

STANDARDS

THIRD GRADE	FOURTH GRADE	FIFTH GRADE	SIXTH GRADE
<p><i>Presenting and Responding</i></p> <p><b>3.DA:Pr4a.</b> Judge spaces as distance traveled and use <b>space</b> three dimensionally . Demonstrate shapes with positive and <b>negative space</b>. Perform movement sequences in and through <b>space</b> with intentionality and focus.</p> <p><b>3.DA:Pr4c.</b> Change use of <b>energy</b> and <b>dynamics</b> by modifying movements and applying specific characteristics to heighten the effect of their intent.</p> <p><b>3.DA:Re8.</b> Select specific <b>context clues</b> from movement. Explain how they relate to the main idea of the dance using <b>simple dance terminology</b>.</p>	<p><i>Presenting and Responding</i></p> <p><b>4.DA:Pr4a.</b> Make static and dynamic shapes with positive and <b>negative space</b>. Perform three dimensional movement sequences alone and with others, establishing relationships with intentionality and focus.</p> <p><b>4.DA:Pr4c.</b> Analyze and refine phrases by incorporating a greater range of <b>energy</b> and dynamic changes to heighten the effect of their intent.</p> <p><b>4.DA:Re8.</b> Relate movements, ideas, and context to decipher meaning* in a dance using <b>basic dance terminology</b>.</p>	<p><i>Presenting and Responding</i></p> <p><b>5.DA:Pr4a.</b> Integrate static and dynamic shapes as well as floor and air pathways into dance sequences. Establish relationships with other dancers with intentionality and focus. Convert inward focus to outward focus.</p> <p><b>5.DA:Pr4c.</b> Contrast <b>bound</b> and <b>free flowing movements</b>. Initiate movements from a variety of points of the body. Analyze the relationship between initiation and <b>energy</b>.</p> <p><b>5.DA:Re8.</b> Interpret meaning in a dance based on its movements. Explain how the movements communicate the main idea of the dance using <b>basic dance terminology</b>.</p>	<p><i>Presenting &amp; Responding</i></p> <p><b>6.DA:Pr4a.</b> Refine partner and ensemble skills in the ability to determine distance and <b>spatial design</b>. Establish diverse pathways, levels, and patterns in <b>space</b>. Maintain focus with partner or group in near and far <b>space</b>.</p> <p><b>6.DA:Pr4c.</b> Use the internal body force created by varying tension within one’s musculature for the movement initiation and dynamic expression. Distinguish between <b>bound</b> and <b>free flowing movements</b> and appropriately apply them to <b>dance phrases</b>.</p> <p><b>6.DA:Re8.</b> Explain how the <b>artistic expression</b> of each dance is achieved through the <b>elements of dance</b>, use of body, <b>dance technique</b>, <b>dance structure</b>, and context. Explain how these communicate the intent of dance using <b>genre-specific dance terminology</b>.</p>

Students Need To Know	Students Are Able To Do
<p><b>3rd Grade</b></p> <ul style="list-style-type: none"> <li>● Element of space</li> <li>● Positive and negative space</li> <li>● Element of energy</li> </ul> <p><b>4th Grade</b></p> <ul style="list-style-type: none"> <li>● rhythms</li> </ul> <p><b>5th Grade</b></p> <ul style="list-style-type: none"> <li>● focus</li> <li>● static and dynamic shapes</li> <li>● tempo</li> <li>● bound and free flowing movements</li> </ul> <p><b>6th Grade</b></p> <ul style="list-style-type: none"> <li>● Ensemble skills (spatial awareness, partnering, focus)</li> <li>● Accents</li> <li>● Beats</li> </ul>	<p><b>3rd Grade</b></p> <ul style="list-style-type: none"> <li>● Use space 3 dimensionally</li> <li>● Demonstrate shapes using positive and negative space</li> </ul> <p><b>4th Grade</b></p> <ul style="list-style-type: none"> <li>● Use space 3 dimensionally with a partner</li> <li>● Dance to a variety of rhythms</li> <li>● Refine movement phrases using the element of energy</li> </ul> <p><b>5th Grade</b></p> <ul style="list-style-type: none"> <li>● Integrate static and dynamic shapes into dance sequences using space and groups partners</li> <li>● Demonstrate the difference between bound and free flowing movements</li> </ul> <p><b>6th Grade</b></p> <ul style="list-style-type: none"> <li>● Demonstrate ensemble skills through spatial awareness and focus</li> <li>● Use dynamics in movement as it relates to time with sudden and sustained movements.</li> <li>● Demonstrate the difference between bound and free-flowing movement</li> </ul>

<b>Formative Assessment</b>	Teacher observation, student performance
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<b>Vocabulary for the Lesson</b>	<b>Accent:</b> a strong movement or gesture.
<b>Vocabulary for the Lesson</b>	<b>Bound movement:</b> effort in a movement where energy is constricted.
<b>continued</b>	<b>Energy:</b> the dynamic quality, force, attack, weight and flow of movement (sustained, percussive, heavy, light,

bound and free flowing).

**Focus:** in general, a gathering of forces to increase the projection of intent. In particular, it refers to the dancer's line of sight.

**Free flow movement:** effort in a movement where energy is continuous.

**Rhythm:** a structure of movement patterns in time; a movement with a regular succession of strong and weak elements; the pattern produced by emphasis and duration of notes in music.

### Materials Needed

music, player

### Teaching Strategies

#### Teacher Tips

*Details – helpful hints*

[Brain Dance with Narration](#)

(5 minutes)

[Brain Dance with Narration](#)

(8 minutes)

#### Warm Up – BRAIN DANCE

Developed by dance educator, Anne Green Gilbert (M. ED), the Brain Dance is based on eight developmental movement patterns human beings will move through in the first year of life via infant reflexes and floor play. These movement patterns integrate the brain and body. Brain Dance is an inclusive, adaptable, accessible full body and brain warm-up for students.

The eight movement patterns of Brain Dance include:

- **Breath-** Breath provides our brain and body with the oxygen it needs to fully function and can ease feelings of stress.
- **Tactile-** Touch develops body awareness, sensory integration, and is critical to healthy social-emotional development.
- **Core-Distal-** Body extension and contraction strengthens our connection with core muscles for proper body alignment.
- **Head-Tail-** Head and pelvis movements develop awareness of their relationship and increases spinal mobility, while increasing our visual acuity.
- **Upper-Lower-** Organization of upper and lower body allows them to move independently or in synchronization. Grounding the upper or lower body also promotes emotional stability.
- **Body Side-** Moving body sides, balances the body so that both the right and left sides have equal strength and mobility and supports horizontal eye tracking.

- Cross-Lateral- Synchronizing movements of opposite body-sides builds pathways between the right and left side of the brain, supporting body awareness and robust thinking.
- Vestibular- The vestibular system helps us analyze the relationship between body parts and their movements in relation to each other and the general space. This develops body awareness, proprioception, balance responses and processing sensory input.

### REVIEW – MOVE THROUGH THE CONCEPTS

Students quickly 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. 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

Speed – slow, medium, fast

Range/Size – big, medium, little

***\*Please note that the following explorations include percussive/sustained, heavy/light and bound and free-flowing. Feel free to utilized one of the Energy pairs due to time or spatial restraints.***

### 3RD GRADE - EXPLORE MOVEMENT WITH ENERGY\*

Verbally discuss and do movements that use and change energy qualities. Demonstrate and discuss how locomotor, non-locomotor movements and shapes can be modified by the use of energy (percussive, sustained, heavy, light, bound and free-flowing).

Circle Copy Cat Exploration: Starting in a large circle the instructor will go in the center to demonstrate non-locomotor movements using a certain energy quality while students in the circle will copy the energy quality. After a review of the qualities, ask for a student to be the leader in the center and change the energy quality of the movement, and change leaders as often as needed. Locomotor movements may be added if space and time allow.

Adding shapes:

Students review shapes adding in negative and positive space. Positive is where your body is, negative is where it is not.

In pairs students practice moving in and out of each other's negative space. One makes a shape; the other moves in and out, then reverse.

Repeat using different energy qualities (move slowly in and out of your partner's negative space).

Music: see music list

#### **4<sup>TH</sup> GRADE – EXPLORE MOVEMENTS WITH ENERGY\***

Discuss how energy is created and used in the body. How can we move our muscles? What kind of energy can we create? Give examples of moving smoothly and sustained (fingerpainting in space) then moving sharply and percussively (moving between two cactuses or rose bushes). Demonstrate and discuss how muscles in different body parts can create heavy and strong, or light and delicate movement - muscles are made strong by contracting them, whereas light movement requires relaxation. Controlling the flow of movement gives a change in energy: free-flowing movement allows for continual movement, while bound energy allows for stopping and starting, just like turning off a faucet.

Exploration: Smoothland / Sharpland, Strongland / Lightland, Freeland / Boundland

Half of the room begins as Smoothland, the other as Sharpland. Use float, glide and swirl for movers in Smoothland; movers in Sharpland use slash, chop and flick in empty space. Movers may travel from land to land, changing their energy. Continue exploration with Strongland, Lightland, Freeland and Boundland.

\*Props can be incorporated such as scarves, streamers, or balloons.

Music: see music list

#### **5<sup>TH</sup> GRADE – EXPLORE MOVEMENTS WITH ENERGY\***

Verbally discuss and do movements that change energy qualities as different sounds or music is used. What happens to the movements? How do we make that change? Have movers listen to the sound / music for a few beats then move the way the sound / music makes them feel - smooth, sharp, strong, light, bound, or free-flowing. When the sound / music stops, freeze in a shape - listen for the new sound / music.

Discuss why different sounds make you feel like moving in different ways.

Adding Partners:

Explore moving towards and away from your partner while changing energy qualities.  
Students first review shapes adding in negative and positive space. Positive is where your body is, negative is where it is not.  
In pairs students practice moving in and out of each other's negative space. One makes a shape, the other moves in and out, then reverse.  
Repeat using one energy quality moving into the partner's negative space, then using the opposite energy quality moving out of the partner's negative space, then reverse.  
Sound / music may be used.

Music: see music list

#### **6<sup>TH</sup> GRADE – EXPLORE MOVEMENTS WITH ENERGY\***

Verbally discuss and do movements that are bound, balanced, controlled and free flow movements that are off balanced Locomotor and non-locomotor wall charts can be used.

Examples:

Bound Flow - march/stomp, slash, punch, kick, straight paths

Free Flow - swing, sway, glide, curved paths

Adding Shapes:

In pairs and using positive and negative space - one partner makes a bound shape, and the other partner moves freely in and out of the negative space. Switch roles.

Repeat with one partner doing flowing shapes and the other partner move boundly in and out of the negative space.

Music: see music list

#### **3<sup>rd</sup> GRADE – DANCE MOVEMENT PROBLEM**

Using words that evoke different energy qualities. Allow the dancers to choose three words to create an "energy suite". Try different words & groupings to give dancers a chance to explore before settling on their particular "energy suite".

Example:

Float, wiggle, sneeze. Chop, squeeze, swirl. Slash, relax, swing.

After settling on the “energy suite” have dancers add level and direction changes to the “energy suite”. To give structure, have dancers start in stillness with an opening shape, and find a shape to finish the “energy suite”.

Watch as half the class presents their “energy suites”. Dis

Music: see music list

#### **4<sup>th</sup> GRADE – DANCE MOVEMENT PROBLEM**

Dancers create a solo based on four words that reflect different energy qualities. The words could be action/motion based (shake, squeeze, tickle, paint, poke, etc.) or images (feathers, thunder, seaweed, bricks, snow, dried leaves, boulders). Each word’s movement can change from locomotor to non-locomotor. After settling on the four words, have dancers add level, direction and pathway changes.

To give structure, have dancers start in stillness with an opening shape, and find a shape to finish the solo. Have 5-7 dancers share their solos at the same time. Discuss the use of energy qualities as seen in each group of solos.

Music: see music list

#### **5<sup>TH</sup> GRADE – DANCE MOVEMENT PROBLEM**

In a small group, select and create a dance sequence based on selected energy qualities. The dance must include:

- a starting shape using positive and negative space
- an ending shape using positive and negative space
- locomotor and non-locomotor movements based on the selected energy qualities
- other elements of space and time may be included for a more layered sequence

Discuss the use of energy qualities as seen in each group, and the inclusion of space and time elements.

Music: see music list

#### **6<sup>th</sup> GRADE - DANCE MOVEMENT PROBLEM**

With the help of students create a dance sequence that alternates between locomotor, non-locomotor movements and shapes. Some examples:

Rise/melt, Slide, stretch, skip, sway, shape

Turn in place, slide, shake, leap, shape  
Identify which movements are “bound and controlled” and which movements are “free-flowing and off-balance”. Rehearse the dance sequence so that dancers are confident in their memory of the sequence, then split the dancers into smaller groups.  
Each small group must include:

- a starting shape using positive and negative space
- a change in spatial relationship to one another during the sequence (formation change)
- a change in level
- a change in direction
- an ending shape using positive and negative space
- elements of time may be included for a more layered approach.

Discuss and compare how each group utilized the various elements of dance.

Music: see music list

**NOTES and REFLECTIONS**

**MUSIC LIST:** The following music can be used for any of the sections that require music. All available through Youtube.com

“Tsunami” by Stephane Wrembel

<https://www.youtube.com/watch?v=5ztEAqo0-74>

“Uakti” by Trilliam Green

[https://www.youtube.com/watch?v=D864OJ\\_zkQ&list=OLAK5uy\\_n\\_8YvfzK8hJMkpttbfwjYUigpnT9y6Tul&index=12](https://www.youtube.com/watch?v=D864OJ_zkQ&list=OLAK5uy_n_8YvfzK8hJMkpttbfwjYUigpnT9y6Tul&index=12)

“Concerto No. 5 in F Minor for One Harpsichord” by J.S. Bach

<https://www.youtube.com/watch?v=TdYcD7lsVF0>

“Piano Boy” by Pavlov Stelar

<https://www.youtube.com/watch?v=f8UyWjcZJDY>

“Elaine the Osaka Dancer” by The Panafricanist

[https://www.youtube.com/watch?v=dhM2o-SFq\\_E](https://www.youtube.com/watch?v=dhM2o-SFq_E)

“Turbina de Amor” by Prisma & Martin

<https://www.youtube.com/watch?v=zKBf25dKXWg>



**Dance Unit**  
**Grades: 3 - 6**

**Bakersfield City School District**  
**Lesson 4: Creating and Performing Dance**

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**“Whisper Not” by Benny Golson**

<https://www.youtube.com/watch?v=8NMBRzxbXrs>

**“Sarama” by Vieux Farka Touré**

[https://www.youtube.com/watch?v=Y49ZsOI\\_v84](https://www.youtube.com/watch?v=Y49ZsOI_v84)

**“Alfonsina y el Mar” by Sharon Isbin**

<https://www.youtube.com/watch?v=7KMXrHEdZoo>

**“Solitude” by Karunesh**

[https://www.youtube.com/watch?v=yd5m\\_zj5ruM](https://www.youtube.com/watch?v=yd5m_zj5ruM)

**“Up on the Hill” by The Bamboos**

<https://www.youtube.com/watch?v=LzLKKF50XBU>

**“Bumpin 'on Sunset” by Wes Montgomery**

<https://www.youtube.com/watch?v=4rgRS39zmF0>