

Marking Period 1 (MPI)	Dance Curriculum Pacing Guide -Grade: Kindergarten
MP1 Standards for Dance Content	<ul style="list-style-type: none"> • 1.1.2.DA.Cr1a: Demonstrate impulses, ideas, and feelings through improvisation and guided movement exploration. • 1.1.2.DA.Cr2a: Create a movement sequence with a beginning, middle, and end. • 1.1.2.DA.Pr4a: Demonstrate transitions between shapes and move at different levels and in different pathways. • 1.1.2.DA.Pr4b: Explore orientations to the stage and directions for moving. • 1.1.2.DA.Pr5b: Move safely while maintaining personal space and awareness of others in general space. • 1.1.2.DA.Pr5d: Demonstrate the ability to stop and start on cue. • 1.1.2.DA.Re7a: Identify a movement in a dance that repeats. • 1.1.2.DA.Re8a: Observe a movement and provide an observation about the movement using basic dance terminology. • 1.1.2.DA.Cn10a: Examine how certain movements help to tell a story or express an emotion. • 1.1.2.DA.Cn11a: Observe a dance from one's own culture and describe its characteristics.
MP 1 Topics	<p>Body awareness and basic movement exploration</p> <p>Moving safely in personal and general space</p> <p>Exploring levels, shapes, and</p> <p>Responding to music through tempo and energy</p> <p>Creating and sharing short movement phrases</p> <p>Observation and reflection of movement</p> <p>Exploring cultural connections through dance</p>
MP 1 Skills- Concepts	<p>Identify and use basic body parts intentionally (head, arms, legs, feet).</p> <p>Explore movement using different levels (high, medium, low).</p> <p>Move safely in shared space using personal and general space.</p> <p>Respond to changes in tempo and rhythm (stop and go).</p>

	<p>Perform simple movement patterns and sequences (beginning, middle, end).</p> <p>Use descriptive movement words (fast, slow, smooth, sharp).</p> <p>Demonstrate beginning focus and audience behavior when performing.</p> <p>Connect movement to stories, emotions, and personal experiences.</p>
<p>MP 1</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Music recordings (instrumental, multicultural, children’s songs) • Scarves, ribbons, or streamers for movement and energy exploration • Beanbags, small hoops, or props for balance and shapes • Visual aids (posters for levels, pathways, locomotor vs. non-locomotor, energy words) • Storybooks, images, or prompts for movement inspiration

Marking Period 2 (MPII)	Dance Curriculum Pacing Guide -Grade: Kindergarten
MP 2 Standards for Dance Content	<ul style="list-style-type: none"> • 1.1.K.DA.Cr1a: Explore movement to express ideas using body shapes, levels, and simple pathways. • 1.1.K.DA.Cr2a: Develop and refine movements through guided practice, imitation, and experimentation. • 1.1.K.DA.Cr3a: Revise movements based on feedback and reflect on what feels expressive and clear. • 1.1.K.DA.Pr4a: Use body shapes, levels, speed, and direction to move safely in personal and shared space • 1.1.K.DA.Pr5a: Practice basic movement patterns, coordination, and balance with increasing control. • 1.1.K.DA.Pr6a: Perform simple movement sequences individually and with partners or small groups. • 1.1.K.DA.Re7a: Identify and describe movements (fast/slow, big/small, curved/straight). • 1.1.K.DA.Re8a: Recognize how movement communicates feelings or ideas. • 1.1.K.DA.Cn10a: Connect movement exploration to personal experiences, stories, or emotions. • 1.1.K.DA.Cn11a: Discover how dance appears in families, communities, and cultures
MP 2 Topics	<p>Exploring Shapes with the Body</p> <p>High, Medium, and Low Levels</p> <p>Moving Through Space</p> <p>Simple Pathways</p> <p>Expressive Gestures</p> <p>Animal Movement Exploration</p> <p>Creating a Short Movement Phrase</p> <p>Dancing with a Partner or Small Group</p> <p>Sharing Dances and Reflecting</p> <p>Class Mini-Performance</p>

<p>MP 2</p> <p>Skills- Concepts</p>	<p>Locomotor and non-locomotor movement (walk, hop, jump, bend, stretch, twist)</p> <p>Moving safely, taking turns, and coordinating with others</p> <p>Exploring shapes, levels, directions, and pathways</p> <p>Expressing emotions and storytelling through movement</p> <p>Understanding dance as a form of expression and cultural connection</p>
<p>MP 2</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Open space • Music selections (instrumental & world music) • Scarves, ribbons, or streamers • Visuals of pathways and shapes • Short video examples of children’s dances
<p>Marking Period 3 (MPIII)</p>	<p>Dance Curriculum Pacing Guide -Grade: Kindergarten</p>
<p>MP 3</p> <p>Standards for Dance Content</p>	<ul style="list-style-type: none"> • DA:Cr1.1.K Students explore movement to express ideas using body shapes, levels, and simple pathways. • DA:Cr2.1.K Students develop and refine movements through guided practice, imitation, and experimentation. • DA:Cr3.1.K Students revise movements based on feedback and reflect on what feels expressive and clear. • DA:Pr4.1.K Students use body shapes, levels, speed, and direction to move safely in personal and shared space. • DA:Pr5.1.K Students practice basic movement patterns, coordination, and balance with increasing control. • DA:Pr6.1.K Students perform simple movement sequences individually and with partners or small groups. • DA:Re7.1.K Students identify and describe movements (fast/slow, big/small, curved/straight). • DA:Re8.1.K Students recognize how movement communicates feelings or ideas. • DA:Cn10.1.K Students connect movement exploration to personal experiences, stories, or emotions. • DA:Cn11.1.K Students discover how dance appears in families, communities, and cultures.
<p>MP 3</p> <p>Topics</p>	<p>What is a movement pattern?</p> <p>AB patterns with body actions</p> <p>ABA sequences using locomotor movement</p>

	<p>Clapping and stepping rhythms</p> <p>Circle dances and group movement</p> <p>Partner movement with simple mirroring</p> <p>Creating a class movement pattern dance</p> <p>Adding expression and character</p> <p>Practice and refine group dance</p> <p>Mini sharing performance</p>
<p>MP 3</p> <p>Skills- Concepts</p>	<p>Movement Sequencing, Rhythm & Coordinated Performance: Students repeat movements in sequence while coordinating movement to rhythm and maintaining steady timing.</p> <p>Choreographic Patterns, Repetition & Dance Structure: Students explore dance structures such as AB and ABA while using repetition to organize and develop movement patterns.</p> <p>Group Movement, Mirroring & Cooperative Dance: Students dance as part of a group while practicing mirroring, echoing movement, and cooperating with peers to maintain coordinated performance.</p> <p>Dance Understanding, Cultural Connections & Movement Elements: Students explore how patterns help organize dances, recognize the importance of cooperation in group dance, and examine how many cultural dances use repeated steps and shared movement traditions.</p>
<p>MP 3</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Open dance space • Music with clear rhythmic patterns • Scarves or ribbons • Visual pattern cards (AB/ABA) • Videos of simple cultural dances

Marking Period 4 (MPIV)	Dance Curriculum Pacing Guide -Grade: Kindergarten
MP 4 Standards for Dance Content	<ul style="list-style-type: none"> • DA:Cr1.1.K Students explore movement to express ideas using body shapes, levels, and simple pathways. • DA:Cr2.1.K Students develop and refine movements through guided practice, imitation, and experimentation. • DA:Cr3.1.K Students revise movements based on feedback and reflect on what feels expressive and clear. • DA:Pr4.1.K Students use body shapes, levels, speed, and direction to move safely in personal and shared space. • DA:Pr5.1.K Students practice basic movement patterns, coordination, and balance with increasing control. • DA:Pr6.1.K Students perform simple movement sequences individually and with partners or small groups. • DA:Re7.1.K Students identify and describe movements (fast/slow, big/small, curved/straight). • DA:Re8.1.K Students recognize how movement communicates feelings or ideas. • DA:Cn10.1.K Students connect movement exploration to personal experiences, stories, or emotions. • DA:Cn11.1.K Students discover how dance appears in families, communities, and cultures.
MP 4 Topics	<p>What is a story dance?</p> <p>Exploring characters through movement</p> <p>Showing feelings with expressive actions</p> <p>Creating shapes and tableaux for storytelling</p> <p>Beginning–middle–end dance structure</p> <p>Learning a simple cultural or folk dance</p> <p>Creating a class story dance</p> <p>Adding music, props, or expressive details</p> <p>Rehearsing with focus and cooperation</p> <p>Performance and reflection</p>
MP 4 Skills- Concepts	<p>Expressive Movement, Gesture & Performance Focus: Students demonstrate expressive movement and gesture while remembering dance sequences and performing with consistent focus and energy.</p>



	<p>Movement Sequencing, Storytelling & Structural Organization: Students organize movement phrases using a beginning–middle–end structure to support storytelling through dance.</p> <p>Character, Emotion & Movement Dynamics: Students explore character, emotion, and setting through expressive choices such as energy, dynamics, and gesture.</p> <p>Collaboration, Audience Roles & Cultural Connections: Students dance cooperatively with peers, recognize the roles of performers and audiences, and explore how many cultures use dance for celebration and storytelling.</p>
<p>MP 4</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Open dance space • Music for expressive movement • Scarves, ribbons, or simple props • Storybooks or images for inspiration • Video examples of story or cultural dances