


**SMMUSD VAPA CURRICULUM for PRE-K through SECOND GRADE**

<p><b>DANCE</b></p> 	<p><b>CONTENT GOAL</b></p>	<p><b>ACTIVITIES/SKILLS</b></p>	<p><b>MATERIALS/RESOURCES</b></p>	<p><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><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>1<sup>st</sup> 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>2<sup>nd</sup> 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 &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:                      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 &amp; A work best</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 align="center"><b>ARTISTIC PERCEPTION</b></p>	<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>1<sup>st</sup> Grade: Perform short movement problems, emphasizing the element of space (e.g. Shapes/lines, big/small, high/low).</p> <p>2<sup>nd</sup> 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) (2<sup>nd</sup> Gr.)</p> <p>Students create a variety of shapes with their body that show curved and straight lines, different levels and sizes (1<sup>st</sup> 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 &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> <p>Movin' – Hap Palmer, Educational Activities, Inc., 1973</p> <p>Drumtalk &amp; Going Places – Evely 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>1<sup>st</sup> Grade: Name basic locomotor and axial movements (e.g., skip, slide, stretch, roll)</p> <p>2<sup>nd</sup> 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 (1<sup>st</sup> Gr)</p> <p>Students perform short combinations of two or three movements that emphasize fast and slow tempos, different rhythms and a steady pulse (2<sup>nd</sup> 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>2<sup>nd</sup> 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 (2<sup>nd</sup> 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 <sup>nd</sup> 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 <a href="http://www.stagestep.com">www.stagestep.com</a>	


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

<p align="center"><b>CREATIVE EXPRESSION</b></p>	<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>1<sup>st</sup> 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>2<sup>nd</sup> 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 (1<sup>st</sup> 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 (2<sup>nd</sup> 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>1<sup>st</sup> Grade: Respond in movement to a wide range of stimuli (e.g. Music, books, pictures, rhymes, fabrics, props).</p> <p>2<sup>nd</sup> 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>1<sup>st</sup> Grade: Create a short movement sequence with a beginning, middle, and an end.</p> <p>2<sup>nd</sup> 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 (1<sup>st</sup>, 2<sup>nd</sup>)</p> <p>Second grade students include in their above dance sequences pathways that change directions, plus shapes and movements on different levels (2<sup>nd</sup>)</p>		

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	<p>2.4 1<sup>st</sup> Grade: Create shapes and movements a low, middle, and high level</p> <p>2<sup>nd</sup> Grade: Create shapes and movements, using fast and slow tempos</p>			
	<p>2.5 1<sup>st</sup> Grade: Imitate simple movement patterns.</p> <p>2<sup>nd</sup> 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) (2<sup>nd</sup> Gr)</p>		
	<p>2.6 1<sup>st</sup> Grade: Express basic emotional qualities (e.g. Angry, sad, excited, happy) through movement</p> <p>2<sup>nd</sup> 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 ((1<sup>st</sup> Gr)</p>		
	<p>2.7 1<sup>st</sup> Grade: Perform improvised movement ideas for peers.</p> <p>2<sup>nd</sup> Grade: Work cooperatively in small and large groups.</p>			
	<p>2.8 1<sup>st</sup> 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>2<sup>nd</sup> Grade: Demonstrate partner skills (e.g. Imitating and leading/following).</p>	<p>Students work cooperatively in groups to solve a specific dance problem (1<sup>st</sup> Gr)</p> <p>Students Chassé (slide) starting at one square going to another back again holding both hands with a partner (2<sup>nd</sup> Gr)</p>		


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

<p align="center"><b>HISTORICAL AND CULTURAL CONTEXT</b></p>	<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>1<sup>st</sup> grade: Name and perform folk/traditional dances from other countries</p> <p>2<sup>nd</sup> 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>1<sup>st</sup> grade: Describe aspects of the style, costumes and music of a dance</p> <p>2<sup>nd</sup> 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 (1<sup>st</sup> 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 (1<sup>st</sup> Gr- Describe costumes, music, etc.; 2<sup>nd</sup> 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 1<sup>st</sup> grade: List commonalities among basic locomotor movements in dances from various countries.</p> <p>2<sup>nd</sup> grade: Name and perform rhythms from different cultures (e.g. Through clapping, stamping using whole body movement).</p>			
	<p>3.4 1<sup>st</sup> grade: Identify where and when people dance.</p> <p>2<sup>nd</sup> 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.

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

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	<p>4.3                      1<sup>st</sup> grade: Describe how they communicate an idea or a mood in a dance (e.g. With exaggerated everyday gesture or emotional energies).</p> <p>2<sup>nd</sup> 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.

<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 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>1<sup>st</sup> grade: Demonstrate curricular concepts through dance (e.g. Growth cycle, animal movement).</p> <p>2<sup>nd</sup> 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) (1<sup>st</sup> Gr)</p> <p>Students create a short dance about a section of, or a character in a folktale or fairytale (2<sup>nd</sup> Gr)</p>		
	<p>5.2 1<sup>st</sup> grade: Give examples of how dance relates to other subjects (e.g. Mathematics—shape, counting; language arts—beginning, middle, and end).</p> <p>2<sup>nd</sup> 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 (2<sup>nd</sup> Gr)</p>		

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	5.3 2 <sup>nd</sup> grade: Describe how choreographers create dances.			
	5.4 2 <sup>nd</sup> 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 <sup>nd</sup> Gr)  Student learn a set warm-up routine (2 <sup>nd</sup> Gr)		