

Fourth/Fifth Grade

Performing/Vocabulary

Students will: imitate, explore, identify, demonstrate, improvise, organize, refine, relate, perform, and present

1. Body

a. Anatomy and Initiation

1) Demonstrate isolated and coordinated dance movement for the head, neck, joints, and body parts of the torso and limbs.

b. Body Organization and Patterning

1) Demonstrate vertical alignment of the body while still and while moving
2) Body Patterning: Demonstrate lateral and cross lateral movement, movement initiated from the core or distally, the ability to coordinate movement of the upper and lower body, and awareness of both the front and back hemispheres of the body.

c. Body Systems:

1) Breathing: Maintain adequate breath support for moving
2) Muscles: Identify and practice safe stretching and warm-ups for major muscle groups
3) Bones and Organs: Develop awareness of whole body systems while moving

d. Body Skills:

1) Balance: Demonstrate an ability to balance on one leg or two, and create balance in shapes when connecting with one or more dancers
2) Strength: Demonstrate strength in the legs, torso and upper body
3) Range of Motion: Demonstrate flexibility of the spine, legs, and shoulders
4) Coordination: Demonstrate agility and coordination in the execution of simultaneous and sequential movement patterns.

2. Movement Skills

a. Non-Locomotor/Axial Movement

1) Demonstrate and identify non/locomotor/axial movements—bend, stretch, twist, tip, rock, swing/sway, push, pull, shake, kick, rotate/spin/turn, suspend, rise, fall, balance, and stillness.
2) Define and explore the Basic Laban efforts: Flick, Wring, Dab, Punch, Float, Slash, Glide, and Press

b. Locomotor Movement
1) Demonstrate and identify locomotor movements using a wide vocabulary
c. Technical Skills
1) Articulation of Movement: Demonstrate the ability to move with clarity of motion and definition of intent. 2) Styles and Genres: Demonstrate basic movements of a particular style or genre of dance 3) Sequencing: Demonstrate the ability to sequence a series of movements and to remember them in short phrases
3. Elements of Dance
a. Space
1) Size: Identify and create movements that are large, small, narrow, and wide. 2) Levels: Dance with intent on high middle and low levels with clear focus and transitions 3) Space: Move with awareness of one's personal space and the personal space of others 4) Direction: Identify and move in the directions of forward and backward, sideways, up and down, and turning 5) Pathways: Dance across a space in a straight, curved, circular, diagonal, zigzag, and combinations of pathways. 6) Shapes: Form shapes and create designs with the body – straight, curved, round, flat, bent, twisted, horizontal, vertical, symmetrical, and asymmetrical. 7) Relationships: Dance in a defined spatial relationship to others—beside, behind, in front, far, near, toward, away from, above, below, over, under, around, through, and between.
b. Time
1) Tempo: Dance with a steady beat in different tempos 2) Meter: Dance in simple and compound duple meter, and in 5, 7 and changing meter 3) Patterns: Dance in relation to and coordination with changes in rhythm and meter 4) Music: Improvise responding to the qualities and phrasing of the music 5) Timing Relationships: Dance in unison and in canon
c. Energy
1) Movement Qualities: Demonstrate and describe how dance is different from and similar to other forms of human movement (sports, gestures, pantomime, everyday movements). 2) Dance Qualities: Explore movement qualities of: <ul style="list-style-type: none"> a. Attack: Sharp, smooth, sudden, sustained b. Weight: Heavy, light, strong, weak

- c. Flow: Free, bound, balanced, neutral
- d. Quality: Tense, relaxed, tight, loose, sharp, smooth, swinging, swaying, suspended, collapsed
- 3) Stillness: Hold a position or shape on cue
- 4) Laban Effort Drives:

Effort Factor	Effort element (<i>Fighting</i> polarity)	Effort element (<i>Indulging</i> polarity)
Space	Direct	Indirect (Flexible)
Weight	Strong	Light
Time	Sudden (quick)	Sustained
Flow	Bound	Free

4. Performance Values

a. Focus and Awareness:

- 1) Dance with concentration and focus
- 2) Respond appropriately to vocal, musical, or gesture cues
- 3) Dance with physical, kinesthetic, and aesthetic awareness
- 4) Dance with awareness of movement relationships: proximity, interconnectedness between dancers, and modes of change

b. Replication, Reflection, Refinement, and Revision

- 1) Repeat movement, dance patterns, and patterns for performance accuracy
- 2) Evaluate performance of movement to assess its execution
- 3) Revise movement through re-analysis or practice to fulfill intent

Creating/Responding

Students will: Explore, improvise, imagine, discover, develop, problem solve, generate, communicate, interpret, analyze, reflect, synthesize, present, and share

Choreographic Principles, Structures and Processes

- 1) Exploratory Movement: Explore free movement utilizing movement vocabulary to deepen understanding
- 2) Folk Dance: Learn folk dances from a variety of countries and cultures
- 3) Choreography:
 - a. Improvise to create dances that combine axial and locomotor movements

- varying the use of dance elements of space, time, and energy
- b. Create dances have a beginning, middle, and end
- c. Create dances to fit specific forms: A-B, A-B-A, and Rondo
- d. Develop dances in a small group, working cooperatively

Communicating Meaning

- 1) Communication through Dance: Improvise, choreograph, and perform dance movement based on ideas, experiences, feelings, concepts, or images
- 2) Expressive Dance: Improvise a dance that communicates an idea, feeling, or story. Identify and analyze what the dance communicates or expresses in relation to personal context

Dance Vocabulary

- 1) Observe or perform dance and identify movements using dance vocabulary
- 2) Observe or perform dance movements and describe how they are similar or different

Observation and Response Skills

- 1) Observe or perform dance and identify movements of a variety of qualities or styles, and communicate the main ideas, theme, or feeling of the dance
- 2) Observe or perform dance and discuss observations in relation to personal context
- 3) Participate as an observant and thoughtful audience member, responding with constructive comments

Interconnecting

- a. Integrate the creative process with performing and responding to dance
- b. Relate the process of performing, creating, and responding (critical reflection) to other arts, disciplines, and writing

Culture and History

- 1) Learn dances from different cultures and historical periods
- 2) Demonstrate appropriate stylistic elements of these dances

Dance and Other Disciplines

- 1) Dance in response to a variety of sensory stimuli
- 2) Respond to movement through a different art medium
- 3) Create dances based on content knowledge from other disciplines (math, science, etc.)
- 4) Discuss historical or cultural backgrounds of dances learned

Dance and Literacy

- 1) Use movement to express images, ideas, situations, and feelings from literature
- 2) Use words to express images, ideas, and feelings that are danced
- 3) Create original poetry based on movement experiences

Dance and Healthful Living

- 1) Demonstrate respect for the physical well-being of self and others
- 2) Demonstrate respect for personal space of self and others
- 3) Understand the relationship between dance training and athletics