

## Unit 1: Elements of Dance and Kinesthetic Movement

### **Anchor Standard 1: Generating and conceptualizing ideas.**

**Enduring Understanding:** Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.

**Essential Question:** Where do choreographers get ideas for dances?

**Practice:** Explore

#### **Performance Expectations:**

- 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.

### **Anchor Standard 2: Organizing and developing ideas.**

**Enduring Understanding:** The elements of dance, dance structures and choreographic devices serve as both a foundation and a departure point for choreographers.

**Essential Question:** What influences choice-making in creating choreography?

**Practice:** Plan

#### **Performance Expectations:**

- 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.

### **Anchor Standard 3: Refining and completing products.**

**Enduring Understanding:** Choreographers analyze, evaluate, refine, and document their work to communicate meaning.

**Essential Question:** How do choreographers use self-reflection, feedback from others and documentation to improve the quality of their work? **Practice:** Revise

#### **Performance Expectations:**

- 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.

#### **Anchor Standard 4: Selecting, analyzing, and interpreting work.**

**Enduring Understanding: Space, time and energy are basic elements of dance.**

**Essential Question: How do dancers work with space, time and energy to communicate artistic expression?**

**Practice: Express**

**Performance Expectations:**

- 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.)

#### **Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.**

**Enduring Understanding: The way the body is developed, execution of movement and movement quality vary in different dance styles, genres and traditions.**

**Essential Question: How is the body used as an instrument for technical and artistic expression?**

**Practices: Embody, Execute**

**Performance Expectations:**

- 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, 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.

#### **Anchor Standard 6: Conveying meaning through art.**

**Enduring Understandings: 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.**

**Essential Questions: What must a dancer do to prepare the mind and body for artistic expression? How does a dancer heighten artistry in a public performance?**

**Practice: Present**

**Performance Expectations:**

- 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.

**Anchor Standard 7: Perceiving and analyzing products.**

**Enduring Understanding: Dance is perceived and analyzed to comprehend its meaning.**

**Essential Question: How is a dance understood?**

**Practice: Analyze**

**Performance Expectations:**

- 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.

**Anchor Standard 8: Interpreting intent and meaning.**

**Enduring Understanding: 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.**

**Essential Question: How is dance interpreted?**

**Practice: Interpret**

**Performance Expectations:**

- 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.

**Anchor Standard 9: Applying criteria to evaluate products.**

**Enduring Understanding: Criteria for evaluating dance vary across genres, styles, and cultures.**

**Essential Question: What criteria are used to evaluate dance?**

**Practice: Critique**

**Performance Expectations:**

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.

**Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.**

**Enduring Understanding:** As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.

**Essential Question:** How does dance deepen our understanding of ourselves, other knowledge, and events around us?

**Practice:** Synthesize

**Performance Expectations:**

● 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.

**Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.**

**Enduring Understanding:** Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts. **Essential Questions:** How does knowing about societal, cultural, historical, and community experiences expand dance literacy?

**Practice:** Relate

**Performance Expectations:**

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.

**Overview:** Combining dance with other curriculum areas is an instructional approach that supports kinesthetic learners to understand and deepen their learning through experiential opportunities. Through dance, learners can experience music and art from different cultures, periods, and techniques. Dance can be used as a tool to teach curriculum, while at the same time stimulating creativity. In addition, dance can promote critical thinking, teach learners to make independent decisions, and build confidence in themselves as well as a positive self-image.

**Time Frame:** Approximately 12 weeks

**Other Relevant Enduring Understandings:**

- Basic choreographed structures employ the elements of dance.
- Movement is developed and generated through improvisation. Form and structure are important when interpreting original choreography.
- Musical and non-musical forms of sound can affect meaning in choreography and improvisation.
- Compositional works are distinguished by the use of various body movements and sources of initiation (i.e., central, peripheral, or transverse).
- Works of art may be organized according to their functions and artistic purposes (e.g., genres, mediums, messages, themes).
- Formalism in dance, music, theatre, and visual art varies according to personal, cultural, and historical contexts.
- Criteria for determining the aesthetic merits of artwork vary according to context. Understanding the relationship between compositional design and genre provides the foundation for making value judgments about the arts.
- Music can be used as a choice and personal and group spatial relationships should be explored.

**Other Relevant Essential Questions:** *Students will keep considering...*

- Why did we make these movement and spatial choices?
- How do dancers make movement and spatial choices?
- What are the impacts of movement quality and speed?
- How can the elements of dance be used to express content, emotions, and personal expression?
- How can improvisation of movement communicate content emotions and personal expression?
- How is dance different from other forms of movement?
- How can criticism of aesthetic expression improve an individual's ability to communicate through the arts?

- Have the students create an 8-count movement phrase that accents two of the beats. When completed, have them manipulate the phrase by varying the space, levels and directions.
- Play a variety of songs and try to match the quality of the music to the quality of the movement.

[p?ID=132910#.WsaJp2aZOgQ](http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=132910#.WsaJp2aZOgQ)

- Shake it Senora: <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12807#.WsaJ0maZOgQ>
- The Funky Chipmunk Dance: [http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12641#.WsaJ\\_GaZOgQ](http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12641#.WsaJ_GaZOgQ)
- The Snowflake Dance: <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12004#.WsaKN2aZOgQ>
- Blueprint Dance: Teaching Dance to Diverse Learners (PreK-12): <http://schools.nyc.gov/offices/teachlearn/arts/files/Blueprints/Dance/Dance%20Spec%20Ed%20Supplement.pdf>
- <https://www.cde.state.co.us/standardsandinstruction/instructionalunits-dance#kinder>

others, with respect to curricular objectives, content benchmarks, and/or specified criteria. Self- assessment is only used formatively and gives students the responsibility of identifying competencies and challenges in their own work, and to devise appropriate strategies for improvement. Examples include setting personal goals and checking one's progress toward them and comparing one's work to the criteria on a rubric or checklist.

- Sharing feelings, dreams, and wishes about dance and dancing

- When students engage in peer assessment or critique, they can use rubrics, checklists, and protocols (using technology) to focus their feedback on the criteria for the task, and should use protocols for constructive peer- to-peer feedback, such as:
  - “I noticed ...”
  - “I like the way ... because ...”

- “Have you thought of ...?”

- “I would like to suggest ...”

- Hand Signals: Ask students to display a designated hand signal to indicate their understanding of a specific concept, principle, or process

- I understand , and can explain it (e.g., thumbs up).

- I do not yet understand

- (e.g., thumbs down).

- I’m not completely sure about

- (e.g., wave hand).

### Performance Rubrics

[Dance Rubric 1](#)

[Dance Rubric 2](#)

Assessment Resources:

**Arts Achieve**

<http://www.artsachieve.org/dance-performance-assessment/>

**Arts Assessment for Learning**

<http://artsassessmentforlearning.org/dance/>

Alternative Assessment:

- Written or Drawn Work (using technology when appropriate)
- Evaluate informal in- class performances and video evidence of student performances using observation, discussions, drawings, video, and simple student-created rubrics.

[Sample Rubric 1](#) [Sample Rubric 2](#)

**Career Readiness, Life Literacies, and Key Skills**

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

*BOE approved April 2019*

- 9.4.5.DC.1: Explain the need for and use of copyrights.

**Interdisciplinary Connections:****Math:**

5.NF.B. Apply and extend previous understandings of multiplication and division to multiply and divide fractions. 3. Interpret a fraction as division of the numerator by the denominator ( $a/b = a \div b$ ). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers

**ELA:**

SL.UM.3.5: Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

SL.UM.4.5: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

**Social Studies:**

6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.

6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world

**Science:**

1-PS4-1 Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.

**Physical Education:**

2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects and boundaries in personal and general space

2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others in response to various tempos, rhythms and musical styles.

2.2.5. MSC.3: Demonstrate and perform movement skills with developmentally appropriate control in isolated settings and applied settings.

2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity.