

**Core Content/Program of Studies Curriculum Map**  
**Bourbon County Schools**

*Level: Elementary School*  
*Subject-Grade: Dance – grade 5*  
*Updated: July 2007*

**Bold & ( ) = Assessed**  
*Italics = Supporting*  
*e.g. = Example only*

Timeline	CORE CONTENT STANDARD(SKILLS) AND DOK	Demonstrators
<p align="center"><b>WEEKS 1 - 9</b></p>	<p><b>AH-05-1.2.1</b>  <b>Students will identify or describe elements of dance in a variety of dances.</b></p> <p align="right"><b>DOK 3</b></p> <p><b>Elements of dance:</b>  <u>Space</u> – direction of dance movements (forward, backward, right, left, up, down), pathway (straight, curved, zigzag), levels (high, middle, low), shape (individual and group shapes)  <u>Time (tempo)</u> – dance movements that follow a steady beat or move faster or slower  <u>Force</u> – dance movements that use more or less energy (e.g., energy - sharp/smooth, weight - heavy/light, flow-free/bound)  <u>Dance Form</u> - call and response, AB, ABA, choreography</p> <p><b>AH-05-1.2.2</b>  <b>Students will describe how dance uses space, time, force and various locomotor and nonlocomotor movements to communicate ideas, thoughts and feelings.</b></p> <p align="right"><b>DOK 3</b></p>	<p><b><u>Academic Expectations</u></b></p> <p><b>1.12</b> Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p> <p><b>1.13</b> Students make sense of ideas and communicate ideas with the visual arts.</p> <p><b>1.14</b> Students make sense of ideas and communicate ideas with music.</p> <p><b>1.15</b> Students make sense of and communicate ideas with movement.</p> <p><b>2.23</b> Students analyze their own and others' artistic products and performances using accepted standards.</p> <p><b><u>Program of Studies</u></b>  <b>Grade 5 Enduring Knowledge - Understandings</b>  <b>AH-5-SA-U-1</b>          Students will understand that the elements of music, dance and drama are intentionally applied in creating and performing.</p> <p><b>AH-5-SA-U-3</b>          Students will understand that responding to or critiquing works of art involves an understanding of elements, principles and structures appropriate to each area of the arts.</p> <p><b>AH-5-SA-U-4</b>          Students will understand that existing and emerging technologies can inspire new applications of structural components.</p>

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		<p><b>Grade 5 Skills and Concepts - Dance</b></p> <p><b>AH-5-SA-S-Da1</b> Students will analyze and explain the use of elements of dance (space, time, force) and basic dance forms using dance terminology</p> <p><b>AH-5-SA-S-Da2</b> Students will use the elements of dance in creating, copying and performing patterns of movement independently and with others</p> <p><b>AH-5-SA-S-Da3</b> Students will observe, describe and demonstrate locomotor (e.g. walk, run, skip, gallop) and nonlocomotor (e.g. bend, stretch, twist, swing) movements</p> <p><b>AH-5-SA-S-Da4</b> Students will apply principles of movement (e.g., balance, initiation of movement, weight shift) when observing, creating and performing movement skills</p>

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<p><b>WEEKS 10 - 18</b></p>	<p><b>AH-05-2.2.1</b>  <b>Students will identify how dance has been a part of cultures and periods throughout history.</b>  <b>DOK 2</b></p> <p><b>Cultures:</b>  <b>Native American,</b>  <b>Traditional Appalachian</b>  <b>West African</b></p> <p><b>Similarities and differences in the use of dance (e.g., purposes: harvest and hunting dances in Native American and West African cultures), use of elements of dance among cultures</b></p> <p><b>Periods:</b>  <b>Colonial American (European influences on American dance, e.g., social dances, square dancing, folk dances)</b></p> <p><b>Native American includes period in North America before European settlement</b></p>	<p><b><u>Academic Expectations</u></b></p> <p><b>2.24</b> Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.</p> <p><b>2.25</b> In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.</p> <p><b>2.26</b> Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.</p> <p><b><u>Program of Studies</u></b></p> <p><b>Grade 5 Enduring Knowledge – Understandings</b></p> <p><b>AH-5-HA-U-1</b>  Students will understand that the arts are powerful tools for understanding human experiences both past and present.</p> <p><b>AH-5-HA-U-2</b>  Students will understand that the arts help us understand others’ (often very different) ways of thinking, working, and expressing ourselves.</p> <p><b>AH-5-HA-U-3</b>  Students will understand that the arts play a major role in the creation and defining of cultures and building civilizations.</p> <p><b>Grade 5 Skills and Concepts - Dance</b></p> <p><b>AH-5-HA-S-Da1</b>  Students will associate dances they observe or perform with specific cultures (Native American, Appalachian, West African); describe how dances reflect the cultures (e.g., hunting dances from Native American and West African cultures)</p>

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		<p><b>AH-5-HA-S-Da2</b> Students will associate dances they observe or perform with the Colonial American period in history; describe how dances reflect the Colonial American time period (e.g., social dances, square dancing)</p> <p><b>AH-5-HA-S-Da3</b> Students will describe the dance of specific cultures using dance terminology</p>

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<p><b>WEEKS 19 - 28</b></p>	<p><b>AH-05-3.2.1</b>  <b>Students will identify how dance fulfills a variety of purposes.</b></p> <p style="text-align: right;"><b>DOK 2</b></p> <p><b>Purposes of dance: (different roles of dance)</b>  <u><b>Ceremonial</b></u> - dances created or performed for rituals or celebrations (e.g., dances of Native Americans and West Africans to celebrate life events such as harvest, ritual dances associated with worship)  <u><b>Recreational</b></u> - dancing for entertainment, to support recreational activities (e.g., ballroom, line dancing, aerobic dance, dance as a hobby)  <u><b>Artistic Expression</b></u> - dance created with the intent to express or communicate emotion, feelings, ideas, (e.g., ballet, tap dance, modern dance, dance created and performed in a concert and/or theatrical setting for an audience)</p>	<p><u><b>Academic Expectations</b></u></p> <p><b>1.12</b> Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p> <p><b>1.13</b> Students make sense of ideas and communicate ideas with the visual arts.</p> <p><b>1.14</b> Students make sense of ideas and communicate ideas with music.</p> <p><b>1.15</b> Students make sense of and communicate ideas with movement.</p> <p><b>2.22</b> Students create works of art and make presentations to convey a point of view.</p> <p><b>2.23</b> Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.</p> <p><u><b>Program of Studies</b></u>  <b>Grade 5 Enduring Knowledge – Understandings</b>  <b>AH-5-PCA-U-1</b>  Students will understand that the arts fulfill a variety of purposes in society (e.g., to present issues and ideas, to entertain, to teach or persuade, to design, plan and beautify).</p> <p><b>AH-5-PCA-U-2</b>  Students will understand that the arts have value and significance for daily life. They provide personal fulfillment, whether in career settings, avocational pursuits or leisure.</p> <p><b>AH-5-PCA-U-3</b>  Students will understand that the arts provide forms of nonverbal communication that can strengthen the presentation of ideas and emotions.</p>

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		<p><b>Grade 5 Skills and Concepts - Dance</b></p> <p><b>AH-5-PCA-S-Da1</b> Students will describe and compare multiple purposes for which dance is created (ceremonial, recreational, artistic expression)</p> <p><b>AH-5-PCA-S-Da2</b> Students will create new, observe, choose and perform dance to fulfill a variety of specific purposes</p>

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<p><b>WEEKS 29 - 31</b></p>	<p><i>AH-05-4.2.1</i>  <i>Students will create patterns of movement incorporating the elements of dance (space, time and force).</i></p> <p><i>AH-05-4.2.2</i>  <i>Students will create a movement sequence with a beginning, middle and end.</i></p> <p><i>AH-05-4.2.3</i>  <i>Students will perform traditional folk dances, square dances and ethnic dances. (Native American, West African/African-American, Early American and folk)</i></p>	<p><b><u>Academic Expectations</u></b></p> <p><b>1.12</b> Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p> <p><b>1.13</b> Students make sense of ideas and communicate ideas with the visual arts.</p> <p><b>1.14</b> Students make sense of ideas and communicate ideas with music.</p> <p><b>1.15</b> Students make sense of and communicate ideas with movement.</p> <p><b>2.22</b> Students create works of art and make presentations to convey a point of view.</p> <p><b>2.25</b> In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.</p> <p><b><u>Program of Studies</u></b></p> <p><b>Grade 5 Enduring Knowledge – Understandings</b></p> <p><b>AH-5-PA-U-1</b>  Students will understand that there are three distinct processes for involvement in the arts; creating new artworks, performing works previously created and responding to artworks and performances.</p> <p><b>AH-5-PA-U-2</b>  Students will understand that full understanding and appreciation of the arts requires some degree of involvement in all three processes.</p> <p><b>AH-5-PA-U-3</b>  Students will understand that openness, respect for work, and an understanding of how artists apply elements and principles of design in creating and performing are personal attitudes and skills that enhance enjoyment of the observer.</p>

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		<p><b>AH-5-PA-U-4</b> Students will understand that existing and emerging technologies can extend the reach of the art form to new audiences.</p> <p><b>Grade 5 Skills and Concepts - Dance</b></p> <p><b>AH-5-PA-S-Da1</b> Students will be actively involved in creating and performing dance (incorporating the elements of dance: space, time and force) alone and with others</p> <p><b>AH-5-PA-S-Da2</b> Students will perform traditional folk dances, square dances and ethnic dances (Native American, West African/African-American, Early American and folk)</p> <p><b>AH-5-PA-S-Da3</b> Students will use knowledge of the elements of dance and dance terminology to describe and critique their own performances and the performances of others</p> <p><b>AH-5-PA-S-Da4</b> Students will identify possible criteria for evaluating dance (e.g., skill of performers, originality, emotional impact, variety, interest)</p> <p><b>AH-5-PA-S-Da5</b> Students will demonstrate behavior appropriate for observing the particular context and style of dance being performed; discuss opinions with peers in a supportive and constructive way.</p>