



**SMMUSD VAPA CURRICULUM for GRADES THREE through FIVE**

<p><b>DANCE</b></p> 	<p align="center"><b>CONTENT GOAL</b></p>	<p align="center"><b>ACTIVITIES/SKILLS</b></p>	<p align="center"><b>MATERIALS/RESOURCES</b></p>	<p align="center"><b>ASSESSMENTS</b></p>
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**STANDARD 1: ARTISTIC PERCEPTION:** Processing, analyzing, and responding to sensory information through the language and skills unique to dance.

<p><b>ARTISTIC PERCEPTION</b></p>	<p><u>Development of Motor Skills and Technical Expertise</u>  <u>Comprehension and Analysis of Dance Elements</u>  <u>Development of Dance Vocabulary</u>          1.1          3<sup>rd</sup> grade: Combine and perform basic locomotor skills, moving on a specific pathway (e.g. Skip in circles, slide in zigzags, run in a variety of linear paths). Combine and perform locomotor and axial movements (e.g. Walk and turn, stretch and slide).           4<sup>th</sup> grade: Demonstrate mental concentration and physical control in performing dance skills.           5<sup>th</sup> grade: Demonstrate focus, physical control (e.g. Proper alignment, balance), and coordination in performing locomotor and axial movement.</p>	<p>Students combine and perform traveling movements with axial (in place) movements (.g. skip and turn, stretch and slide, leap in a shape)</p> <p>Students create/draw ‘dance maps’ that combine 3 different pathways (e.g. straight, curved, zigzag) and assign a different locomotor step to each pathway. They then share and perform each others’ maps. (3<sup>rd</sup>)</p> <p>Students demonstrate concentration and physical control by performing ballet movements done in place (axial), such as, balancing in passé and relevé, posing in arabesque, and lifting an extended leg and helping it in midair, (4<sup>th</sup>, 5<sup>th</sup>)</p>	<p>“First Class” CD - music for preballet class by Lynn Stanford and Nancy Bielski</p> <p>Props: i.e. canes, top hats, boas, scarves, tutus</p> <p>Tape/CD player</p> <p>CD’s:          Walt Disney’s La Vida Mickey 1 &amp; 2          Various Disney CD’s i.e. Disney Mania 1, 2 &amp; 3 and the Princess Collections          Broadway Kids, various CD’s</p> <p>Videos:          Swan Lake-Maya Plisetskaya with The Bolshoi Ballet</p> <p>Books:  <u>The Classic Ballet: Basic Technique and Terminology</u> by Alfred A. Knopf: Publisher, New York</p> <p><u>The Young Dancer</u> in association with the Royal Ballet School by Darcey Bussell</p>	<p>Teacher Observation</p> <p>Rubric Based Performance Test</p> <p>Student Self Assessment</p> <p>Student Peer Assessment</p> <p>Videotaped Rehearsals/ Performances</p> <p>Worksheet assignment</p> <p>Short quizzes in class</p> <p>Multiple Choice Assessment</p>
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	<p>1.2 3<sup>rd</sup> grade: Demonstrate the ability to start, change, and stop movement.</p> <p>4<sup>th</sup> grade: Demonstrate the ability to use smooth transitions when connecting one movement phrase to another.</p> <p>5<sup>th</sup> grade: Name and use a wide variety of movements (e.g. Isolations / whole body).</p>	<p>Students demonstrate two connected movement phrases (e.g. start in place with Demi plié into relevé back to demi plié, then walk, walk and spin; repeat combined phrases.) (4<sup>th</sup>)</p> <p>Students demonstrate Tendu – meaning stretched can be performed in a wide variety of directions i.e. forward, sideways and backwards. Extend foot of working leg; to keeping contact w/floor heel thrust forward to maximum point in front (3<sup>rd</sup>)</p> <p>Students play ‘dancer says’, a movement game with the same rules as ‘simon says.’ Various students leaders call out a variety of movements for the dancers to demonstrated (e.g. whole body stretches, skipping fast and sharp, swinging hips) (5<sup>th</sup>)</p>	<p>Guest Artists</p> <p>Dance Performances</p> <p>Music Tapes/CD’s: Hooked on Classics – Royal Philharmonic Orchestra</p> <p>Planet Drum – Mickey hart</p> <p>Endangered Species: Dancing in the Trance – Global Pacific Records, Inc.</p> <p>Watermark – Enya</p> <p>Vince Guaraldi: Greatest Hits – Vince Guaraldi (Linus &amp; Lucy)</p> <p>Danongo: Dance Party! – Geoff Johns &amp; Bakongo Drum Ensemble (African drumming)</p> <p>Deer Dancer: Jessira Reyes &amp; Grupo Yaqui (native American flutes &amp; percussion)</p>	


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	<p>1.3 3<sup>rd</sup> grade: Perform short movement problems, emphasizing the element of force / energy (e.g. Swing, melt, explode, quiver).</p> <p>4<sup>th</sup> grade: Demonstrate increased range and use of space, time, and force / energy concepts (e.g. Pulse, / accents, met / collapse, weak/ strong).</p> <p>5<sup>th</sup> grade: Demonstrate a greater dynamic range in movement utilizing space, time, and force / energy concepts.</p>	<p>Students learn short combinations of two or three movements and perform them using different qualities of energy each time (e.g. walk/run/spin exhibiting different qualities, such as explosive, loose, vibrating). (3<sup>rd</sup>)</p> <p>Sweeping arms – begin with arms up in the air to the right. Swing arms from right to left emphasizing force by dropping arms to the floor (3<sup>rd</sup>)</p> <p>Grand jeté – a big jump from one leg to the other with legs outstretched in the air.</p>	<p>Reference Books: Learning Through Dance/ Movement, Susan Cambigue, Performing Tree, Inc.</p> <p>First Steps in Teaching Creative Dance to Children, Mary Joyce. Mayfield Publishing Co., Third Edition</p> <p>Dance Technique For Children, Mary Joyce. Mayfield Publishing Co.</p> <p>Creative Dance For All Ages, Anne Green Gilbert. American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA</p> <p>Eyewitness Books: DANCE, Andree Grau. Alfred A. Knopf, Inc.</p> <p>Stretching, Bob Anderson, Shelter Publications</p>	<p>Rubric based performance test</p>


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	<p>1.4 3<sup>rd</sup> grade: Expand the ability to incorporate spatial and time concepts in movement problems (e.g. Select and combine three locomotor movements traveling in three different pathways and using three different tempos).</p> <p>4<sup>th</sup> grade: Explain the principles of variety, contrast, and unity and apply to a dance sequence.</p> <p>5<sup>th</sup> grade: Incorporate the principles of variety, contrast, and unity with dance studies.</p>	<p>Students select and combine three locomotor movements traveling in three different pathways using a different tempo (speed) for each movement (3<sup>rd</sup>)</p> <p>Students watch a video taped performance by a professional dancer or dance company. Teacher leads a followup discussion about how the dancers demonstrated a <u>range</u> of movemnts with <u>contrasts</u> in use of space, energy and time (rhythm, speed), and asks if the piece had a sense of <u>unity</u>, students rewatch the video and discuss further (4<sup>th</sup>)</p> <p>Groups of students create and perform short dances based on everyday activities occurring in school environments (e.g. library, cafeteria, playground). Dances should demonstrate a <u>range</u> of movement with <u>contrasts</u> in use of space, energy and time (rhythm, speed), show some <u>repetition</u>, and produce a feeling of <u>unity</u> with all parts working well together, (5<sup>th</sup>)</p>	<p>Video/Tapes/DVDs American Indian Dance Theatre: Finding the Circle</p> <p>Dancing (series on PBS, 1993)</p> <p>Dancetime! Vol. I (15<sup>th</sup> – 19<sup>th</sup> century)</p> <p>Dancetime! Vol. II (20<sup>th</sup> Century)</p> <p>** To locate and buy dance books, Cds, and videos/DVDs go to <a href="http://www.stagestep.com">www.stagestep.com</a></p>	<p>Participation in discussion (4<sup>th</sup>)</p> <p>Rubric based performance test (5<sup>th</sup>)</p>
	<p>1.5 3<sup>rd</sup> grade: Describe dance elements used in personal work and that of others.</p> <p>4<sup>th</sup> grade: Describe a specific movement, using appropriate dance vocabulary.</p> <p>5<sup>th</sup> grade: Use appropriate dance vocabulary to describe dances.</p>	<p>Students will be asked to name movements and skills covered in class and then demonstrate them</p>		

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	1.6 4 <sup>th</sup> grade: Identify, define, and use phrasing in dances learned or observed.			


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**STANDARD 2: CREATIVE EXPRESSION:** Creating, performing, and participating in dance.

<p align="center"><b>CREATIVE EXPRESSION</b></p>	<p><u>Creation / Invention of Dance Movements</u>  <u>Application of Choreographic Principles and Processes to Creating Dance</u>  <u>Communication of Meaning in Dance</u>  <u>Development of Partner and Group Skills</u></p> <p>2.1            3<sup>rd</sup> grade: Create and perform complex improvised movement patterns, dance sequences, and studies.</p> <p>4<sup>th</sup> grade: Create, develop and memorize set movement patterns and sequences.</p> <p>5<sup>th</sup> grade: Create, memorize, and perform complex sequences of movement with greater focus, force/energy, and intent.</p>	<ul style="list-style-type: none"> <li>Students are asked to create their own short movement pattern and sequence, and then perform either by themselves or with a duet/trio, etc.</li> </ul>		
	<p>2.2            3<sup>rd</sup> grade: Improvise and select multiple possibilities to solve a given movement problem (e.g. find four different ways to combine a turn, stretch and jump).</p> <p>4<sup>th</sup> grade: Improvise extended movement phrases.</p> <p>5<sup>th</sup> grade: Invent multiple possibilities to solve a given movement problem and analyze problem solving strategies and solutions.</p>	<p>Students improvise an everyday activity through body movement and gestures (e.g. Baking cookies, climbing a tree) to create extended phrases of movement (4<sup>th</sup>)</p> <p>Students improvise a variety of ways to move from one side of the room to the other without repeating a prior example (5<sup>th</sup>)</p>		<p>Teacher observation</p> <p>Student self assessment</p>

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	<p>2.3 3<sup>rd</sup> grade: Create a sequence that has a beginning, middle, and an end. Name and refine the parts of the sequences.</p> <p>4<sup>th</sup> grade: Describe, discuss, and analyze the process used by choreographers to create a dance.</p> <p>5<sup>th</sup> grade: Describe and incorporate simple dance forms in dance studies (e.g. AB form, canon).</p>	<p>Students work in partners or groups to create their own short movement sequence, that starts and ends in a shape, and contains both locomotor and axial movemnt in the middle. They perform for each other then refine parts of their sequence based on constructive comments from peers and teacher (3<sup>rd</sup>, 4<sup>th</sup>)</p> <p>Trios of students create short dances that start and end in stillness with a variety of traveling and axial movements in the middle. Each group performs their dance in <u>canon</u> (as a round) with one dancer starting alone and the next two joining in at four count intervals (5<sup>th</sup>)</p> <p>Students dance ‘<u>statue tag</u>’: everyone holds shapes at different levels (high/medium/low) while one person (‘it’) travels among the shapes until the music stops. ‘it’ tags a nearby ‘statue’ and replaces teh. The new ‘it’ moves on a different level and the process repeats until all have been ‘it’ (3<sup>rd</sup>)</p>		
	<p>2.4 3<sup>rd</sup> grade: Create a wide variety of shapes and movements, using different levels in space.</p> <p>4<sup>th</sup> grade: Create a dance study that has a beginning, middle, and an end. Review, revise, and refine.</p> <p>5<sup>th</sup> grade: Demonstrate principles of opposing weight and force/ energy, balance and counterbalance, or cantilever.</p>	<p>Students create short group dances that have a definite beginning, middle and end. After performing for each other they revise and refine their sequences based on construction comments from peers and teachers (4<sup>th</sup>)</p>		<p>Rubric based performance test (4<sup>th</sup>)</p>

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	<p>2.5 3<sup>rd</sup> grade: Perform dances to communicate personal meaning, using focus and expression.</p> <p>4<sup>th</sup> grade: Convey a range of feelings through shape/ postures and movements when performing for peers.</p> <p>5<sup>th</sup> grade: Convey a wide range of feeling and expression through gestures, posture, and movement.</p>	<ul style="list-style-type: none"> <li>Students work in partners or trios to create dances that convey two or more emotions to music they choose after rehearsal they perform for their peers</li> </ul>		
	<p>2.6 3<sup>rd</sup> grade: Compare and contrast the role of the performer with that of a member of the audience.</p> <p>4<sup>th</sup> grade: Perform improvised movement and dance studies with focus and expression.</p> <p>5<sup>th</sup> grade: Demonstrate cooperation, collaboration, and empathy in working with partners and in groups (e.g. Leading/following, mirroring, calling/responding, echoing, opposing).</p>	<p>Students improvise and dance for each other in large or small groups. After each performance students discuss the differences and similarities they discovered in being a performer and audience member (3<sup>rd</sup>)</p>		<p>Participation in discussion (3<sup>rd</sup>)</p>



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	<p>2.7 3<sup>rd</sup> grade: Demonstrate a variety of partner skills (e.g. Imitation, leading/following, mirroring).</p> <p>4<sup>th</sup> grade: Demonstrate additional partner and group skills (e.g. Imitating, leading/following, mirroring, calling/ responding, echoing).</p>	<p>The students listen and respond to the music together in partners <u>mirroring</u> each other's movements</p>		
	<p>2.8 3<sup>rd</sup> grade: Create, memorize and perform original movement sequences with a partner or a small group.</p>			


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**STANDARD 3: HISTORICAL AND CULTURAL CONTEXT:** Understanding the historical contributions and cultural dimensions of dance.

<p><b>HISTORICAL AND CULTURAL CONTEXT</b></p>	<p>3.1  <u>Development of Dance</u>  <u>History and Function of Dance</u>  <u>Diversity of Dance</u></p> <p>3<sup>rd</sup> grade: Describe commonalities among and differences between dances from various countries.</p> <p>4<sup>th</sup> grade: Perform and identify dances from various countries with different arrangements of dancers (e.g. Lines, circles, couples).</p> <p>5<sup>th</sup> Grade: Describe how and why a traditional dance may be changed when performed on stage for an audience.</p>	<p>Students will be introduced to rhythmic patterns from different cultures and then they will demonstrate through clapping/stomping and using body movement (3<sup>rd</sup>, 4<sup>th</sup>)</p> <p>Students review the Polka, LA Raspa and conga line learned in 1<sup>st</sup>-2<sup>nd</sup> grades.</p>		
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	<p>3.2 3<sup>rd</sup> Grade: Describe and demonstrate ceremonial and folk/traditional dances that show work activities (e.g. Harvesting, fishing, weaving).</p> <p>4<sup>th</sup> Grade: Name the musical accompaniment and explain how it relates to the dances they have studied.</p> <p>5<sup>th</sup> Grade: Identify and perform folk/traditional, social, and theatrical dances done by Americans in the eighteenth and nineteenth centuries.</p>	<p>Students watch a DVD/Video of native Americans performing traditional dances about work activities (e.g. hunting, preparing for war) then discuss and describe what they saw (3<sup>rd</sup>)</p> <p>Students name the music and musical instruments they heard when dancing the polka, La raspa and conga line. Talk about musical instruments used in different countries for accompanying dance (4<sup>th</sup>)</p> <p>Students watch a video/DVD showing dancers in period costumes performing dances from the Victorian era (e.g. Polka, Mazurka, altz) then describe and discuss what they saw. (5<sup>th</sup>)</p> <p>Students learn the polka mazurka and waltz from a guest artist (5<sup>th</sup>)</p>	<p>Video/DVD: “Finding the Circle</p> <p>Book: “<u>Eyewitness books: dance</u>” (4<sup>th</sup>/5<sup>th</sup>)</p> <p>Guest Artists (5<sup>th</sup>)</p> <p>Video: “Dancetime! Vol. 1” (5<sup>th</sup>)</p>	
	<p>3.3 3<sup>rd</sup> Grade: Explain the function of dance in ceremonial and social community events in native American cultures.</p> <p>4<sup>th</sup> Grade: Perform and describe dances that reflect the geographical place in which the dances are performed (e.g. Deserts, rain forests, islands).</p> <p>5<sup>th</sup> Grade: Select traditional dances that men, women, or children perform and explain the purpose(s) of the dances.</p>	<p>Students watch a DVD/ video about native American dance which explains the functions of dance in ceremonial and community events. Students discuss what they have learned (3<sup>rd</sup>)</p>	<p>Video/DVD: <u>Finding the circles</u> (3<sup>rd</sup>)</p>	<p>Participation in discussion (3<sup>rd</sup>)</p>

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	<p>3.4</p> <p>3<sup>rd</sup> Grade: Describe how costumes and shoes influence dance movement.</p> <p>4<sup>th</sup> Grade: Perform and identify folk/traditional and social dances from California history.</p>			


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**STANDARD 4: AESTHETIC VALUING:** Responding to, analyzing, and making judgments about works of music.

<p><b>AESTHETIC VALUING</b></p>	<p><u>Description, Analysis, and Criticism of Dance</u>  <u>Meaning and Impact of Dance</u></p> <p>4.1            3<sup>rd</sup> Grade: Name specific criteria to assess the quality of a dance performance of peers (e.g. Focus, level of personal involvement, physical control).</p> <p>4<sup>th</sup> Grade: Use dance vocabulary to describe unique characteristics of dances they have watched or performed from countries studied in the history-social science curriculum (e.g. Rhythms, spatial patterns, gestures, intent).</p> <p>5<sup>th</sup> Grade: Use dance vocabulary to identify and support personal preferences for dances observed or performed.</p>			
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	<p>4.2 3<sup>rd</sup> Grade: Explain and demonstrate what it means to be a good audience member.</p> <p>4<sup>th</sup> grade: Name and use specific criteria in assessing personal professional dance choreography (e.g. Contrast, phrasing, unity).</p> <p>5<sup>th</sup> grade: Apply specific criteria to analyze and assess the quality of a dance performed by well-known dancers or dance companies (e.g. Technical skill, musicality, dynamics, mood).</p>	<p>Students dance and demonstrate how to be a good audience member (e.g. be attentive, polite, respectful, respond with applause to the dancers) while watching each other perform (3<sup>rd</sup>)</p> <p>Student analyze and assess the quality of a dance they have seen performed by a professional dancer(s) (live or video) using previously learned criteria (e.g. technical skill of dancer/s, mood created, use of music, flow of energy) (4<sup>th</sup>, 5<sup>th</sup>)</p>	<p>Fieldtrip to a dance concert</p>	<p>Teacher observation of audience (3<sup>rd</sup>)</p> <p>Participation in discussion (4<sup>th</sup>, 5<sup>th</sup>)</p> <p>Written review of dance performances they saw (4<sup>th</sup>, 5<sup>th</sup>)</p>
	<p>4.3 3<sup>rd</sup> Grade: Explain how a performer's dance skills contribute to communication of ideas and moods when performing a dance (e.g. Focus, strength, coordination)</p> <p>4<sup>th</sup> Grade: Describe ways in which a dancer effectively communicates ideas and moods (strong technique, projection, and expression).</p> <p>5<sup>th</sup> Grade: Identify the special and challenging characteristics of the experience of dancing for an audience.</p>	<p>Students will have the opportunity to create their own appropriate free dance along to the music they choose. They can perform a "solo" or "duet".</p>		

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	<p>4.4</p> <p>4<sup>th</sup> Grade: List the expectations the audience has for a performer and vice versa.</p> <p>5<sup>th</sup> Grade: Explain how outstanding dancers affect audience members emotionally or intellectually.</p>			

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**STANDARD 5: CONNECTIONS, RELATIONSHIPS, APPLICATIONS:** Connecting and applying what is learned in dance to learning in other art forms and subject areas and to careers.

<p align="center"><b>CONNECTIONS, RELATIONSHIPS, APPLICATIONS</b></p>	<p>Connections and Applications Across Disciplines Development of Life Skills and Career Competencies</p> <p>5.1 3<sup>rd</sup> Grade: Explain relationships between dance elements and other subjects (e.g., spatial pathways-maps and grids; geometric shapes-body shapes)</p> <p>4<sup>th</sup> Grade: Explain how dance practice relates to and uses the vocabulary of other art subjects (e.g., shape, line, rhythm)</p> <p>5<sup>th</sup> Grade: Describe how historical events relate to dance forms (e.g., the rebellion of the 1960s was represented in popular social dances with a move from partners to individual expression)</p>	<p>Students rewatch videos of themselves performing their ‘dance maps’ (standard 1/1.1) which leads into a discussion about relationships between dance elements and other subjects (e.g., spatial pathways-maps and grids; partner interactions-push and pull of machinery parts) (3<sup>rd</sup>)</p> <p>Students observe a famous painting and describe design elements they see that correspond to the elements of dance-space time and energy (e.g., shapes, lines, level, rhythm, flow). Remind students that many of these concepts and words are also used in theatre and music (4<sup>th</sup>)</p> <p>Students watch excerpts from video/DVD of American social dances of the 20<sup>th</sup> century, and discuss how historic events effected dance styles during some of those years (5<sup>th</sup>)</p>	<p>Video: “Danetime!: Vol.II”</p>	
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	<p>5.2 3<sup>rd</sup> Grade: Describe how dancing develops physical and mental well-being (e.g., control, flexibility, posture, strength, risk taking)</p> <p>4<sup>th</sup> Grade: Describe how dancing develops strength, flexibility, and endurance in accordance with physical education standards</p> <p>5<sup>th</sup> Grade: Describe how dancing requires good health-related habits (e.g., individual and group goals for flexibility, strength, endurance, stress management, nutrition)</p>			
	<p>5.3 3<sup>rd</sup> Grade: Explain how the time management, problem solving, and self-discipline skills required for composing a dance apply to other school activities</p> <p>4<sup>th</sup> Grade: Demonstrate a recognition of personal space and respect for the personal space of others</p> <p>5<sup>th</sup> Grade: Cite examples of the use of technology in the performing arts.</p>	<p>Students demonstrate an understanding of personal space by performing a movement sequence together in large groups (15 or more dancers) without touching each other (4<sup>th</sup>)</p>		