March K-5 Dance

Content Area: **P.E.**
Course(s):
Time Period: **March**
Length: **2-3 Weeks**
Status: **Published**

Unit Overview

This unit uses the body to communicate ideas and feelings through movement. Students will kinesthetically experience the concepts of keeping a beat with movement to music that enhances their understanding of music. Students will have an opporunity to share ideas with each other as they experience simple movement phrases, while learning to safely move in personal and general space. Students will learn to express themselves to others through movement patterns and shapes. This unit culminates (for grades K-3) in a basic dance performance of student creative expression with a manipulative of choice to music. This unit culminates (for grades 4-5) in small group created dance using basic movements learned during the unit that will be performed by each group to the reset of the class.

Tumbling skills are also taught.

Enduring Understandings

Where does movement come from? (parts of body and how we move body)

How do different cultures express themselves through movement?

Why is it important to watch respectfully during a live dance performance?

Essential Questions

How many beats are in a measure?

How many ways can you change your movements?

What patterns can you make with your movements?

Can you perform movements created by others without changing them?

How does changing the direction or use of high/low space change the feeling of a movement?

Instructional Strategies & Learning Activities

Unit is divided into 3 sections. (K-1), (2-3), (4-5)

Every unit will offer moving to music introduction to practice the concepts of keeping the beat of the music with various body parts and movements.

Every unit will offer experiences in moving to music used in other cultures and/or historical foundations.

Every unit will offer experiences in moving to music determined by current popularity.

Every unit will offer experiences in allowing students to creatively express themselves through moving to music.

Dance Curriculum

Lesson Activities

Grade Levels: Kindergarten and 1st Grade

Lesson 1	**Keep the Beat** **Hokey Pokey** **Shoemakers Dance**
Lesson 2	**Danish Dance of Greeting** **Chicken Dance** **Bunny Hop (Kindergarten)** **Mexican Hat Dance (1st Grade)**
Lesson 3	**Children's Polka** **Jump Dance** **Freeze Dance (Kindergarten)** **Freestyle to Macarena (1st Grade)**
Lesson 4	**4 stations (move to music with equipment:** • **Scarves**

	• **Ribbons a/o Rings** • **Lummi sticks** • **Flags a/o PomPoms**

Grade Levels: 2nd Grade and 3rd Grade

Lesson 1	**Keep the Beat** **Chicken Dance** **Conga Line**
Lesson 2	**Review previous lesson** **Alley Cat** **Limbo**
Lesson 3	**Review previous lesson** **Virginia Reel** **Cotton Eye Joe**
Lesson 4	**4 stations (move to music with equipment:** • **Scarves** • **Ribbons a/o Rings** • **Lummi sticks** • **Flags a/o PomPoms**

Grade Levels: 4th and 5th Grade

Lesson 1	**Keep the Beat** **Macarena** **Cha Cha Slide**
Lesson 2	**Review previous lesson**

	Electric Slide **Cupid Shuffle**
Lesson 3	**Review previous lesson** **Sid Shuffle** **Wobble**
Lesson 4	**Small Group – Creative Dance** **(in small groups students will need to create a dance using at least 4 different movements we have learned in previous lessons for 8 counts – the total dance will have at least 32 counts)**

Integration of Career Exploration, Life Literacies and Key Skills

Students will demonstrate their understanding of working collaboratively in movement patterns and when working with partners to accomplish the directed patterns necessary to complete a dance.

Students will be given opportunity to problem solve in order to successfully learn and perform movement patterns necessary to complete a dance or work with another individual.

Students will gain an understanding that dance and moving to music support good physical health choices and enhances social health.

Students will learn about careers associated with dance.

9.2.5.CAP	Career Awareness and Planning
9.4.2.CI	Creativity and Innovation
	Brainstorming can create new, innovative ideas.
	An individual's passions, aptitude and skills can affect his/her employment and earning

	potential.
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
9.4.2.CT	Critical Thinking and Problem-solving
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
9.4.2.GCA	Global and Cultural Awareness
	Individuals from different cultures may have different points of view and experiences.
9.4.2.GCA.1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

Technology Integration

Music will be played via speaker, using teacher collected playlist on computer or tablet/iPad.

SmartScreen will be used to show videos for demonstration a/o instruction.

Students will not personally use technology during this unit.

Interdisciplinary Connections

Dance contributes to educating the whole child. Interdisciplinary connections can be see through:

Social studies- Study of dance history, cultural and social influences on dance, researching choreographers, history of techniques, and current events in dance.

Math- study of shape, time, and space, creating formations, symmetry vs. asymmetry, and rhythms and counting.

Language Arts- critical thinking through observation and analysis of dance, using inspiration for choreography, and dance criticism.

By incorporating cross-discipline education, students recognize the connection between dance and the subjects of social studies, math, and language arts. This connection fosters a well-rounded and successful dance and academic student.

MA.K.CC.A	Know number names and the count sequence.
MA.K.CC.A.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
MA.K.G.A.1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.

MA.K.G.A.2	Correctly name shapes regardless of their orientations or overall size.
LA.L.2.5.A	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
LA.L.2.5.B	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
SOC.6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people.
SOC.6.1.4.D.CS4	The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.
SOC.6.1.4.D.CS5	Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:

    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Students may use visual aids to imitate loco motor movement.

Students may work with a partner to move in space without bumping into one another.

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

All IEP's and 504's will be utilized for individual students as recommended.

Some students may be asked to physically move to an area that will enable them to see, follow, be less distracted, or safer dependent upon activity.

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

DRA

Additional Benchmarks used in this unit:

Teacher observation of students completing assigned movement patterns to movement.

Class discussion

Question and Answer

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Student will be able to remember and perform movement patterns taught to music without instructor

prompting.

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

Student will use creative movement to demonstrate moving to music expressively with a manipulative in a safe manner while "keeping the beat" (Grades K-3).

Students will use creative movement to demonstrate moving to music expressively in a small group in a safe manner utilizing previously learned movement patterns to music while "keeping the beat" (Grades 4 & 5).

Instructional Materials

Music Playlist

Instructions for various dances

Speaker

SmartScreen

Manipulatives (with containters): scarves, ribbons, rings, lummi sticks, flags, pom poms (etc.)

Cones

Standards

1.1.5.Cr	Creating
1.1.5.Cr1	Generating and conceptualizing ideas.

	Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.
	Explore
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.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, 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.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.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.