

Marking Period 1 (MPI)	Dance Curriculum Pacing Guide -Grade: 6
<p>MP 1</p> <p>Standards for Dance Content</p>	<ul style="list-style-type: none"> • 1.1.6.DA.Cr1a: Explore a range of movement possibilities using body, space, time, energy, and relationships to generate dance ideas. • 1.1.6.DA.Cr2a: Develop short movement phrases that intentionally use dynamics, pathways, levels, and relationships. • 1.1.6.DA.Cr3a: Revise choreography by refining movement choices, transitions, and expressive intent. • 1.1.6.DA.Pr4a: Demonstrate body alignment, control, coordination, and safe dance practices. • 1.1.6.DA.Pr5a: Rehearse movement sequences with accuracy, musicality, and stamina. • 1.1.6.DA.Pr6a: Perform dance phrases with focus, projection, and expressive clarity. • 1.1.6.DA.Re7a: Analyze how dancers use movement elements to communicate ideas. • 1.1.6.DA.Re8a: Interpret the intent of a dance using evidence from movement and structure. • 1.1.6.DA.Cn10a: Relate dance-making choices to personal experiences and artistic influences. • 1.1.6.DA.Cn11a: Examine dance styles from different cultures and historical periods.
<p>MP 1</p> <p>Topics</p>	<p>Technique Refinement – Alignment, Balance, Control</p> <p>Spatial Pathways and Group Formations</p> <p>Shape Design and Stillness</p> <p>Musicality, Counts, and Phrase Structure</p> <p>Energy, Dynamics, and Emotional Expression</p> <p>Ensemble Work – Unison, Canon, and Call-and-Response</p> <p>Choreographic Forms and Motif Development</p> <p>Symbolism and Storytelling Through Movement</p> <p>Cultural Dance Exploration and Comparison</p>

<p>MP 1</p> <p>Skills- Concepts</p>	<p>Apply body alignment, balance, and coordination in dance movement</p> <p>Use levels, pathways, directions, and formations with intention</p> <p>Create and perform movement phrases with clear beginning, middle, and end</p> <p>Explore rhythm, counts, tempo, and musical accents</p> <p>Use energy and dynamics to express mood, theme, or emotion</p> <p>Work collaboratively in unison and group choreography</p> <p>Revise movement for clarity, focus, and expression</p> <p>Observe, describe, and respond to dance using appropriate vocabulary</p> <p>Connect movement to personal ideas, themes, and cultural traditions</p>
<p>MP 1</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Open dance space with floor tape or markers for pathways and formations • Music selections (instrumental, rhythmic, and cultural) • Scarves, ribbons, or streamers for energy and expression • Hoops or beanbags for balance, shape, and spatial awareness • Visual supports (dance vocabulary charts, form diagrams, cultural images)

Marking Period 2 (MPII)	Dance Curriculum Pacing Guide -Grade: 6
<p>MP 2</p> <p>Standards for Dance Content</p>	<ul style="list-style-type: none"> • DA.6.CR1.A Generate and conceptualize artistic ideas and work by exploring movement ideas and improvisation. • DA.6.CR2.A Organize and develop artistic ideas and work using elements of dance to create structured movement phrases. • DA.6.CR3.A Refine and complete artistic work through feedback and purposeful revision. • DA.6.PR4.A Select, analyze, and interpret artistic work for presentation with attention to clarity and intent. • DA.6.PR5.A Develop and refine artistic techniques and performance skills using safe dance practices. • DA.6.PR6.A Convey meaning through presentation of artistic work with focus and expression. • DA.6.RE7.A Perceive and analyze artistic work using appropriate dance vocabulary. • DA.6.RE8.A Interpret intent and meaning in dance using movement evidence. • DA.6.RE9.A Apply criteria to evaluate artistic work and provide constructive feedback. • DA.6.CN10.A Relate personal experiences and ideas to the creation of dance. • DA.6.CN11.A Relate artistic ideas and works to cultural and historical context.
<p>MP 2</p> <p>Topics</p>	<p>Choreographic Devices (Canon, repetition, contrast, accumulation, retrograde)</p> <p>Theme-Based Choreography Creating dance around a central idea (identity, community, emotions)</p> <p>Elements of Dance Exploration Body, Space, Time, Energy in structured phrases</p> <p>Dynamics & Energy Variations Sharp vs. smooth, sustained vs. percussive movement</p>

	<p>Group Formation & Spatial Design Pathways, levels, shapes, formations</p> <p>Cultural Dance Study Exploring a selected cultural dance form and its context</p> <p>Improvisation to Structured Phrase Turning improvisational ideas into choreography</p> <p>Peer Critique & Reflection Using dance vocabulary to analyze and improve work</p> <p>Performance Skills & Stage Presence Focus, projection, facial expression, audience awareness</p> <p>Narrative Dance (Storytelling Through Movement) Communicating beginning, middle, and end through choreography</p>
<p>MP 2 Skills- Concepts</p>	<p>Technique Development, Alignment & Movement Control: Students strengthen alignment, posture, flexibility, coordination, and stamina while refining locomotor and axial movement patterns through structured warm-ups and intermediate combinations.</p> <p>Choreography, Structure & Creative Exploration: Students develop short choreographic phrases using motif, repetition, variation, pathways, and levels while organizing movement into clear beginning, middle, and end structures.</p> <p>Performance Quality, Musicality & Expressive Intent: Students demonstrate improved stage presence, rhythmic accuracy, dynamic contrast, and expressive clarity while interpreting movement with intention and focus.</p> <p>Analysis, Reflection & Cultural Connection: Students use dance vocabulary to analyze movement, participate in constructive critique, reflect on personal growth, and explore cultural and historical influences in dance styles.</p>

MP 2

Core Materials

- Full-length wall mirrors
- Portable barres
- Marley or sprung dance flooring
- Ballet barres (mounted or portable)
- Sound system (Bluetooth speaker or studio system)
- Microphone (for instruction during rehearsal/performance prep)
- Extension cords & surge protectors
- Yoga mats (floor work/stretching)
- Resistance bands
- Foam rollers
- Laptop or Chromebook
- Tablet/iPad (for choreography playback)
- Projector or Smartboard
- Access to music streaming platform
- Video recording device (phone, tablet, or camera)
- Tripod
- Video playback software for critique
- Whiteboard & markers
- Choreography journals (student notebooks)
- Printed rubric sheets
- Peer critique forms
- Elements of Dance anchor charts
- Vocabulary posters
- Floor tape (to mark formations and spacing)

Marking Period 3 (MP III)	Dance Curriculum Pacing Guide -Grade: 6
<p>MP 3</p> <p>Standards for Dance Content</p>	<ul style="list-style-type: none"> • DA:Cr1.1.6 Students explore a range of movement possibilities using space, time, energy, and body actions to generate dance ideas. • DA:Cr2.1.6 Students develop short movement phrases that intentionally use dynamics, pathways, levels, and relationships. • DA:Cr3.1.6 Students revise choreography by clarifying transitions, refining movement choices, and strengthening expressive intent. • DA:Pr4.1.6 Students demonstrate body alignment, control, coordination, and safe dance practices. • DA:Pr5.1.6 Students rehearse movement sequences with accuracy, musicality, and increasing stamina. • DA:Pr6.1.6 Students perform dance phrases with focus, projection, and expressive clarity. • DA:Re7.1.6 Students analyze how dancers use dynamics, spatial design, and timing to communicate ideas. • DA:Re8.1.6 Students interpret the intent of a dance using evidence from movement qualities, structure, and performance choices. • DA:Cn10.1.6 Students relate dance-making choices to personal experiences, emotions, or artistic influences. • DA:Cn11.1.6 Students examine dance styles from different cultures or historical periods and identify how movement elements reflect context.
<p>MP 3</p> <p>Topics</p>	<p>What is a motif? Creating and developing movement ideas</p> <p>Repetition and variation</p> <p>AB and ABA choreographic forms</p> <p>Unison and canon</p> <p>Spatial design and group formations</p> <p>Transitions and phrase clarity</p> <p>Creating a structured group dance</p> <p>Refining timing, spacing, and expressive intent</p> <p>Rehearsing for ensemble accuracy</p>



	Group performance and reflection
MP 3 Skills- Concepts	<p>Movement Creation, Motif Development & Performance Precision: Students create and manipulate movement motifs while performing in unison and canon with accuracy, coordinating movement within group formations, and refining transitions with expressive clarity.</p> <p>Choreographic Structure, Form & Spatial Design: Students explore choreographic structures such as repetition, variation, and contrast while organizing movement using spatial relationships, staging, and clear ensemble timing.</p> <p>Ensemble Awareness, Timing & Group Coordination: Students strengthen ensemble awareness by coordinating movement with peers, maintaining visual and rhythmic alignment, and understanding how group relationships influence clarity and visual impact.</p> <p>Choreographic Understanding, Cultural Connections & Planning: Students analyze how structure helps audiences interpret choreography, examine repeated patterns and formations found in cultural dances, and use planning templates, visual charts, and video examples to support choreographic development.</p>
MP 3 Core Materials	<ul style="list-style-type: none"> • Open dance space • Music with clear phrasing and structure • Choreographic planning templates • Visual charts of choreographic forms (AB, ABA, canon) • Video examples of cultural and contemporary group dances

Marking Period 4 (MPIV)	Dance Curriculum Pacing Guide -Grade: 6
<p>MP 4</p> <p>Standards for Dance Content</p>	<ul style="list-style-type: none"> • DA:Cr1.1.6 Students explore a range of movement possibilities using space, time, energy, and body actions to generate dance ideas. • DA:Cr2.1.6 Students develop short movement phrases that intentionally use dynamics, pathways, levels, and relationships. • DA:Cr3.1.6 Students revise choreography by clarifying transitions, refining movement choices, and strengthening expressive intent. • DA:Pr4.1.6 Students demonstrate body alignment, control, coordination, and safe dance practices. • DA:Pr5.1.6 Students rehearse movement sequences with accuracy, musicality, and increasing stamina. • DA:Pr6.1.6 Students perform dance phrases with focus, projection, and expressive clarity. • DA:Re7.1.6 Students analyze how dancers use dynamics, spatial design, and timing to communicate ideas. • DA:Re8.1.6 Students interpret the intent of a dance using evidence from movement qualities, structure, and performance choices. • DA:Cn10.1.6 Students relate dance-making choices to personal experiences, emotions, or artistic influences. • DA:Cn11.1.6 Students examine dance styles from different cultures or historical periods and identify how movement elements reflect context.
<p>MP 4</p> <p>Topics</p>	<p>What is narrative dance? Exploring theme and story</p> <p>Gesture and expressive movement for storytelling</p> <p>Using dynamics and energy to communicate emotion</p> <p>Spatial design and staging for narrative clarity</p> <p>Learning a cultural or historical narrative dance excerpt</p> <p>Developing narrative motifs</p> <p>Creating a group narrative dance</p> <p>Refining transitions, timing, and expressive clarity</p> <p>Rehearsing for performance quality and ensemble focus</p>



	Performance and reflective response
MP 4 Skills- Concepts	<p>Narrative Movement, Expression & Performance Clarity: Students communicate narrative ideas through movement while performing with focus, expressive intent, and refined transitions.</p> <p>Choreographic Structure, Motif Development & Spatial Design: Students organize choreography using narrative structures (beginning–middle–end), develop and transform movement motifs, and apply spatial relationships and staging to support storytelling.</p> <p>Ensemble Collaboration, Timing & Cohesive Performance: Students collaborate to create cohesive group choreography while coordinating ensemble timing, formations, and transitions with accuracy.</p> <p>Expressive Meaning, Audience Interpretation & Cultural Context: Students explore how expressive dynamics, gesture, and movement choices influence audience understanding while examining cultural contexts that shape narrative dance traditions.</p>
MP 4 Core Materials	<ul style="list-style-type: none"> • Open dance space • Music supporting mood and storytelling • Story prompts, poetry, or thematic images • Simple props or symbolic objects (optional) • Video examples of narrative dances from various cultures