

Marking Period 1 (MPI)	Dance Curriculum Pacing Guide -Grade: 4
<p><b>MP 1</b></p> <p><b>Standards for Dance Content</b></p>	<ul style="list-style-type: none"> <li>• <b>1.1.4.DA.Cr1a:</b> Generate and conceptualize movement ideas using dance elements and structured prompts</li> <li>• <b>1.1.4.DA.Cr2a:</b> Organize and develop dance phrases using patterns, repetition, and variation</li> <li>• <b>1.1.4.DA.Cr3a:</b> Refine movement sequences through rehearsal and revision</li> <li>• <b>1.1.4.DA.Pr4a:</b> Perform dance phrases with focus, timing, and spatial awareness</li> <li>• <b>1.1.4.DA.Pr5a:</b> Apply technical skills such as balance, alignment, and controlled transitions</li> <li>• <b>1.1.4.DA.Pr6a:</b> Convey meaning and intention through expressive movement choices</li> <li>• <b>1.1.4.DA.Re7a:</b> Identify and describe dance elements and expressive qualities in movement</li> <li>• <b>1.1.4.DA.Re8a:</b> Use simple criteria to reflect on and improve dance work</li> <li>• <b>1.1.4.DA.Re9a:</b> Interpret intent, theme, or meaning in dance examples</li> <li>• <b>1.1.4.DA.Cn10a:</b> Connect dance movement to personal experience, ideas, or emotions</li> <li>• <b>1.1.4.DA.Cn11a:</b> Observe and discuss dance from different cultures and traditions</li> </ul>
<p><b>MP 1</b></p> <p><b>Topics</b></p>	<p>Technique foundations: alignment, balance, and coordination</p> <p>Pathways, spacing, and formation design</p> <p>Levels, shapes, and smooth transitions</p> <p>Rhythm, timing, and movement phrasing</p> <p>Energy qualities and expressive movement</p> <p>Ensemble work: unison, canon, and group awareness</p> <p>Choreographic structure and dance form</p> <p>Storytelling through movement</p> <p>Cultural dance exploration and comparison</p> <p>Reflective performance sharing</p>
<p><b>MP 1</b></p> <p><b>Skills- Concepts</b></p>	<p>Perform locomotor and non-locomotor movements with control</p> <p>Use levels, pathways, shapes, and energy intentionally</p>

	<p>Create short dance phrases with beginning, middle, and end</p> <p>Apply rhythm, timing, and expressive qualities in movement</p> <p>Demonstrate spatial awareness when dancing alone and with others</p> <p>Work collaboratively in pairs or small groups</p> <p>Observe, describe, and reflect on dance using basic vocabulary</p> <p>Recognize dance as a way to express ideas and culture</p>
<p><b>MP 1</b></p> <p><b>Core Materials</b></p>	<ul style="list-style-type: none"> <li>• Music recordings (varied tempos and styles)</li> <li>• Scarves, ribbons, or small props for expression</li> <li>• Floor spots, tape, or markers for spacing and pathways</li> <li>• Visual supports (dance vocabulary and movement cues)</li> </ul>



Marking Period 2 (MP2)	Dance Curriculum Pacing Guide -Grade: 4
<p><b>MP 2</b></p> <p><b>Standards for Dance Content</b></p>	<ul style="list-style-type: none"> <li>• <b>1.1.4.DA.Cr1a:</b> Explore complex locomotor and non-locomotor movements using varied levels, dynamics, and pathways.</li> <li>• <b>1.1.4.DA.Cr2a:</b> Develop movement phrases that incorporate contrast, unity, transitions, and spatial relationships.</li> <li>• <b>1.1.4.DA.Cr3a:</b> Refine choreography by evaluating clarity, expressive intent, transitions, and structural choices.</li> <li>• <b>1.1.4.DA.Pr4a:</b> Demonstrate alignment, control, focus, and safe technique individually and within a group.</li> <li>• <b>1.1.4.DA.Pr5a:</b> Rehearse movement sequences with accuracy, musicality, expressive detail, and attention to formations.</li> <li>• <b>1.1.4.DA.Pr6a:</b> Perform dances with projection, confidence, coordination, and expressive interpretation.</li> <li>• <b>1.1.4.DA.Re7a:</b> Analyze movement qualities, choreographic structure, and spatial design in observed dances.</li> <li>• <b>1.1.4.DA.Re8a:</b> Interpret dances by identifying theme, mood, and expressive intent.</li> <li>• <b>1.1.4.DA.Cn10a:</b> Relate movement choices to personal experiences, artistic influences, or cultural contexts.</li> <li>• <b>1.1.4.DA.Cn11a:</b> Examine cultural dances and identify how movement qualities, formations, and design reflect traditions and values.</li> </ul>
<p><b>MP 2</b></p> <p><b>Topics</b></p>	<p>Expanding Locomotor &amp; Non-Locomotor Vocabulary</p> <p>Dynamic Qualities: Heavy/Light, Bound/Free, Sharp/Sustained</p> <p>Spatial Design: Pathways, Directions, Levels</p> <p>Movement Contrast: Speed, Energy, Shape</p>



	<p>Structuring Phrases with Transitions</p> <p>Choreographic Tools: Unison, Canon, Contrast</p> <p>Group Formations and Spatial Relationships</p> <p>Creating Short Group Movement Studies</p> <p>Refining Clarity, Expression, and Technical Accuracy</p> <p>Sharing Performance and Reflective Discussion</p>
<p><b>MP 2</b></p> <p><b>Skills- Concepts</b></p>	<p>Executing more complex movement sequences with control and coordination</p> <p>Demonstrating expressive, dynamic qualities intentionally</p> <p>Dancing in coordinated group formations with timing and spacing</p> <p>Using choreographic tools: unison, canon, contrast, and transitions</p> <p>Applying spatial design, levels, and pathways to enhance meaning</p> <p>Refining technique, clarity, and expressive intention</p> <p>Understanding how movement qualities and group design communicate ideas</p>
<p><b>MP 2</b></p> <p><b>Core Materials</b></p>	<ul style="list-style-type: none"> <li>• Open dance space</li> <li>• Music selections with varied dynamics and tempos</li> <li>• Visual pathway and quality cards</li> <li>• Scarves, ribbons, or props for dynamic exploration</li> <li>• Video examples of cultural, contemporary, and classical dance works</li> </ul>

Marking Period 3 (MPIII)	Dance Curriculum Pacing Guide -Grade: 4
<p><b>MP 3</b></p> <p><b>Standards for Dance Content</b></p>	<ul style="list-style-type: none"> <li>• <b>DA:Cr1.1.4</b> Students explore complex locomotor and non-locomotor movements using varied levels, dynamics, and pathways to generate choreographic ideas.</li> <li>• <b>DA:Cr2.1.4</b> Students develop movement phrases that incorporate contrast, unity, transitions, and spatial relationships.</li> <li>• <b>DA:Cr3.1.4</b> Students refine choreography by evaluating clarity, expressive intent, transitions, and structural choices.</li>   <li>• <b>DA:Pr4.1.4</b> Students demonstrate alignment, control, focus, and safe technique when moving individually or within a group.</li> <li>• <b>DA:Pr5.1.4</b> Students rehearse movement sequences with accuracy, musicality, expressive detail, and attention to formations.</li> <li>• <b>DA:Pr6.1.4</b> Students perform dances with projection, confidence, coordination, and expressive interpretation.</li>   <li>• <b>DA:Re7.1.4</b> Students analyze movement qualities, choreographic structure, and spatial design in dances they observe.</li> <li>• <b>DA:Re8.1.4</b> Students interpret dances by identifying theme, mood, and expressive intent.</li>   <li>• <b>DA:Cn10.1.4</b> Students relate movement choices to personal experiences, artistic influences, or cultural contexts.</li> <li>• <b>DA:Cn11.1.4</b> Students examine cultural dances and identify how movement qualities, formations, and design reflect traditions and values.</li> </ul>
<p><b>MP 3</b></p> <p><b>Topics</b></p>	<p>Introduction to motif: creating and transforming movement</p> <p>Pattern and repetition in dance</p> <p>AB form: contrasting movement ideas</p> <p>ABA structure and variation</p> <p>Rondo form (ABACADA)</p> <p>Canon, unison, and group timing</p>

	<p>Group spatial design and formations</p> <p>Creating a structured group dance</p> <p>Refining transitions, timing, and expressive intent</p> <p>Performance and reflective critique</p>
<p><b>MP 3</b></p> <p><b>Skills- Concepts</b></p>	<p><b>Motif Creation, Manipulation &amp; Choreographic Technique:</b> Students create and manipulate movement motifs while demonstrating choreographic structures such as AB, ABA, and rondo with clarity and intention.</p> <p><b>Choreographic Form, Repetition &amp; Motif Development:</b> Students apply repetition, variation, and motif development to organize movement phrases and strengthen choreographic structure.</p> <p><b>Ensemble Coordination, Spatial Relationships &amp; Timing:</b> Students perform in unison and canon with accuracy while coordinating spatial relationships, timing, and rhythm within group choreography.</p> <p><b>Dance Understanding, Cultural Patterns &amp; Collaborative Communication:</b> Students examine how choreographic structures create clarity and cohesion, practice communication and spacing within ensembles, and explore how cultural dances often use repeated patterns and group formations.</p>
<p><b>MP 3</b></p> <p><b>Core Materials</b></p>	<ul style="list-style-type: none"> <li>• Open movement space</li> <li>• Music with clear phrase structure</li> <li>• Visual charts of choreographic forms (AB, ABA, Rondo)</li> <li>• Notation or planning sheets for choreography</li> <li>• Video examples of cultural and contemporary group choreography</li> </ul>

Marking Period 4 (MPIV)	Dance Curriculum Pacing Guide -Grade: 4
<p><b>MP 4</b></p> <p><b>Standards for Dance Content</b></p>	<ul style="list-style-type: none"> <li>• <b>DA:Cr1.1.4</b> Students explore complex locomotor and non-locomotor movements using varied levels, dynamics, and pathways to generate choreographic ideas.</li> <li>• <b>DA:Cr2.1.4</b> Students develop movement phrases that incorporate contrast, unity, transitions, and spatial relationships.</li> <li>• <b>DA:Cr3.1.4</b> Students refine choreography by evaluating clarity, expressive intent, transitions, and structural choices.</li> <li>• <b>DA:Pr4.1.4</b> Students demonstrate alignment, control, focus, and safe technique when moving individually or within a group.</li> <li>• <b>DA:Pr5.1.4</b> Students rehearse movement sequences with accuracy, musicality, expressive detail, and attention to formations.</li> <li>• <b>DA:Pr6.1.4</b> Students perform dances with projection, confidence, coordination, and expressive interpretation.</li> <li>• <b>DA:Re7.1.4</b> Students analyze movement qualities, choreographic structure, and spatial design in dances they observe.</li> <li>• <b>DA:Re8.1.4</b> Students interpret dances by identifying theme, mood, and expressive intent.</li> <li>• <b>DA:Cn10.1.4</b> Students relate movement choices to personal experiences, artistic influences, or cultural contexts.</li> <li>• <b>DA:Cn11.1.4</b> Students examine cultural dances and identify how movement qualities, formations, and design reflect traditions and values.</li> </ul>
<p><b>MP 4</b></p> <p><b>Topics</b></p>	<p>What makes a dance tell a story? Exploring character, setting, and emotion</p> <p>Gesture, facial expression, and emotional quality</p> <p>Using spatial design to show relationships and action</p> <p>Narrative structure: beginning–middle–end in dance</p> <p>Learning a cultural or theatrical story dance</p> <p>Creating small-group narrative motifs</p> <p>Developing the full story dance (group choreography)</p> <p>Refining transitions, formations, and expressive detail</p>

	<p>Rehearsing with clarity, focus, and timing</p> <p>Performance and reflective responses (written or discussion)</p>
<p><b>MP 4</b></p> <p><b>Skills- Concepts</b></p>	<p><b>Expressive Movement, Characterization &amp; Performance Clarity:</b> Students express character and emotion through gesture and movement while performing clear movement sequences with projection, focus, and expressive control.</p> <p><b>Narrative Choreography, Motif Development &amp; Structural Design:</b> Students collaborate to create narrative choreography while developing and transforming movement motifs within clear choreographic structures.</p> <p><b>Spatial Design, Timing &amp; Ensemble Coordination:</b> Students refine technique, transitions, and ensemble timing while organizing movement through spatial design and formations that strengthen visual clarity.</p> <p><b>Meaning, Audience Understanding &amp; Cultural Storytelling:</b> Students explore how dance communicates complex stories and emotions, recognize how expressive details support audience understanding, and examine cultural storytelling dances that connect movement with tradition and identity.</p>
<p><b>MP 4</b></p> <p><b>Core Materials</b></p>	<ul style="list-style-type: none"> <li>• Open dance space</li> <li>• Music that supports mood, tone, and storytelling</li> <li>• Scarves, ribbons, or symbolic props for expressive movement</li> <li>• Character or story prompt cards, picture books, or poems</li> <li>• Videos of narrative dances from diverse cultures and genres</li> </ul>