrists, waist, thighs, ankles) isolated, combined, leading, supporting, choreography, body actions, movement, locomotor (jump,hop, leap), non-locomotor (wiggle, sway, curl, punch, slash), body shapes, still (static), moving (dynamic), curved, narrow, round | **Activity 1**  Students will be able to:   * Explore stopping and going, tempos of fast and slow, and simple rhythms. * Improvise duration, tempos, rhythms of words, rhythms using various stimuli, and objects. * Explore stopping and going, tempos of fast and slow, and simple rhythms. * Improvise duration, tempos, rhythms of words, rhythms using various stimuli, and objects. | **Activity 1**  Create movement to music utilizing the use of lummi sticks. Possible resource: [Lummi Sticks](https://www.musicmotion.com/Music-Appreciation/lummi-sticks-for-kids-cd.asp)  Videos:  [Go with Yoyo](https://www.youtube.com/channel/UCg66zBWz7bQOXAw31MdtPCQ)  [Les Mills Born to Move](https://www.youtube.com/channel/UCJIZkpEAHfJ4kSkbkB8krDg) | [Dance Performance Rubric](https://drive.google.com/file/d/1-9phiU1HEMp8zaZj-5rKgZ2Zx2l2rihG/view?usp=sharing)  Teacher observation  Modeling (peer and teacher)  Group discussion  Utilize hand signals to indicate their understanding of a specific concept, principle or process   * I understand\_\_\_\_\_\_\_\_\_\_, and can explain it (e.g., thumbs up). * I do not yet understand \_\_\_\_\_\_\_\_\_\_\_\_ (e.g., thumbs down). * I’m not completely sure about \_\_\_\_\_\_\_\_\_\_\_\_ (e.g., wave hand).   **Self-Assessment**  Give students the opportunity to consider the quality of their own learning and performance, individually and in collaboration with others, with respect to curricular objectives, content benchmarks, and/or specified criteria. Self-assessment is only used formatively and gives students the responsibility of identifying competencies and challenges in their own work, and to devise appropriate strategies for improvement. Examples include:   * setting personal goals and checking one’s progress toward them * comparing one's work to the criteria on a rubric or checklist. | |
| **Activity 2**  Folk dance, culture, body movement, shape, elf-assessment | **Activity 2**  Students will be able to:   * Recognize that every student has a cultural background and dance is part of it. * Compare and contrast dances from various cultures. | **Activity 2**  [Dance Styles Around the World](https://www.youtube.com/watch?v=Glw__yfBr8E)  Research, learn and perform simple traditional dances from various cultures . Compare and contrast the elements of dance in each. Students will perform and/or watch a dance to identify the theme being expressed. Critique the dance using the performance rubric. |
| **Activity 3**  Folk dance, culture, body movement, shape, elf-assessment | **Activity 3**  Students will be able to:   * Create a dance based on a song or world culture * Learn about folk tales from an authentic culture | **Activity 3**  Engage students in folk dances, square dances, line dances and creative story telling by dancing on different levels based on a folk tale or world culture.  [Telling Warrior Stories with Hula](https://youtu.be/BFT-M18N2A4)  [Hula Practice](https://youtu.be/TBG7m5utCPo) |
| **Key Vocabulary** | **Student Learning Objectives** | **Suggested Tasks/Activities** | **Evidence of Learning (Assessment)** | |
| **Grade 2** | | | | |
| Body parts (forearms, chest, upper arms, abdomen, shins, calves, heels), isolated, combined, leading, supporting,  body actions, movements, locomotor (skip, slide, gallop, roll), non-locomotor (twist, turn, collapse, vibrate, pivot, press, float, glide, wring), body shapes still (static), moving (dynamic), off balance, twisted, angular, symmetrical, asymmetrical, elongated**,** rhythmic dance, wiggle, wobble, march, directional words (up down left right), pattern | Students will be able to:   * research and identify tempos of animals, people and machines. * explore opposites in shapes, levels, sizes, and moving in and through space. * demonstrate how music can change the way they move. * comprehend that dance is a physical activity that builds strength and flexibility and improves balance and coordination. * perform basic party dances (Chicken Dance, YMCA, Hokey Pokey) * use locomotor steps and axial movements with prepositions (near, far, over, under, through, etc.) * recall choreography in a sequence to move together in a dance * employ basic locomotor skills and interpret directions and non-locomotor movements to perform a dance sequence | Have students watch and participate in popular party dances, following the choreography  Videos:  [Hokey Pokey](https://youtu.be/B7sEtc326kM)  [Just Dance Kids- Hokey Pokey](https://youtu.be/d6d6Avbpjf8)  [YMCA Dance](https://youtu.be/xU5ikYwR3QQ)  [Just Dance Kids- YMCA](https://youtu.be/nSJMfUT4ez4)  [Chicken Dance](https://youtu.be/kiK0QvDtoWU)  [Locomotion- 1962](https://youtu.be/eKpVQm41f8Y)  **Steps/Instructions**  [Locomotor Skills with Locomotion Dance](https://www.pecentral.org/lessonideas/ViewLesson.asp?ID=132910#.YYlvOr3MIUE)  [The Funky Chipmunk Dance](https://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12641&.WsaJ_GaZOgQ#.YYlwNr3MIUE) | [Dance Performance Rubric](https://drive.google.com/file/d/1-9phiU1HEMp8zaZj-5rKgZ2Zx2l2rihG/view?usp=sharing)  Teacher observation  Modeling (peer and teacher)  Group discussion  Utilize hand signals to indicate their understanding of a specific concept, principle or process   * I understand\_\_\_\_\_\_\_\_\_\_, and can explain it (e.g., thumbs up). * I do not yet understand \_\_\_\_\_\_\_\_\_\_\_\_ (e.g., thumbs down). * I’m not completely sure about \_\_\_\_\_\_\_\_\_\_\_\_ (e.g., wave hand).   **Self-Assessment**  Give students the opportunity to consider the quality of their own learning and performance, individually and in collaboration with others, with respect to curricular objectives, content benchmarks, and/or specified criteria. Self-assessment is only used formatively and gives students the responsibility of identifying competencies and challenges in their own work, and to devise appropriate strategies for improvement. Examples include:   * setting personal goals and checking one’s progress toward them * comparing one's work to the criteria on a rubric or checklist. | |
| **Resources/Materials** | **Grade K**  Pink Fong: <https://www.youtube.com/user/SmartBooksMedia>  Little Movers: <https://www.youtube.com/channel/UCWKQGWTCKhiAEirJPFMSMHQ>  Dancing with Scarves: <https://youtu.be/-3nVqRxQSmk> and <https://youtu.be/FxQaoNp9dcY>  [Cosmic Kids Yoga](https://youtu.be/5y3gCrL_XIM)  [Parts of the Body Song](https://youtu.be/BwHMMZQGFoM)  **Grade 1**  Lummi Sticks for Kids- <https://www.musicmotion.com/Music-Appreciation/lummi-sticks-for-kids-cd.asp>  Go with Yoyo: <https://www.youtube.com/channel/UCg66zBWz7bQOXAw31MdtPCQ>  Les Mills Born to Move: <https://www.youtube.com/channel/UCJIZkpEAHfJ4kSkbkB8krDg>  Ten Dances from Around the World: <https://youtu.be/DNqjZ03zH-s>  Hula: <https://youtu.be/BFT-M18N2A4>  Hula: <https://youtu.be/TBG7m5utCPo>  **Grade 2**  Les Mills Born to Move: <https://www.youtube.com/channel/UCJIZkpEAHfJ4kSkbkB8krDg>  Cosmic Kids Yoga: <https://www.youtube.com/user/CosmicKidsYoga>  Hokey Pokey:<https://youtu.be/B7sEtc326kM> and <https://youtu.be/d6d6Avbpjf8>  YMCA: <https://youtu.be/xU5ikYwR3QQ> and <https://youtu.be/nSJMfUT4ez4>  Chicken Dance: <https://youtu.be/kiK0QvDtoWU>  Loco-Motion: <https://youtu.be/eKpVQm41f8Y>  Pathway Puzzle: <https://youtu.be/3pCdHVBtPJw> | | | |
| **Interdisciplinary Connections** | **Comprehensive Health and Physical Education**   * 2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hoping, skipping, running). * 2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling). * 2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback. * 2.2.2.MSC.6: Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment. * 2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment. * 2.2.2.PF.2: Explore how to move different body parts in a controlled manner * 2.2.2.LF.1: Express one's feelings and emotions when involved in movement and physical activities to increase positive behaviors. * 2.2.2.LF.3: Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).   **English Language Arts**   * W.2.7: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).   **Science**   * K-PS2-1: Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object. * K-PS2-2: Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.   **Social Studies**   * 6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs). | | | |
| **Career Readiness, Life Literacies and Key Skills** | **9.2 Career Awareness, Exploration, Preparation, and Training**   * 9.2.4.A.3 Investigate both traditional and nontraditional careers (cultures) and relate information to personal likes and dislikes. | | | |
| **Computer Science and Design Thinking** | **8.1 Computer Science**   * 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources. | | | |
| **Modifications** | | | | |
| **English Language Learners** | **Special Education** | **At-Risk** | **Gifted and Talented** | **504** |
| Scaffolding  Word walls  Sentence/paragraph frames  Bilingual dictionaries/translation  Think alouds  Read alouds  Highlight key vocabulary  Annotation guides  Think-pair- share  Visual aides  Modeling  Cognates | Word walls  Visual aides  Graphic organizers  Multimedia  Leveled readers  Assistive technology  Notes/summaries  Extended time  Answer masking  Answer eliminator  Highlighter  Color contrast | Teacher tutoring  Peer tutoring  Study guides  Graphic organizers  Extended time  Parent communication  Modified assignments  Counseling | Curriculum compacting  Challenge assignments  Enrichment activities  Tiered activities  Independent research/inquiry  Collaborative teamwork  Higher level questioning  Critical/Analytical thinking tasks  Self-directed activities | Word walls  Visual aides  Graphic organizers  Multimedia  Leveled readers  Assistive technology  Notes/summaries  Extended time  Answer masking  Answer eliminator  Highlighter  Color contrast  Parent communication  Modified assignments  Counseling |

| **1.1 DANCE: Grades K-2** | | | | |
| --- | --- | --- | --- | --- |
| **ARTISTIC PROCESS: Responding** | | | | |
| **ANCHOR STANDARD** | **ENDURING UNDERSTANDING** | | **ESSENTIAL QUESTION** | **PRACTICE** |
| **Anchor Standard 7**  Perceiving and analyzing products. | Dance is perceived and analyzed to comprehend its meaning. | | How is a dance understood? | Analyze |
| Anchor Standard 8: Interpreting intent and meaning. | Dance is interpreted by considering intent, meaning and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context. | | How is dance interpreted? | Interpret |
| **Anchor Standard 9**  Applying criteria to evaluate products. | Criteria for evaluating dance vary across genres, styles and cultures. | | What criteria are used to evaluate dance? | Critique |
| **PERFORMANCE EXPECTATIONS** | | | | |
| 1.1.2.Re7a: Demonstrate movements in a dance that develop patterns. | | | | |
| 1.1.2.Re7b: Observe and describe performed dance movements from a specific genre or culture. | | | | |
| 1.1.2.Re8a: Observe a movement from a dance or phrase and explain how the movement captures a meaning or intent using simple dance terminology. | | | | |
| 1.1.2.Re9a: Describe the characteristics that make several movements in a dance interesting. Use basic dance terminology. | | | | |
| **Key Vocabulary** | **Student Learning Objectives** | **Suggested Tasks/Activities** | **Evidence of Learning (Assessment)** | |
| **Kindergarten** | | | | |
| **Activity 1**  Les Saluts (Canada),  Hukilau (Hawaii)  Folk Dance, Square Dance, Hula | **Activity 1**  Students will be able to learn the dance and meaning behind Les Saluts and the Hukilau. | **Activity 1**  Hukilau  <https://youtu.be/a6xb_7KmXKY>  Les Saluts  <https://youtu.be/1Og6xFpwGIM> | **Activity 1**  Draw an image of the Hukilau dance and what it represents. | |
| **Activity 2**  Rhyme, Syllables, Space, Tempo, Speed, Beat, Movement | **Activity 2**  Students will be able to demonstrate understanding of spoken words, syllables, and sounds  Students will be able to respond to suggestions and change movement through guided improvisational experiences.  Describe and demonstrate movements organized around a specific topic. | **Activity 2**  Show class “Words Shine When They Rhyme” video. <https://youtu.be/LaKjTKV-m6Q>  Put 3 base words on the board: Ball, Cat, Tree  Discuss up to 6 rhyming words for each base word with class.  Ball: ball, crawl, doll, wall, tall, all  Cat: cat, scat, bat, splat, hat, that  Tree: tree, bee, sea, me, ski, three  Put those words next to rhyming base word.  Students stand and prepare to dance to “Ball Poem”. Say it slowly and pause at end of each line, to insert a movement that corresponds to that line.  Ball Poem:  I bounce like a ball  And now I can crawl  I dance like a doll  I skip to the wall  Yet now I grow tall  And that is all.  Discuss movements that the students can do after each line and execute the movements. It’s important the students be creative.  Cat Poem:  I arch like a cat  And now I will scat  Feet up like a bat  Watch me now splat  Shake off my hat  And now that is that!  Tree Poem:  Sway like a tree  Now fly like a bee  Make waves in the sea  Hey look, it’s me  I zig zag when I ski  Turn into a 3!  Play a song for each poem after you’ve practiced all movements a few times. Appropriate song choices are:  <https://youtu.be/oizQ_-QX9FQ>  <https://youtu.be/qFq6nnw7xg0> | **Activity 2**  As students become more familiar with each poem, especially with the rhyming words on the board, they should be able to match the word at the end of each sentence with the movement they are portraying. Students can self assess, as well as critique in small groups. Teacher can say the beginning of each line and have students fill in the word verbally or do the movement attached to it. | |
| **Activity 3**  Cha Cha, Samba, Cuba, Brazil, 4/4 time | **Activity 3**  Students will be able to: demonstrate the movement of the Cha Cha to different patterns. | **Activity 3**  Cha Cha  <https://youtu.be/7DZzzrH-SUc>  <https://youtu.be/NkO_YFasvFk>  Samba  <https://youtu.be/65loWtxf8_c>  <https://youtu.be/q-Q6p2rwu1o> | **Activity 3**  Teacher Observation- Skill Checklist   * Two slow, 3 quick steps (Cha Cha) * Forward, backward, side to side (Right/Left) * One slow, 2 quick steps (Samba) * Forward, Backward, side to side (Right/Left) | |
| **Key Vocabulary** | **Student Learning Objectives** | **Suggested Tasks/Activities** | **Evidence of Learning (Assessment)** | |
| **Grade 1** | | | | |
| **Activity 1**  Hava Nagilah (Israel)  Tarantella (Italy) | **Activity 1**  Students will learn the dance and meaning behind the Hava Nagilah and Tarantella  Students will be able to perform movement in a circle pattern. | **Activity 1**  Hava Nagila  <https://youtu.be/HmLjY1RWiNk>  Tarantella  <https://youtu.be/9eef7ENpmO8> | **Activity 1**  Exit Ticket- Write three words that describe the meaning of the dance.  Group discussion on the countries where the dances originated. | |
| **Activity 2**  Patterns, repetition, unison | **Activity 2**  Students will be able to recognize and perform various locomotor movements and dance sequences, while moving to the beat of the music. | **Activity 2**  Students will be exposed to the following popular dances that exhibit patterns of movement:  [Cha Cha Slide](https://youtu.be/I1gMUbEAUFw)  [Cotton Eye Joe](https://youtu.be/GlJYTWxSVM4)  [The Wobble](https://youtu.be/8vTIY0xHBUg)  [Cupid Shuffle](https://youtu.be/5_srg-18Fz0)  They will recognize that these dances are made up of a series of repetitive movements. Students will be encouraged to become familiar with these motions and try to anticipate what comes next based on the pattern. | **Activity 2**  The teacher may assess his/her students ability to stay on beat and move rhythmically.  The teacher could use the following grading scale:   * 0 (no effort): student isn't participating at all * 1 (needs improvement): student is participating, but isn't paying attention, following directions, or staying on beat. * 2 (average): student is participating and making an effort to stay on beat, but is just going through the motions without enthusiasm. * 3 (impressive): student is responding well by   staying on beat with enthusiasm. | |
| **Activity 3**  Energy, weather, relay | **Activity 3**  Students will be able to demonstrate understanding of winter weather patterns and how they relate to dance energy qualities through a winter weather relay. | **Activity 3**  Warm Up  What do you know about winter weather? It’s COLD! Everyone shiver. Shiver your right arm. Can you shiver just your left foot? Shiver your whole body. Can you shiver very very fast? Slow?  We are going to talk about four different kinds of winter weather: rain, freezing rain, sleet, and snow.   * Let’s try moving like rain. How can you slosh like rain? * Can you show a movement for freezing rain? * Sleet (sharp plops) * Snow (sustained balance)   Explore/Investigate  Read aloud the book Snowmen at Night by Caralyn Buehner.  Now, let’s play a game. I will divide you into groups of five. Each group will get a set of winter weather cards. On the cards there are small pictures of sleet, snow, rain, and freezing rain. The first person will go to the cards, pick one up and do the movement for that weather pattern. When his/her teammates guess which weather pattern he is doing, the next student goes. The group to successfully go through all their cards will win.  Connect/Analyze:  We just danced to lots of winter weather patterns. Which one was your favorite? Is that your favorite in real life too? (writing prompt) | **Activity 3**   * Group Discussion * Teacher observation * Winter Weather Relay Game * Writing prompt | |
| **Key Vocabulary** | **Student Learning Objectives** | **Suggested Tasks/Activities** | **Evidence of Learning (Assessment)** | |
| **Grade 2** | | | | |
| **Activity 1**  Choreography, Space | **Activity 1**  Students will be able to observe and describe dance movements from traditional dances around the world. | **Activity 1**   1. Teacher will show videos of traditional dances from around the world (may be used as a cross-curricular activity with world language classes such as Spanish; research traditional dances from Spanish speaking countries). For example <https://youtu.be/jYG3s6Iu-SI> 2. Students will vote on or teacher will choose one dance to focus on. 3. Students will research the particular dance style chosen. You many use videos like this <https://study.com/academy/lesson/historical-cultural-dance-styles-around-the-world.html> 4. The class will follow a video of the particular dance style and try to emulate the moves being performed. 5. Class will discuss what the movements look like. 6. Discuss: What could the movements mean? 7. Discuss: How are the movements interesting | **Activity 1**  Exit Ticket  Draw or write two things you learned from the traditional dance that was discussed. | |
| **Activity 2**  Tanko Bushi (Japan)  Korobushka (Russia)  Poetry, Poem | **Activity 2**  Students will be able to learn the dance and movement behind the Tanko Bushi and the Korobushka dances. | **Activity 2**  Tanko Bushi  <https://youtu.be/hlIOojDDVj0>  Korobushka  <https://youtu.be/dYtXAlyOp2U>  Poem: *Korobeiniki*  [https://en.wikipedia.org/wiki/Korobeiniki](https://en.wikipedia.org/wiki/Korobeiniki_(poem)) | **Activity 2:**  Exit Ticket   * Describe what you learned about dance today? * Is the dancing you did today like any other dancing you have done before? How is it the same or different? * Describe a movement you performed in the dance today. | |
| **Activity 3**  Repetition, aesthetic, ingenuity, analyze | **Activity 3**  Students will be able to compare and contrast dances from various choreographers using a Venn Diagram. They will understand that people danced differently in different historical periods (past and present). They will also recognize the very particular choices made by choreographers to reach their desired effect. | **Activity 3**   * Select two famous choreographers and identify characteristics of the chosen people (gender, age, training style, cultural background). * Select works created   by the choreographers and identify aesthetic qualities that make them exemplary. | **Activity 3**   * Completed Venn Diagram * Evidence of research notes | |
| **Resources/Materials** | **Grade K**  <https://christylane.com/product/multicultural-folk-dancing-br-volume-1-2/>  <https://youtu.be/LaKjTKV-m6Q>  <https://youtu.be/oizQ_-QX9FQ>  <https://youtu.be/qFq6nnw7xg0>  <https://youtu.be/7DZzzrH-SUc>  <https://youtu.be/NkO_YFasvFk>  <https://youtu.be/65loWtxf8_c>  <https://youtu.be/q-Q6p2rwu1o>  **Grade 1**  <https://christylane.com/product/multicultural-folk-dancing-br-volume-1-2/>  [Cha Cha Slide](https://youtu.be/I1gMUbEAUFw)  [Cotton Eye Joe](https://youtu.be/GlJYTWxSVM4)  [The Wobble](https://youtu.be/8vTIY0xHBUg)  [Cupid Shuffle](https://youtu.be/5_srg-18Fz0)  <https://youtu.be/kacbEj4pwgo>  **Grade 2**  <https://study.com/academy/lesson/historical-cultural-dance-styles-around-the-world.html>  <https://youtu.be/jYG3s6Iu-SI>  <https://christylane.com/product/multicultural-folk-dancing-br-volume-1-2/>  [Choreographers Past and Present](https://www.liveabout.com/dance-choreographers-biographies-1007078) | | | |
| **Interdisciplinary Connections** | **Comprehensive Health and Physical Education**   * 2.1.2.PGD.1: Discuss how individuals make their own choices about how to express themselves * 2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hoping, skipping, running). * 2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling). * 2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback. * 2.2.2.MSC.6: Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment. * 2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment. * 2.2.2.PF.2: Explore how to move different body parts in a controlled manner * 2.2.2.PF.3: Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building). * 2.2.2.LF.1: Express one's feelings and emotions when involved in movement and physical activities to increase positive behaviors.   **English Language Arts**   * RF.1.4: Read with sufficient accuracy and fluency to support comprehension. * W.2.7: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).   **Social Studies**   * 6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs). | | | |
| **Career Readiness, Life Literacies and Key Skills** | **9.4 Life Literacies and Key Skills**   * 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives. * 9.4.2.CI.2: Demonstrates originality and inventiveness in work. * 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals | | | |
| **Computer Science and Design Thinking** | **8.1 Computer Science**   * 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. | | | |
| **Modifications** | | | | |
| **English Language Learners** | **Special Education** | **At-Risk** | **Gifted and Talented** | **504** |
| Scaffolding  Word walls  Sentence/paragraph frames  Bilingual dictionaries/translation  Think alouds  Read alouds  Highlight key vocabulary  Annotation guides  Think-pair- share  Visual aides  Modeling  Cognates | Word walls  Visual aides  Graphic organizers  Multimedia  Leveled readers  Assistive technology  Notes/summaries  Extended time  Answer masking  Answer eliminator  Highlighter  Color contrast | Teacher tutoring  Peer tutoring  Study guides  Graphic organizers  Extended time  Parent communication  Modified assignments  Counseling | Curriculum compacting  Challenge assignments  Enrichment activities  Tiered activities  Independent research/inquiry  Collaborative teamwork  Higher level questioning  Critical/Analytical thinking tasks  Self-directed activities | Word walls  Visual aides  Graphic organizers  Multimedia  Leveled readers  Assistive technology  Notes/summaries  Extended time  Answer masking  Answer eliminator  Highlighter  Color contrast  Parent communication  Modified assignments  Counseling |

| **DANCE: Grades K-2** | | | | |
| --- | --- | --- | --- | --- |
| **ARTISTIC PROCESS: Connecting** | | | | |
| **ANCHOR STANDARD** | **ENDURING UNDERSTANDING** | | **ESSENTIAL QUESTION** | **PRACTICE** |
| **Anchor Standard 10** Synthesizing and relating knowledge and personal experiences to create products. | As dance is experienced, all personal experiences, knowledge and contexts are integrated and synthesized to interpret meaning. | | How does dance deepen our understanding of ourselves, other knowledge and events around us? | Synthesize |
| **Anchor Standard 11**  Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding. | Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts. | | How does knowing about societal, cultural, historical, and community experiences expand dance literacy? | Relate |
| **PERFORMANCE EXPECTATIONS** | | | | |
| 1.1.2.Cn10a: Examine how certain movements are used to express an emotion or experience in a dance that is observed or performed. | | | | |
| 1.1.2.Cn10b: Using an inquiry-based set of questions, examine global issues, including climate change as a topic for dance. | | | | |
| 1.1.2.Cn11a: Observe a dance and relate the movement to the people or environment in which the dance was created and performed. | | | | |
| **Key Vocabulary** | **Student Learning Objectives** | **Suggested Tasks/Activities** | **Evidence of Learning (Assessment)** | |
| **Kindergarten** | | | | |
| **Activity 1**  Compare (same), contrast (different), Folk dance | **Activity 1**  Students will be able to: compare/contrast Les Saluts and Hukilau folk dances. | **Activity 1**  What is Folk dance?  <https://youtu.be/IfMf5L_2kW0>  Hukilau  <https://youtu.be/pXzr23EO47U>  <https://youtu.be/5yHJwISYP0E> | **Activity 1**  Guided Discussion   * What patterns are the same/different between the two dances? * How do the Hukilau movements demonstrate fishing? | |
| **Activity 2**  Emotions**,** observe, express | **Activity 2**  Students will be able to create movements that represent specific emotions and explain why they made certain choices. | **Activity 2**  Watch video on emotion through choreography  <https://youtu.be/m0R-ftFBm38>  **The teacher will convey the following instructions orally:**   * Stand next to your desk and begin to walk in place. * Imagine that you are angry. Walk for five seconds as if you are angry. * Freeze in an angry pose and hold it for five seconds. * Shake off the angry feeling and walk in place normally again. * Show a movement that will display happiness * Show us sadness… * Show us scared… * Show us hurt… * Now take a minute to think about how each emotion prompted   In a class discussion, students will be prompted to explain how feelings and emotions can be conveyed through dance choreography. | **Activity 2**  Guided Discussion  Teacher/Student modeling | |
| **Activity 3**  Jamaica, import, export, geography, climate, weather, day, night, occupations, movement, space, high, low | **Activity 3**  Students will be able to:   * Identify the societal and cultural beliefs of a song * Create movement to accompany a song * Discuss main imports and exports of a country | **Activity 3**  Tell students that you will be discussing the country of Jamaica. Locate on the map, talk about the geography and climate (island, hot during the day, sunny, dry). Talk about how one of Jamaica’s main exports is bananas. Ask how many kids like to eat bananas. Explain how bananas are retrieved (high in the trees, boat loaders carry huge bunches down and stack them for export). Play the song Day-O. Explain to the students that this is a way of life for many of the people who live there. Use the motions and action words in the song to create movement. Students can improvise movement to an extent, but should all agree on a movement to do together for the recurring “Day-O” part.  <https://youtu.be/hpuwILAUgoc> | **Activity 3**   * Guided discussion/teacher model * Small group/peer model | |
| **Key Vocabulary** | **Student Learning Objectives** | **Suggested Tasks/Activities** | **Evidence of Learning (Assessment)** | |
| **Grade 1** | | | | |
| **Activity 1**  Patterns, circle, timing, celebration, Tarantella,  Hava Nagila | **Activity 1**  Students will be able to compare/contrast Tarantella and Hava Nagila Folk dances. | **Activity 1**  History of the Tarantella- <https://theprouditalian.com/tarantella-an-italian-folk-dance/>  History of the Hava Nagila  <https://www.aish.com/jw/s/Hava-Nagilah-The-Story-behind-the-Quintessential-Jewish-Song.html> | **Activity 1**  Guided Discussion   * What do the movements tell us about the culture? * What movements are similar in the two cultural dances we learned today? | |
| **Activity 2:**  Feeling, emotion, opposites, syllables, rhythm, movement (axial and locomotive), response to musical stimuli, levels, shapes | **Activity 2**  Students will be able to:   * Move to the rhythm of words (syllables) and investigate the rhythm of word phrases * Explore opposite in shapes, levels, size, and moving in and out of space * Demonstrate how music can change the way they move | **Activity 2**  Select a song, text, or poem that includes the rhythm of words. Have students create a dance based on the words.  Create a short dance using 2 opposite energy qualities, emotions, or senses (happy/sad) using appropriate music.  Connect a simple sequence using opposites incorporating shape and axial or locomotive movement.  <https://youtu.be/Auz_MKrwhik> | **Activity 2**  Written or Drawn Work (using technology when appropriate):   * Sharing feelings, dreams, and wishes about dance and dancing * Planning and documenting choreographic process (sketching or collecting ideas for a dance) * Personal responses to performances | |
| **Activity 3:**  Illustrations, space, pathway | **Activity 3**  Students will be able to demonstrate understanding of how line and space are used to communicate meaning in illustration and dance by performing small-group created works that are inspired by the line and space in an illustration. | **Activity 3**  When we make shapes, we create positive and negative space. The space our body fills is called positive space. The space that is left empty (holes within and around the body) is called negative space.  Children’s Books are full of artwork, sometimes on every page. This genre of art, illustration, helps to tell a story. Some illustrations have a lot of empty (negative) space, and that are full of design and color (positive space).  Give each group a book. Your group has one minute to decide upon a picture in the book. Then use that picture as inspiration for your dance.  Then create beginning and ending shapes that show the same space in the illustration. You have ten minutes! | **Activity 3:**  Each group will perform their creation and show the class the illustration they chose.   * Discuss as a class if you could see a connection between the dance and the picture? | |
| **Key Vocabulary** | **Student Learning Objectives** | **Suggested Tasks/Activities** | **Evidence of Learning (Assessment)** | |
| **Grade 2** | | | | |
| **Activity 1:**  Style, genre, choreographer, aesthetic | **Activity 1**  Students will be able to:   * Identify physical attributes of famous choreographers * Critique a performance | **Activity 1**  Select a famous choreographer. Identify characteristics (age, gender, training, style) of the choreographer. Select a work created by the choreographer and identify aesthetic qualities that make it exemplary. | **Activity 1**  Dance Rubric  <https://images.app.goo.gl/Y8eopZGHkmYMcbUq8> | |
| **Activity 2**  Coal mining, mountains, fossil fuels, peddler, market | **Activity 2**  Students will be able to:   * Compare/contrast Korobushka and Tanko Bushi folk dances. * Identify the link between mining and climate change. | **Activity 2**  Describe the difficulties/hardships of coal mining to the students (working conditions, temperature, health hazards).  <https://www.yiddishdance.com/user/image/korobushka.pdf>  Poem- *Korobeiniki*  <https://en.wikipedia.org/wiki/Korobeiniki_(poem)>  Coal 101: What’s wrong with coal? <https://youtu.be/9Wv2GKaukZU>  What is fossil fuel? <https://youtu.be/BYpfOKwlYS8> | **Activity 2**  Guided Discussion/Exit Ticket   * How does coal mining today affect climate change? * Name a place/scenario where you might still see Peddlers today. | |
| **Activity 3**  Dance, phrase, interpretation | **Activity 3**  Students will be able tounderstand the connection between creating movement based on people or things we have deep connections with. | **Activity 3**   1. Teacher will introduce the lesson by asking students to think about someone that they really love and care about in their lives. 2. What do you love about them? Pick three things you love about the or three things you love to do with them. 3. Explain that we can have a deeper connection with someone through dance. Dance can help us feel connected to others. 4. Students will use the person they selected and the three things they love about them to create three dance phrases. For example, “I love my mom because she always feeds me.” Think of movements that interpret “mom” “love” “feed me” to create a dance phrase. 5. Put the phrases together to create a short dance. 6. How did it feel to create a dance based on someone you care for? Did it make you feel more connected to them? Did it make you feel like you were celebrating that person? 7. End the lesson by discussing how dance can help us have a deeper understanding and connection to people and situations through the interpretive process of creating movement for expression. | **Activity 3**  Exit Ticket   * Did making a dance based on someone you love make you think deeply about that person? * Do you think you would show your dance to the person you chose? Why? | |
| **Resources/Materials** | **Grade K**  <https://christylane.com/product/multicultural-folk-dancing-br-volume-1-2/>  <https://youtu.be/m0R-ftFBm38>  <https://youtu.be/hpuwILAUgoc>  **Grade 1**  <https://christylane.com/product/multicultural-folk-dancing-br-volume-1-2/>  <https://youtu.be/Auz_MKrwhik>  **Grade 2**  <https://youtu.be/9Wv2GKaukZU>  <https://youtu.be/BYpfOKwlYS8> | | | |
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| **Career Readiness, Life Literacies and Key Skills** | **9.4 Life Literacies and Key Skills**   * 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives. * 9.4.2.CI.2: Demonstrates originality and inventiveness in work. * 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals * 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem. | | | |
| **Computer Science and Design Thinking** | **8.1 Computer Science**   * 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. * 8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats. | | | |
| **Modifications** | | | | |
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