




SMMUSD VAPA CURRICULUM for PRE-K through SECOND GRADE


DANCE 	CONTENT GOAL	ACTIVITIES/SKILLS	MATERIALS/RESOURCES	ASSESSMENTS
STANDARD 1: ARTISTIC PERCEPTION: Processing, analyzing, and responding to sensory information through the language and skills unique to dance.				
ARTISTIC PERCEPTION	<p><i>Development of Motor Skills and Technical Expertise</i> <i>Comprehension and Analysis of Dance Elements</i> <i>Development of Dance Vocabulary</i></p> <p>1.1 Pre-K move in a variety of ways</p> <p>K: Build the range and capacity to move in a variety of ways</p> <p>1st grade: Demonstrate the ability to vary control and direct force/energy used in basic locomotor and axial movements (e.g. Skip lightly turn strongly, fall heavily).</p> <p>2nd grade: Show a variety of combinations of basic locomotor skills (e.g. Walk and run, gallop and jump, hop and skip, slide and roll)</p> <p>Try'Roll, Run, Spin'</p>	<p>Students walk slowly to the beat of the music, stopping when they hear a specific signal</p> <p>Students explore marching to music, changing the energy they use (eg. Strong, light, tight, loose) plus marching in place</p> <p>Students explore different ways of moving through space (e.g. 1) Locomotor Steps-walk, run, jump, hop on one foot, skip, gallop, slipe, leap; 2) Other Movements-Roll, crawl, spin)</p> <p>Students create and perform combinations of 2 to 3 locomotor movements (e.g., walk and run, slide and skip, roll and run and spin)</p>	<p>“First Class” CD - music for preballet class by Lynn Stanford and Nancy Bielski</p> <p>Props: i.e. boas, scarves, tutus, hoola hoops</p> <p>Foam squares</p> <p>Tape/CD Player</p> <p>Music CD’s: Walt Disney’s La Vida Mickey 1 & 2 Various Disney CD’s i.e. Disney Mania 1, 2 & 3 and the Princess Collections Broadway Kids, various CD’s</p> <p>Videos: The Sound of Music Swan Lake-Maya Plisetskaya with The Bolshoi Ballet</p> <p>Books: The Classic Ballet: Basic Technique and Terminology by Alfred A. Knopf: Publisher, New York</p> <p>The Young Dancer 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—verbal Q & A work best</p>

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ARTISTIC PERCEPTION	<p>1.2 Pre K: Imitate the movements shown.</p> <p>K: Perform basic locomotor skills (e.g., walk, run, gallop, jump, hop, and balance).</p> <p>1st Grade: Perform short movement problems, emphasizing the element of space (e.g. Shapes/lines, big/small, high/low).</p> <p>2nd Grade: Show a variety of combinations of axial movements (e.g. Swing and balanced shapes, turn and stretch, bend and twist).</p>	<p>Students mirror the five ballet arm positions demonstrated by the teacher (arm positions may vary according to grade level) (Pre-K)</p> <p>Students will balance in passé (stand like a flamingo), plus create other body shapes that balance on 1, 3 and 5 body parts (Pre-K-2)</p> <p>Students explore a variety of combined axial (in place) movements (e.g. bend and stretch, swing and turn, different balanced shapes) (2nd Gr.)</p> <p>Students create a variety of shapes with their body that show curved and straight lines, different levels and sizes (1st Gr.)</p> <p>Students travel from one spot in the room to another spot using locomotor steps and movements (K)</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 & Lucy)</p> <p>Danongo: Dance Party! – Geoff Johns & Bakongo Drum Ensemble (African drumming)</p> <p>Deer Dancer: Jessira Reyes & Grupo Yaqui (native American flutes & percussion)</p> <p>Movin' – Hap Palmer, Educational Activities, Inc., 1973</p> <p>Drumtalk & Going Places – Evelyn L. De Boeck, Educational Activities, Inc.</p> <p>The Small Dancer – Lucille Wood, Bowmar Records, Inc., 1969</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>1.3 Pre K: Respond in movement to opposites (e.g. Big/small, fast/slow, tight/loose, move/stop).</p> <p>K: Understand and respond to a wide range of opposites (e.g. high/low, forward/backward, wiggle/freeze).</p> <p>1st Grade: Name basic locomotor and axial movements (e.g., skip, slide, stretch, roll)</p> <p>2nd Grade: Perform short movement problems, emphasizing the element of time (e.g., varied tempos, rhythmic patterns, counting).</p>	<p>Students explore axial movements (stay in place) that demonstrate opposite principles (e.g. big / small, fast / slow, high / low, tight / loose) (Pre-K, K)</p> <p>Students will be shown a variety of steps/movements they have learned and be able to identify them (1st Gr)</p> <p>Students perform short combinations of two or three movements that emphasize fast and slow tempos, different rhythms and a steady pulse (2nd Gr)</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>Teacher Observation</p>
	<p>1.4 Pre K: Name the opposites in basic movements (e.g., big/small).</p> <p>K: Perform simple movements in response to oral instructions (e.g. Walk, turn, reach).</p> <p>2nd Grade: Expand the ability to incorporate spatial concepts with movement problems.</p>	<p>Students are asked to perform simple movements such as an arabesque, reach, slow walk, turn in place (K)</p> <p>Students perform locomotor patterns that travel on straight, curved and zig zag pathways (2nd Gr)</p>	<p>Eyewitness Books: DANCE, Andree Grau. Alfred A. Knopf, Inc.</p> <p>Stretching, Bob Anderson, Shelter Publications</p> <p>Dance For Young Children: Finding the Magic in Movement, Sue Stinson. American Alliance for Health, Physical Education, Recreation and Dance</p> <p>The Random House Book of Poetry for Children- Jack Prelutsky</p>	

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	1.5 2 nd Grade: name a large number of locomotor and axial movements used in dance	Students will be asked to name a movement/skill covered in class and then demonstrate it.	Video/Tapes/DVDs Dancing (series on PBS, 1993) ** To locate and buy dance books, Cds, and videos/DVDs go to www.stagestep.com	


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

CREATIVE EXPRESSION	<p><i>Creation / Invention of Dance Movements</i> <i>Application of Choreographic Principles and Processes to Creating Dance</i> <i>Communication of Meaning in Dance</i> <i>Development of Partner and Group Skills</i></p> <p>2.1 Pre K: Create movements that reflect a variety of daily tasks and activities.</p> <p>K: Create movements that reflect a variety of personal experiences (e.g., recall feeling happy, sad, angry, excited).</p> <p>1st Grade: Use improvisation to discover movements in response to a specific movements problem (e.g., find a variety of ways to walk; create five types of circular movement).</p> <p>2nd Grade: Create and improvise movement patterns and sequences.</p>	<p>Students demonstrate an activity or daily task through body movement, gestures (e.g. Baking cookies, climbing a tree) (Pre-K)</p> <p>Students prepare for dance activity by experiencing a daily task (e.g. baking, climbing, gardening) (Pre-K)</p> <p>Students recall a time when they were happy, sad excited, angry and then demonstrate this emotion through body shape and expressive gestures (K)</p> <p>Students hear / read a poem or short story about emotions (K)</p> <p>Squares are placed at opposite ends of the room. Students explore a variety of ways to move from square to square (1st Gr)</p> <p>Students create an own short movement sequence with a beginning, middle, and end, and then perform it for each other in small groups (2nd Gr)</p> <p>Students explore movements using a variety of props (i.e. Boas, tutus, scarves, top hats, etc.) to create their own appropriate free dance along to the music provided (PreK-2)</p>		
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	<p>2.2 Pre-K: Respond to visual and sound stimuli (e.g., bubbles, feathers, bell, clock, ball) with original movement.</p> <p>K: Respond to a variety of stimuli (e.g., sounds, words, songs, props, and images) with original movements.</p> <p>1st Grade: Respond in movement to a wide range of stimuli (e.g. Music, books, pictures, rhymes, fabrics, props).</p> <p>2nd Grade: Demonstrate multiple solutions in response to a given movement problem (e.g., In how many ways can you travel from point A to point B?)</p>	<p>Students improvise original movement in response to a variety of visual and sound stimuli, such as, paintings, props, everyday sounds and stories</p>		
	<p>2.3 Pre-K: Respond spontaneously to different types of music and rhythms.</p> <p>K: Respond spontaneously to different types of music, rhythms, and sounds.</p> <p>1st Grade: Create a short movement sequence with a beginning, middle, and an end.</p> <p>2nd Grade: Create a simple sequence of movement with a beginning, middle, and an end, incorporating level and directional changes</p>	<p>Students work in small groups to create and perform short movement sequences featuring beginning and ending shapes, and locomotor steps / movements in the middle (1st, 2nd)</p> <p>Second grade students include in their above dance sequences pathways that change directions, plus shapes and movements on different levels (2nd)</p>		

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	<p>2.4 1st Grade: Create shapes and movements a low, middle, and high level</p> <p>2nd Grade: Create shapes and movements, using fast and slow tempos</p>			
	<p>2.5 1st Grade: Imitate simple movement patterns.</p> <p>2nd Grade: Develop a dance phrase that has a sense of unity.</p>	<p>Students create a short movement sequence that shows a specific theme (e.g., a feeling, an animal) (2nd Gr)</p>		
	<p>2.6 1st Grade: Express basic emotional qualities (e.g. Angry, sad, excited, happy) through movement</p> <p>2nd Grade: Create, memorize, and perform original expressive movements for peers.</p>	<p>Students are taught how to mime. They are also taught that mime has been used in the theater as a way of expressing ideas, feelings and plots with gestures rather than words ((1st Gr)</p>		
	<p>2.7 1st Grade: Perform improvised movement ideas for peers.</p> <p>2nd Grade: Work cooperatively in small and large groups.</p>			
	<p>2.8 1st Grade: Work with others in a group to solve a specific dance problem (e.g. Design three shapes—high, medium, and low; create slow and fast movements).</p> <p>2nd Grade: Demonstrate partner skills (e.g. Imitating and leading/following).</p>	<p>Students work cooperatively in groups to solve a specific dance problem (1st Gr)</p> <p>Students Chassé (slide) starting at one square going to another back again holding both hands with a partner (2nd Gr)</p>		


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

HISTORICAL AND CULTURAL CONTEXT	<p>3.1 <u>Development of Dance</u> <u>History and Function of Dance</u></p> <p>PreK: Name and play children’s dance games from countries around the world.</p> <p>K: Name and perform folk/ traditional dances from other countries</p> <p>1st grade: Name and perform folk/traditional dances from other countries</p> <p>2nd grade: Name and perform social and traditional dances from various cultures</p>	<p>Students will be introduced to rhythmic patterns from different cultures and then they will demonstrate through clapping/stomping and using body movement.</p> <p>Students learn the polka, LA Raspa, and conga line (K-2)</p>		
	<p>3.2</p> <p>1st grade: Describe aspects of the style, costumes and music of a dance</p> <p>2nd grade: Explain commonalities among basic locomotor and axial movements in dances from various countries</p>	<p>Students watch a short dance segment of “Swan Lake”, then discuss and describe the costumes, music and movement they observed (1st Gr)</p> <p>Students attend a live performance of ethnic dance (e.g. African Green, Korean, a festival of different cultures) and afterwards, discuss what they saw (1st Gr- Describe costumes, music, etc.; 2nd Gr. –Compare and contrast locomotor and axial movements observed)</p>	<p>Field trip to a dance performance</p> <p>Guest Artist(s) perform and lead dance workshops</p>	


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	<p>3.3 1st grade: List commonalities among basic locomotor movements in dances from various countries.</p> <p>2nd grade: Name and perform rhythms from different cultures (e.g. Through clapping, stamping using whole body movement).</p>			
	<p>3.4 1st grade: Identify where and when people dance.</p> <p>2nd grade: Describe dances seen in celebrations and community events.</p>	<p>Students watch video / DVD selections of dance from diverse cultures, then discuss and describe what they saw</p>		


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STANDARD 4: AESTHETIC VALUING: Responding to, analyzing, and making judgments about works of music.				
AESTHETIC VALUING	<u>Description, Analysis, and Criticism of Dance</u> <u>Meaning and Impact of Dance</u> 4.1 Pre-K: Describe how everyday movements can be used in dance (e.g. Walk, quickly, stretch slowly) Kdgn: Explain basic features that distinguish one kind of dance from another (e.g. Speed, force/energy use, costume, setting, music) 1 st Grade: Use basic dance vocabulary to identify and describe a dance observed or performed (e.g. Shapes, levels, directions, tempo/fast-slow) 2 nd grade: Use basic dance vocabulary to name and describe a dance observed or performed (e.g. Levels, rhythm patterns, type of energy).	Students explore everyday movements that can be used in dance, <u>then</u> verbally describe and draw what they have done (Pre-K) Students observe a video featuring two different types of dance, then discuss how the dances differ (K) Students perform simple dance improvisations for each other, and use dance vocabulary to describe what they have observed (Gr. 1, 2)		
	4.2 1 st grade: Describe the experience of dancing two different dances (e.g. Seven Jumps, La Raspa). 2 nd grade: Describe how the movement in dances of peers communicates ideas or moods to the viewer (e.g. Ocean environment or a sad or joyous dance).	After dancing two different dances, students describe how it felt to learn and perform both (1 st Gr) Students watch each other perform movement sequences about a story emotion or environment, then describe the moods and ideas communicated (2 nd Gr)		

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	<p>4.3 1st grade: Describe how they communicate an idea or a mood in a dance (e.g. With exaggerated everyday gesture or emotional energies).</p> <p>2nd grade: Describe the similarities and difference in performing various dances (e.g. Direction changes, steps, type of energy and tempo)</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.

CONNECTIONS, RELATIONSHIPS, APPLICATIONS	<p>Connections and Applications Across Disciplines Development of Life Skills and Career Competencies</p> <p>5.1 Pre-K: Participate in dance games, sing songs, recite poems, and tell stories from countries around the world.</p> <p>Kdgn: Give examples of the relationship between everyday movement in school and dance movement.</p> <p>1st grade: Demonstrate curricular concepts through dance (e.g. Growth cycle, animal movement).</p> <p>2nd grade: Use literature to inspire dance ideas. (e.g. Poem, cartoon, nursery rhyme).</p>	<p>Students improvise and create a short dance exploring the various movements of an animal (e.g. lion, eagle, snake) (1st Gr)</p> <p>Students create a short dance about a section of, or a character in a folktale or fairytale (2nd Gr)</p>		
	<p>5.2 1st grade: Give examples of how dance relates to other subjects (e.g. Mathematics—shape, counting; language arts—beginning, middle, and end).</p> <p>2nd grade: Demonstrate language arts concepts through dance (e.g. Show different punctuation marks through movement).</p>	<p>Students create shapes of punctuation marks with their bodies, then find different ways to move through space (2nd Gr)</p>		

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	5.3 2 nd grade: Describe how choreographers create dances.			
	5.4 2 nd grade: Describe how dancing requires good health-related habits (e.g. Adequate nutrition, water, and rest; proper preparation for physical activity).	Discuss with students how professional dancers take care of their bodies by eating in a healthy way, getting enough sleep and always warming up before dancing (2 nd Gr) Student learn a set warm-up routine (2 nd Gr)		