Audubon Public School District

Dance 3-5
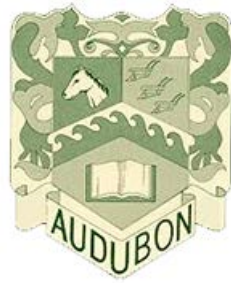
Curriculum Guide

Developed by:

August 19, 2020

Table of Contents

Course Description

Dance 3-5 Curriculum Guide

Overview / Progressions

Overview	Creating	Performing	Responding	Connecting
Unit 1 **Developing Ideas**	1.1.5.Cr1a 1.1.5.Cr1b 1.1.5.Cr2a 1.1.5.Cr2b 1.1.5.Cr3a 1.1.5.Cr3b			
Unit 2 **Developing Technique**		1.1.5.Pr4a 1.1.5.Pr4b 1.1.5.Pr4c 1.1.5.Pr5a 1.1.5.Pr5b 1.1.5.Pr5c 1.1.5.Pr5d 1.1.5.Pr5e 1.1.5.Pr6a 1.1.5.Pr6b 1.1.5.Pr6c 1.1.5.Pr6d		
Unit 3 **Interpreting Art**			1.1.5.Re7a 1.1.5.Re7b 1.1.5.Re8a 1.1.5.Re9a	

Unit 4 Connecting Art to Self				1.1.5.Cn10a 1.1.5.Cn10b 1.1.5.Cn11a

Subject: Dance	Grade: 3-5	Unit 1: Developing Ideas	8 weeks
Focus Standards: Performance Expectations		**Critical Knowledge and Skills**	
● 1.1.5.Cr1a: Use a variety of stimuli (e.g., music, sound, text, objects, images, notation, experiences, observed dance, literary forms, natural phenomena, current news) to build dance content. ● 1.1.5.Cr1b: Solve multiple movement problems using the elements of dance to develop dance content. ● 1.1.5.Cr2a: Select a choreographic device to expand movement possibilities, create patterns and structures and develop a main idea. Use dance terminology to explain movement choices. ● 1.1.5.Cr2b: Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates non-verbally. ● 1.1.5.Cr3a: Revise movement based on peer feedback and self-reflection to improve communication of artistic intent in a dance study. Explain movement choices and revisions. ● 1.1.5.Cr3b: Document a dance-making experience through drawing, painting, writing, symbols, mapping, collaging, photo sequencing, photo captioning, video captioning, etc.		● Explore movement ● Plan movements and steps ● Revise movements and steps	
Formative Assessments		**Summative Assessments**	
● Warm Up Activities ● Written and Oral Practice and Participation ● Pre-tests		● Assessments ● Projects ● Common Assessment	
Suggested Primary Resources		**Suggested Supplemental Resources**	

● The Dancer Prepares	● Online Resources: Quizlet, Kahoot, Utex.com, Ven Conmigo online resources

Cross-Curricular Connections	

● ELA: Speaking and Listening connections
● Physical Education Connections

Enduring Understanding	Essential Questions
● Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression. ● The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers. ● Choreographers analyze, evaluate, refine, and document their work to communicate meaning.	● Where do choreographers get ideas for dances? ● What influences choice-making in creating choreography? ● How do choreographers use self-reflection, feedback from others and documentation to improve the quality of their work?

Differentiation & Real World Connections		
504	● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids	● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing
Enrichment	● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection ● Opportunities for self-evaluation	● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals

Dance 3-5 Curriculum Guide

IEP	- Utilize "skeleton notes" where some required information is already filled in for the student - Provide access to a variety of tools for responses - Provide opportunities to build familiarity and to practice with multiple media tools - Graphic organizers	- Leveled text and activities that adapt as students build skills - Provide multiple means of action and expression - Consider learning styles and interests - Provide differentiated mentors
ELLs	- Pre-teach new vocabulary and meaning of symbols - Embed glossaries or definitions - Provide translations - Connect new vocabulary to background knowledge	- Provide flash cards - Incorporate as many learning senses as possible - Portray structure, relationships, and associations through concept webs - Graphic organizers
At-risk	- Purposeful seating - Counselor involvement - Parent involvement	- Contracts - Alternate assessments - Hands-on learning

21st Century Skills

- Creativity - Innovation - Critical Thinking	- Problem Solving - Communication - Collaboration

Integrating Technology

● Chromebooks ● Internet research ● Online programs	● Virtual collaboration and projects ● Presentations using presentation hardware and software
Career education	
● Weekly Discussions: Careers in Dance ● Weekly Discussions: Careers in movies	● Weekly Discussions: Careers in TV ● Equity Discussions: People in Dance

Subject: Dance	**Grade: 3-5**	**Unit 2: Developing Technique**	**8 weeks**
Performance Expectations		**Critical Knowledge and Skills**	
● 1.1.5.Pr4a: Perform planned and improvised movement sequences with increasing complexity in the use of space. Establish relationships with other dancers, increasing spatial awareness and design (e.g., diverse pathways, levels, patterns, focus, near/far). ● 1.1.5.Pr4b: Perform planned and improvised movement sequences with increasing complexity in the use of time/rhythm by accurately transferring rhythmic patterns from the auditory to the kinesthetic and responding immediately to tempo changes. ● 1.1.5.Pr4c: Perform planned and improvised movement sequences and dance combinations applying a variety of dynamics and energy (e.g., fast/slow, sharp/smooth, strong/gentle, tight/loose.) ● 1.1.5.Pr5a: Apply healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) essential for the dancer. ● 1.1.5.Pr5b: Recall joint actions, articulations and basic anatomical terms (e.g., muscles, bones, tendons, ligaments) as they relate to dance and apply basic kinesthetic principles (e.g., flexion/extension,		● Express ● Embody ● Execute ● Present	

Dance 3-5 Curriculum Guide

inward/outward rotation). Track how basic body organs (e.g., lungs, heart, brain) respond to different intensities of dance movement.
● 1.1.5.Pr5c: Identify body organization. Demonstrate use of elongated spine and engage in release of tension from spine/shoulders.
● 1.1.5.Pr5d: Demonstrate increased flexibility, strength and endurance using a variety of bases of support (e.g., body shapes, levels, core).
● 1.1.5.Pr5e: Apply action vocabulary and execute specific codified movements from various styles/genres. Demonstrate, through focused practice and repetition, body part initiations and articulation of limbs and joints.
● 1.1.5.Pr6a: Apply visualization, motor imagery and breath to enhance body mechanics and the quality of a movement skill.
● 1.1.5.Pr6b: Rehearse a dance to improve group awareness, unison movement, consistency, and attention to detail.
● 1.1.5.Pr6c: Dance for and with others in formal and informal settings. Identify and modify the main areas of a performance space and body movements using production terminology (e.g., stage left, stage right, center stage, upstage, downstage).
● 1.1.5.Pr6d: Manipulate a variety of technical elements, (e.g., costumes, lighting, sound, performance cues) to support the artistic intent of the dances

Ancillary Standards	
1.1.5.Cr1a	1.1.5.Cr2b
1.1.5.Cr1b	1.1.5.Cr3a
1.1.5.Cr2a	1.1.5.Cr3b

Formative Assessments	Summative Assessments
● Warm Up Activities ● Written and Oral Practice and Participation ● Pre-tests	● Assessments ● Projects ● Common Assessment

Suggested Primary Resources	Suggested Supplemental Resources
The Dancer Prepares	● Online Resources: Quizlet, Kahoot, Utex.com, Ven Conmigo online resources

Cross-Curricular Connections

● ELA: Speaking and Listening connections	
● Physical Education Connections	
Enduring Understanding	**Essential Questions**
● Space, time and energy are basic elements of dance. ● The way the body is developed, execution of movement and movement quality vary in different dance styles, genres and traditions. ● Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression. Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.	● How do dancers work with space, time and energy to communicate artistic expression? ● How is the body used as an instrument for technical and artistic expression? ● What must a dancer do to prepare the mind and body for artistic expression? How does a dancer heighten artistry in a public performance?

Differentiation & Real World Connections		
504	● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids	● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing
Enrichment	● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection ● Opportunities for self-evaluation	● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals

IEP	- Utilize "skeleton notes" where some required information is already filled in for the student - Provide access to a variety of tools for responses - Provide opportunities to build familiarity and to practice with multiple media tools - Graphic organizers	- Leveled text and activities that adapt as students build skills - Provide multiple means of action and expression - Consider learning styles and interests - Provide differentiated mentors
ELLs	- Pre-teach new vocabulary and meaning of symbols - Embed glossaries or definitions - Provide translations - Connect new vocabulary to background knowledge	- Provide flash cards - Incorporate as many learning senses as possible - Portray structure, relationships, and associations through concept webs - Graphic organizers
At-risk	- Purposeful seating - Counselor involvement - Parent involvement	- Contracts - Alternate assessments - Hands-on learning
21st Century Skills		
- Creativity - Innovation - Critical Thinking		- Problem Solving - Communication - Collaboration
Integrating Technology		

● Chromebooks ● Internet research ● Online programs	● Virtual collaboration and projects ● Presentations using presentation hardware and software
Career education	
● Weekly Discussions: Careers in Dance ● Weekly Discussions: Careers in movies	● Weekly Discussions: Careers in TV ● Equity Discussions: People in Dance

Subject: Dance	**Grade: 3-5**	**Unit 3: Interpreting**	**8 Weeks**
Performance Expectations		**Critical Knowledge and Skills**	
● 1.1.5.Re7a: Describe recurring patterns of movement and their relationships to the meaning of the dance. ● 1.1.5.Re7b: Compare and contrast qualities and characteristics to another dance genre or culture. Use basic dance terminology and elements of dance to describe the qualities and characteristics. ● 1.1.5.Re8a: Interpret meaning or intent in a dance or phrase based on its movements. Explain how the movements communicate the main idea of the dance using basic dance terminology. ●1.1.5.Re9a: Develop an artistic criterion as it relates to the elements of dance in specific genres, styles, or cultural movement practices. Use dance terminology to describe, discuss and compare characteristics that make a dance communicate effectively.		● Analyze ● Interpret ● Critique	
Ancillary Standards			
1.1.5.Cr1a 1.1.5.Cr1b 1.1.5.Cr2a 1.1.5.Cr2b 1.1.5.Cr3a		1.1.5.Pr4a 1.1.5.Pr4b 1.1.5.Pr4c 1.1.5.Pr5a 1.1.5.Pr5b	

1.1.5.Cr3b	1.1.5.Pr5c
1.1.5.Pr6b	1.1.5.Pr5d
1.1.5.Pr6c	1.1.5.Pr5e
1.1.5.Pr6d	1.1.5.Pr6a

Formative Assessments	Summative Assessments
● Warm Up Activities ● Written and Oral Practice and Participation ● Pre-tests	● Assessments ● Projects ● Common Assessment
Suggested Primary Resources	**Suggested Supplemental Resources**
The Dancer Prepares	● Online Resources: Quizlet, Kahoot, Utex.com, Ven Conmigo online resources

Cross-Curricular Connections	
● ELA: Speaking and Listening connections ● Physical Education Connections	

Enduring Understanding	Essential Questions
● Dance is perceived and analyzed to comprehend its meaning. ● Dance is interpreted by considering intent, meaning and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context. ● Criteria for evaluating dance vary across genres, styles and cultures.	● How is a dance understood? ● How is dance interpreted? ● What criteria are used to evaluate dance?

Differentiation & Real World Connections

504	● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids	● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing
Enrichment	● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection ● Opportunities for self-evaluation	● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals
IEP	● Utilize "skeleton notes" where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers	● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors
ELLs	● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge	● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
At-risk	● Purposeful seating ● Counselor involvement ● Parent involvement	● Contracts ● Alternate assessments ● Hands-on learning

Dance 3-5 Curriculum Guide

21st Century Skills	
● Creativity ● Innovation ● Critical Thinking	● Problem Solving ● Communication ● Collaboration
Integrating Technology	
● Chromebooks ● Internet research ● Online programs	● Virtual collaboration and projects ● Presentations using presentation hardware and software
Career education	
● Weekly Discussions: Careers in Dance ● Weekly Discussions: Careers in movies	● Weekly Discussions: Careers in TV ● Equity Discussions: People in Dance

Subject: Dance	Grade: 3-5	Unit 4: Connecting Art to Self	8 Weeks
Performance Expectations		**Critical Knowledge and Skills**	

● 1.1.5.Cn10a: Describe feelings and ideas evoked by a dance that are observed or performed and examine how they relate to personal points of view and experiences. ● 1.1.5.Cn10b: Use an inquiry base to investigate global issues, including climate change, expressed through a variety of dance genres, styles and cultural lenses. ● 1.1.5.Cn11a: Observe and describe how the movements of a dance in a specific genre or style communicate the ideas and perspectives of the culture, historical period, or community from which the genre or style originated.	● Synthesize ● Relate

Ancillary Standards	
1.1.5.Cr1a 1.1.5.Cr1b 1.1.5.Cr2a 1.1.5.Cr2b 1.1.5.Cr3a 1.1.5.Cr3b 1.1.5.Pr6b 1.1.5.Pr6c 1.1.5.Pr6d 1.1.5.Re8a	1.1.5.Pr4a 1.1.5.Pr4b 1.1.5.Pr4c 1.1.5.Pr5a 1.1.5.Pr5b 1.1.5.Pr5c 1.1.5.Pr5d 1.1.5.Pr5e 1.1.5.Pr6a 1.1.5.Re7a 1.1.5.Re7b 1.1.5.Re9a

Formative Assessments	Summative Assessments
● Warm Up Activities ● Written and Oral Practice and Participation ● Pre-tests	● Assessments ● Projects ● Common Assessment

Suggested Primary Resources	Suggested Supplemental Resources
● The Dancer Prepares	● Online Resources: Quizlet, Kahoot, Utex.com, Ven Conmigo online resources

Cross-Curricular Connections	

Enduring Understanding	Essential Questions
● ELA: Speaking and Listening connections ● Physical Education Connections	
● As dance is experienced, all personal experiences, knowledge and contexts are integrated and synthesized to interpret meaning. ● As dance is experienced, all personal experiences, knowledge and contexts are integrated and synthesized to interpret meaning.	● How does dance deepen our understanding of ourselves, other knowledge and events around us? ● How does knowing about societal, cultural, historical, and community experiences expand dance literacy?

Differentiation & Real World Connections		
504	● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids	● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing
Enrichment	● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection ● Opportunities for self-evaluation	● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals

IEP	- Utilize "skeleton notes" where some required information is already filled in for the student - Provide access to a variety of tools for responses - Provide opportunities to build familiarity and to practice with multiple media tools - Graphic organizers	- Leveled text and activities that adapt as students build skills - Provide multiple means of action and expression - Consider learning styles and interests - Provide differentiated mentors
ELLs	- Pre-teach new vocabulary and meaning of symbols - Embed glossaries or definitions - Provide translations - Connect new vocabulary to background knowledge	- Provide flash cards - Incorporate as many learning senses as possible - Portray structure, relationships, and associations through concept webs - Graphic organizers
At-risk	- Purposeful seating - Counselor involvement - Parent involvement	- Contracts - Alternate assessments - Hands-on learning

21st Century Skills

- Creativity - Innovation - Critical Thinking	- Problem Solving - Communication - Collaboration

Integrating Technology

● Chromebooks ● Internet research ● Online programs	● Virtual collaboration and projects ● Presentations using presentation hardware and software
Career education	
● Weekly Discussions: Careers in Dance ● Weekly Discussions: Careers in movies	● Weekly Discussions: Careers in TV ● Equity Discussions: People in Dance