

STANDARDS			
THIRD GRADE	FOURTH GRADE	FIFTH GRADE	SIXTH GRADE
<p>Explore</p> <p>3.DA.Cr1a. Experiment with a variety of self-identified stimuli (e.g., music/sound, text, objects, images, notation, observed dance, experiences) for movement.</p> <p>3.DA.Cr1b. Explore a given movement problem. Select and demonstrate a solution.</p> <p>Plan</p> <p>3.DA:Cr2b. Develop a dance phrase that expresses and communicates an idea or feeling. Discuss the effect of the movement choices.</p> <p>Revise</p> <p>3.DA:Cr3 Revise movement choices in response to feedback to improve a short dance study. Describe and document the differences the changes made in the movements.</p>	<p>Explore</p> <p>4.DA.Cr1a. Identify ideas for choreography generated from a variety of stimuli (e.g., music/sound, text, objects, images, notation, observed dance, experiences).</p> <p>4.DA.Cr1b. Develop a movement problem and manipulate the elements of dance as tools to find a solution.</p> <p>Plan</p> <p>4.DA:Cr2b. Develop a dance study that expresses and communicates a main idea. Discuss the reasons and effectiveness of the movement choices.</p> <p>Revise</p> <p>4.DA:Cr3 Revise movement based on peer feedback and self-reflection to improve communication of artistic intent in a short dance study. Explain and document choices made in the process.</p>	<p>Explore</p> <p>5.DA.Cr1a. Build content for choreography using several stimuli (e.g., music/sound, text, objects, images, notation, observed dance, experiences, literary forms, natural phenomena, current news, social events).</p> <p>5.DA.Cr1b. Construct and solve multiple movement problems to develop choreographic content.</p> <p>Plan</p> <p>5.DA:Cr2b. Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates nonverbally.</p> <p>Revise</p> <p>5.DA:Cr3 Explore through movement the feedback from others to expand choreographic possibilities for a short dance study that communicates artistic intent. Explain and document the movement choices and refinements.</p>	<p>Explore</p> <p>6.DA.Cr1a. Relate similar or contrasting ideas to develop choreography using a variety of stimuli (e.g., music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news or social events).</p> <p>6.DA.Cr1b. Explore various movement vocabularies to transfer ideas into choreography.</p> <p>Plan</p> <p>6.DA:Cr2b. Determine artistic criteria to choreograph a dance study that communicates personal or cultural meaning. Based on the criteria, evaluate why some movements are more or less effective than others.</p> <p>Revise</p> <p>6.DA:Cr3 a. Revise dance compositions using collaboratively developed artistic criteria. Document the revisions. Explain reasons for revisions and how choices made relate to artistic criteria.</p>

Students Need To Know	Students Are Able To Do
<p>3rd Grade</p> <ul style="list-style-type: none">● Personal space● General space● Locomotor and non-locomotor movements● Improvisation● Elements of space, time and energy <p>4th Grade</p> <ul style="list-style-type: none">● Artistic Intent <p>5th Grade</p> <ul style="list-style-type: none">● Deepen knowledge <p>6th Grade</p> <ul style="list-style-type: none">● Deepen knowledge	<p>3rd Grade</p> <ul style="list-style-type: none">● Experiment and improvise with various chosen stimuli (music/sound, text, objects, images)● Solve a given movement problem● Choreograph a dance phrase that expresses an idea or feeling● Revise dance choices based on feedback <p>4th Grade</p> <ul style="list-style-type: none">● Identify ideas developed from various stimuli (music/sound, text, objects, images)● Develop a movement problem, manipulate the elements of dance to solve the problem● Develop a dance study that expresses a main idea● Discuss movement choices● Revise and reflect based on peer feedback <p>5th Grade</p> <ul style="list-style-type: none">● Build content for choreography based on various stimuli (music/sound, text, objects, images, literary forms, natural phenomena, current news, social events)● Construct and solve multiple movement problems● Choreograph a dance study expressing artistic intent● Document choices made <p>6th Grade</p> <ul style="list-style-type: none">● Relate similar or contrasting ideas based on various stimuli (music/sound, text, objects, images, literary forms, natural phenomena, current news, social events)● Explore movement ideas for choreography● Determine what is needed artistically to create a dance study that communicates a personal or cultural meaning● Evaluate decisions made● Revise dance using collaboratively created criteria

Formative Assessment	teacher observation, student performance, student revision
-----------------------------	--

Vocabulary for the Lesson	dance phrase: a partial dance idea composed of a series of connecting movements and similar to a sentence in the written form.
Vocabulary for the Lesson continued	energy: an element of dance characterized by the release of potential energy into kinetic energy. It utilizes body weight, reveals the effects of gravity on the body, is projected into space, and affects emotional and spatial relationships and intentions. The most recognized qualities of movement are sustained, percussive, suspended, swinging, and collapsing. gesture: the movement of a body part or combination of parts, with emphasis on the expressive aspects of the move. It includes all movements of the body not supporting weight. improvisation: movement created spontaneously that ranges from free-form to highly structured environments, always including an element of chance. locomotor: movement progressing through space from one spot to another. Basic locomotor movements include walking, running, galloping, jumping, hopping, skipping, sliding, leaping. movement problem: a specific focus or task that serves as a point of departure for exploration and composing, usually with specific criteria. non-locomotor movement: movement anchored to one spot by a body part. Only the available space in any direction is used while the initial body contact is being maintained. Movement is organized around the axis of the body and is not designed for travel from one location to another. Also known as non-locomotor movement. Examples include stretching, bending, turning in place, gesturing. Pathways: a line along which a person or a part of the person, such as an arm or head, moves (e. g., her arm took a circular path, or he traveled along a zigzag pathway). phrasing: the way in which the parts of a dance are organized. shape: the positioning of the body in space: curved, straight, angular, twisted, symmetrical, or asymmetrical. space: an element of dance that refers to the immediate spherical space surrounding the body in all directions.

Use of space includes shape, direction, path, range, and level of movement. Space is also the location of a performed dance.

time: an element of dance involving rhythm, phrasing, tempo, accent, and duration. Time can be metered, as in music, or based on body rhythms, such as breath, emotions, and heartbeat.

Materials Needed

music, video clips, various stimuli such as art works, images, stories, books, poems,

Teaching Strategies

Teacher Tips

Details – helpful hints

Warm Up – MOVE THROUGH THE CONCEPTS

Students review prior concepts both physically and verbally. Teacher cues the movements; students respond in movement. Teacher asks students to name the movements they are doing ex: what level are you moving on, what direction are you traveling in, what energy is your movement. Movements to cue come from the concepts below and can be done in self and general space. Cue line is “move your body in

Space – self space, general space

Levels – low, middle, high

Paths – straight, curved, zig-zag

Directions – forward, backward, side left, side right, up, down, around

Energy – smooth, sharp, or light, strong * new concept to explore

Speed – slow, medium, fast

Range/Size – big, medium, little

3RD GRADE –EXPLORE MOVING TO DIFFERENT STIMULI (MUSIC, SOUNDS, OBJECTS)

Verbally discuss and do improvisational movements in response to a variety of stimuli. Use elements reviewed in the warm up to explore moving to different stimuli. Students can move to:

Sounds - instruments can be used to create different sounds: triangle, rhythm sticks, drum/coffee can, maracas/beans in tubes, bells, etc.

Objects - balloons, balls, streamers, scarves/ties, feathers

Music: can be played alone or while students move with objects

Laura Albright – Floor Music

<https://www.youtube.com/watch?v=AHN6oSfxHr8>

4TH GRADE – EXPLORE MOVING TO DIFFERENT STIMULI (MUSIC, IMAGES, TEXT)

Verbally discuss and do movements in response to a variety of stimuli. Use elements reviewed in the warm up to explore these movements. Students can respond in movement to the emotional connection they have to visual art. How does the art make you feel? How can you show that in movement?

Videos of Visual Art & Music:

Vincent van Gogh https://www.youtube.com/watch?v=boRWPNu_JZA

Jean Michel Basquiat <https://www.youtube.com/watch?v=WHiR0IY-0qk>

5TH GRADE – EXPLORE MOVING TO DIFFERENT STIMULI (TEXT, LITERACY FORMS, SOCIAL EVENTS,)

Verbally discuss and do movements in response to a variety of stimuli. Use elements reviewed in warm-up to explore these movements. Pairs - small groups of students can improvise/create movements for two lines of the poem. Five different groupings. Students then demonstrate each set of lines all as one poem.

Text/Poetry: Rope Rhyme by Eloise Greenfield

1. Get set, ready now, jump right in
Bounce and kick and giggle and spin
2. Listen to the rope when it hits the ground
Listen to that clappedy - slappedy sound
3. Jump right up when it tells you to
Come back down, whatever you do
4. Count to a hundred, count by ten
Start to count all over again

5. That's what jumping is all about
Get set, ready now, jump right out!

Music: students who are not moving can clap a steady beat. Music not needed.

6TH GRADE – EXPLORE MOVING TO DIFFERENT STIMULI (IMAGES, OBJECTS/CULTURAL ARTIFACTS)

Verbally discuss and do movements in response to a variety of stimuli. Use elements reviewed in warm-up to explore these movements. Choose a cultural object/artifact from suggestions below. The item should represent the way a particular group lives, thinks or expresses themselves. Can be based on nationality, ethnicity, hobbies, art, what you eat/wear, specific values, etc.

Objects/Cultural Artifacts - students discuss what items represent a specific part of their culture. If planned ahead students can bring this item from home to share with the class.

examples of cultural items:

clothing and adornments

items used in sports, the arts, food, holidays

items that have traditional value for ceremonies or daily life

Have students make a large circle. Individually students go to center of circle and demonstrate a locomotor and/or non-locomotor movement that represents the cultural artifact you chose.

Students around the circle copy this movement.

Repeat until all students have had a chance to share in the circle.

Discuss which movement are similar and which are not.

DANCE MOVEMENT PROBLEM

3rd GRADE –

Choose one stimulus (Sounds, Objects) used in previous activity (Explore Stimuli) as focus for the dance phrase you will create.

In trios use the ABC (three different sections) format with the concept of energy to create a short movement phrase that expresses how the sound or object makes you feel.

Make sure you change place and change levels.

Each section should be a minimum of 8 counts, but can be more.

Trios share for the rest of the class.

Audience provides feedback based the connection between the trios movement choices and the object or sound they chose.

Trio revises the dance phrase based on the given feedback from the audience.

4th GRADE –

Choose one stimulus (Images) used in previous activity (Explore Stimuli) as focus for the dance phrase you will create.

In small groups use the ABC (three different sections) format with the concept of energy to create a short movement phrase that expresses the idea of the image you chose.

Make sure you change place and change levels.

Each section should be a minimum of 8 counts, but can be more.

Share for the rest of the class.

Audience provides feedback based on the connection between their movement choices and the image they chose.

Group revises the dance phrase based on the given feedback from the audience.

Music: videos above also have music to go with that image

5TH GRADE –

Choose one haiku from below as the focus for the dance phrase you will create.

In small groups use the ABC (three different sections) format with the concept of energy to create a short movement phrase that communicates the idea of your chosen haiku.

Make sure you change place and change levels.

Each line of the haiku should be a minimum of 8 counts but can be more.

Dancers/Choreographers discuss and journals their movement choices

Share for the rest of the class.

Audience provides feedback based on the connection between the dancers movements and the idea of the haiku.

Group revises the dance phrase based on the given feedback from the audience.

Haiku Choices:

Beaches

Sand scatters on the beach
Waves crash on the sandy shore
Blue water shimmers

Spring is in the Air

Spring is in the air
Flowers are blooming sky high
Children are laughing

Snowflakes

Snowflakes are our friends
They descend when winter comes
Making white blankets

Music:

Matsuo Basho Haiku Music

https://www.youtube.com/watch?v=zXvzgR3A9_I

6th GRADE _

Choose one stimulus (Cultural Artifact) used in previous activity (Explore Stimuli) as focus for the dance phrase you will create.

In small groups create a dance phrase that has a beginning, middle and end and is created using the concept of energy connected to the item you chose.

Make sure you change place and change levels.

Each section should be a minimum of 8 counts but can have more.

The dance should represent the culture of the chosen artifact.

Share for the rest of the class. Audience gives feedback based on predetermined criteria developed by the whole class.

Based on the feedback from the audience's use of the criteria list groups revises their dance phrase. They then reshare their dances and discuss changes made.

Music:

1 Hour of World Music From Different Cultures

<https://www.youtube.com/watch?v=DAhLXLj4UuE>

NOTES and REFLECTIONS