



DANCE EDUCATION

Mrs. Hoey-Gordon

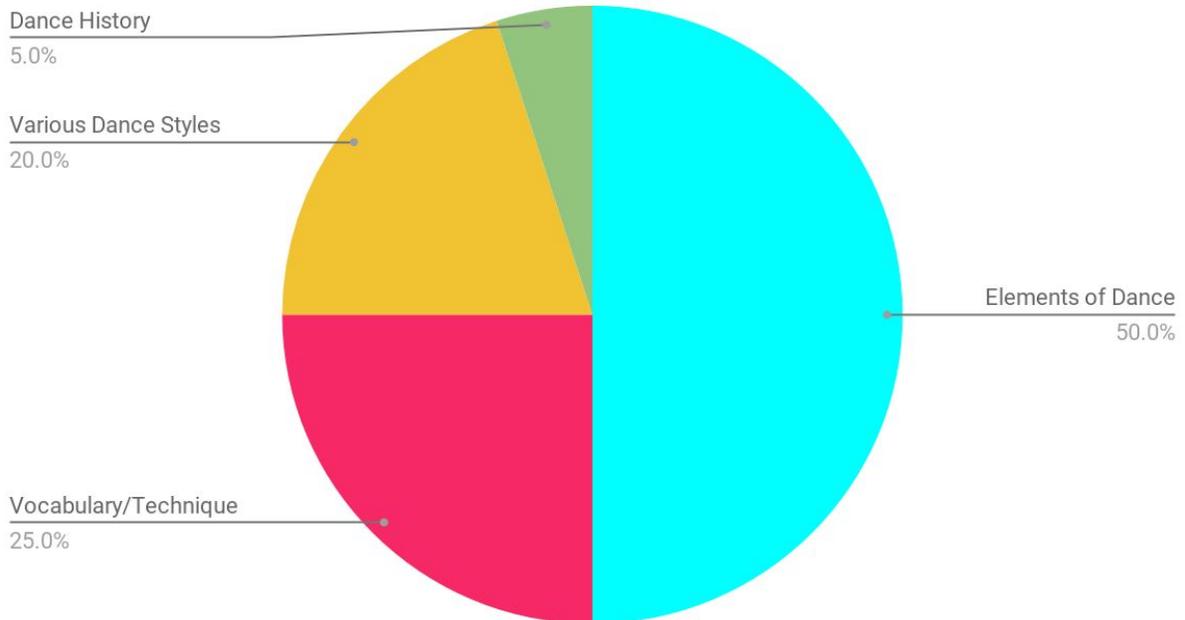


K-5 Dance

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In our dance studio students will learn skills geared to enhance their Kinesthetic capabilities. The dance curriculum is comprised of the following factors: The 5 Elements of Dance, Vocabulary/Technique, Various Dance styles, and History. By the end of the program students will have a well rounded perspective of the Art of Dance.

Dance Curriculum



“

Let us read, and let us dance; these two amusements will never do any harm to the world.

-Voltaire

”

THE ELEMENTS OF DANCE

Body
Action
Space
Time
Energy

The Elements of Dance

Ask:	Who? <i>A dancer</i>	does what? <i>moves</i>	where? <i>through space</i>	when? <i>and time</i>	how? <i>with energy.</i>
B. A. S. T. E.	BODY	ACTION	SPACE	TIME	ENERGY
<p><i>These are just some of the ways to describe each dance element. . . there are many more possibilities for each element.</i></p> <p><i>Can you think of others?</i></p> <p><i>Add your own ideas & words..</i></p>	<p>Parts of the body: Head, eyes, torso, shoulders, fingers, legs, feet ...</p> <p>Initiation: core, distal, mid-limb, body parts</p> <p>Patterns: upper/lower body, homologous, contralateral, midline ...</p> <p>Body shapes: Symmetrical/asymmetrical rounded twisted angular arabesque</p> <p>Body systems: bones organs breath balance reflexes</p> <p>Inner self: senses perceptions emotions thoughts intention imagination</p>	<p>Non-locomotor (axial): stretch bend twist turn rise fall swing rock tip shake suspend</p> <p>Locomotor (traveling): slide walk hop somersault run skip jump do-si-do leap roll crawl gallop chainé turns</p>	<p>Size: large small narrow wide</p> <p>Level: High / medium / low</p> <p>Place: on the spot (personal space) through the space (general space) upstage/downstage</p> <p>Direction: forward/backward sideways diagonal right/left</p> <p>Orientation: facing</p> <p>Pathway: curved/straight zig-zag random</p> <p>Relationships: in front beside behind over under alone/connected near/far individual & group proximity to object</p>	<p>Metered: pulse tempo accent rhythmic pattern</p> <p>Free Rhythm: breath open score sensed time improvisation cued</p> <p>Clock Time: seconds minutes hours</p> <p>Timing relationships: before after unison sooner than faster than</p>	<p>Attack: sharp/smooth sudden/sustained</p> <p>Weight: Strength: push, horizontal, impacted Lightness: resist the down, initiate up Resiliency: rebound, even up and down</p> <p>Flow: free, bound balanced neutral</p> <p>Quality: flowing tight loose sharp swinging swaying suspended collapsed smooth</p>

National Dance Standards Resource:

http://www.nationalartsstandards.org/sites/default/files/Dance_resources/ElementsOfDance_organizer.pdf

Vocabulary/Technique

2017-2018 Vocabulary

First Position

Second Position

Third Position

Fourth Position

Fifth Position

Tendu

Plie

Isolation

Exemplify

Chasse

Releve

Degage

Rond de jambe

Release

Contraction

Flatback

Chaine

Grande

Battement

B.A.S.T.E

Grapevine

Pillars of Hip Hop (Breaking, Graffiti, DJing, Rapping)

Pirouette

Locomotor

Non Locomotor

Dance Styles

- Ballet
- Contemporary
- Jazz
- Hip Hop



 The Outcome...

Processes	Skills and Concepts	K-2	3-5
Creating	<p>using choreographic principles, structures, and processes to create dances that communicate ideas, experiences, feelings, and images</p>	<p>-I can use basic elements of movement (body, time, space, energy) to generate short dance phrases.</p> <p>-I can compare spontaneous movement (improvisation) and planned movement (choreography).</p> <p>-I can use teacher-led improvisation in the process of creating dance phrases.</p> <p>- I can construct dance phrases which illustrate beginning, middle, and ending.</p> <p>- I can create dance phrases with simple patterns.</p> <p>-I can create dance phrases that express words, ideas, experiences, and feelings.</p>	<p>-I can organize dance phrases into simple dance sequences that have a beginning, middle, and end, and that vary the use of the dance elements.</p> <p>-I can create short dances that use simple choreographic forms and structures (musical, literary, or visual), and that vary the use of dance elements.</p> <p>-I can use independent, cooperative, and collaborative skills to improvise and create dance.</p> <p>- I can create short dance sequences that communicate ideas, experiences, feelings, images, or stories.</p> <p>-I can create short dances that communicate abstract ideas.</p> <p>-I can generate strategies for problem solving in dance.</p>
Performing	<p>using performance values (kinesthetic awareness, concentration, focus, and etiquette) to enhance dance performance</p> <p>using movement skills in dance</p>	<p>-I can use body and voice control in personal and general space.</p> <p>-I can be respectful of self and others in a dance setting.</p> <p>-I can use concentration and focus during dance</p>	<p>-I can use kinesthetic awareness, control of body, voice, concentration, and focus necessary for effective participation in individual and group settings in dance.</p> <p>-I can use teacher and</p>

		<p>explorations.</p> <p>-I can use teacher and peer feedback to improve dance.</p> <p>-I can exemplify isolation of body parts and use of body center.</p> <p>-I can illustrate a variety of body shapes in space.</p> <p>-I can exemplify locomotor and non-locomotor (axial) movements in performing dance phrases.</p> <p>-I can use the element of time (tempo) in movement.</p> <p>-I can understand use of beat, meter, and duration in dance movement.</p> <p>-I can recognize examples of simple rhythms and patterns in movement</p> <p>-I can exemplify a variety of directions, levels, and pathways in general space</p>	<p>peer feedback and monitor personal goals to improve performance quality in dance.</p> <p>-I can illustrate safe movement choices through the use of dance technique, including balance, rotation, elevation, and landing in dance movement.</p> <p>-I can use muscular strength, flexibility, stamina, and coordination in the development of beginning dance technique.</p> <p>-I can exemplify how to maintain a sense of body shape while moving and in stillness.</p> <p>-I can integrate locomotor and non-locomotor (axial) movement and stillness into dance sequences through use of transitions.</p> <p>-I can recall dance movement phrases containing rhythmic patterns in various meters.</p> <p>-I can differentiate between duple and triple meter.</p> <p>-I can use a variety of spatial designs and relationships with clarity and intent</p>
Responding	using a variety of thinking skills to analyze and evaluate dance	-I can distinguish movement skills and elements observed in dances performed by peers and significant dance works.	- I can use dance vocabulary to describe elements of movement (body, space, time, energy) while observing dance.

		<p>-I can interpret the meaning of various dance movements and dances.</p> <p>-I can use words or images to describe possible meanings observed in dance.</p>	<p>- I can analyze the relationships between elements when observing dance.</p> <p>- I can explain how personal perspective influences interpretations of dance.</p> <p>- I can use different aesthetic criteria for evaluating dances</p>
Connecting	understanding cultural, historical, and interdisciplinary connections with dance	<p>-I can use dance to illustrate how people express themselves differently.</p> <p>-I can exemplify dance representing the heritage, customs, and traditions of various cultures.</p> <p>-I can illustrate connections between dance and concepts in other curricular areas.</p>	<p>- I can exemplify how dance is used by various groups for artistic expression within the local community.</p> <p>-I can understand how dance has affected, and is reflected in, the culture, traditions, and history of North Carolina and the United States.</p> <p>- I can exemplify connections between dance and concepts in other curricular areas</p>

Dance Essential Standards by Grade Span with Student "I Can" Statements (Students should be able to accomplish these outcomes by the end of Grades 2 and 5) NCDPI