



Elementary/Middle School Dance

Deer Valley Unified School District #97

5-8

Outcomes For Concepts	Suggested Activities	Suggested Methods For Assessment	Suggested Areas For Integration
<p>1. MOVEMENT TECHNIQUE</p> <ul style="list-style-type: none"> • Coordination <p>Accurately demonstrate locomotor and non-locomotor movements in movement sequences.</p> <p>Demonstrate the ability to move various parts of the body independently.</p> <p>Ability to move two or more body parts at the same time.</p> <ul style="list-style-type: none"> • Rhythm <p>Maintain a steady beat.</p> <p>Demonstrate movements that reflect rhythmic patterns.</p>	<p>Perform and remember set patterns of locomotor and non-locomotor movement. (Ex. run, stretch, turn and jump.)</p> <p>Students will move body parts directionally. (Ex. down, up, side, side) Students will move simultaneously. (Ex. hip and head swinging to the right.)</p> <p>Students will perform locomotor movement maintaining pulse of music.</p> <p>Create and perform a rhythmic movement pattern with a partner or group.</p>	<p>Evaluate knowledge, technique, and performance quality.</p> <p>Evaluate knowledge, technique, and performance quality.</p> <p>Check for mastery of this skill when observing all movement.</p> <p>Evaluate participation, effort, and skill.</p>	

<p>Demonstrate sensitivity to beat when performing patterned movements in folk dancing or improvisations.</p>	<p>Students will perform movements in folk dances or improvisations maintaining the beat.</p>	<p>Check for mastery of this skill when observing all movement.</p>
<p>• Strength & Flexibility</p> <p>Continued development of the major muscle groups of the body through dance activities.</p> <p>Understand and actively participate in exercises to increase flexibility.</p>	<p>Have students execute dance warm-ups emphasizing strengthening exercises such as; crunches, push-ups, etc.</p> <p>Have studentsa execute dance warm-ups emphasizing flexibility exercises such as; side stretch, plies, straddle.</p>	<p>Evaluate students on participation, effort, and skill.</p> <p>Evaluate students on participation, effort, and skill.</p>
<p>• Body Alignment</p> <p>Maintain proper body alignment while performing strength and flexibility exercises.</p>	<p>Explain the importance of a proper warm-up in correct body positioning to prevent injury.</p> <p>Have students execute dance warm-ups and recognize their importance to dance performance.</p>	
<p>• Balance & Control</p> <p>Recognize and participate in activities that develop balance and control.</p>	<p>Students should balance in different dance positions, emphasis can be placed on the importance of muscular control in maintaining positions.</p>	<p>Evaluate students performance and body positioning.</p>

	Participate in activities that develop both stationary and moving balance and control.	Evaluate students on participation and effort.	
<ul style="list-style-type: none"> • Dance Forms 			
Demonstrate basic movements and movement sequences.	Students will perform and repeat basic movements and movement sequences that have been demonstrated by the teacher or another student.	Evaluate students on performance.	
Identify and demonstrate a range of dynamics/movement qualities.	Demonstrate the ability to vary the intensity of dynamics. (Ex. change energy used in a given movement; move arm gently to the side.)	Determine visual, aural, and physical knowledge of this concept.	
	Demonstrate emotional qualities as joy, fear, love, anger, or sorrow through movement.		
<ul style="list-style-type: none"> • Personal Growth 			
Demonstrate leadership	Students will lead movements to be imitated by a partner or group.	Evaluate participation.	
Develop self-awareness and confidence.	Perform self-created movement with clarity and conviction.	Evaluate knowledge, technique, and performance quality.	

2. CREATIVE EXPRESSION

- **Choreography**

Demonstrate the structures or forms of AB, ABA, canon, call and response, and narrative.

Demonstrate an awareness of body shapes.

Demonstrate the ability to work cooperatively in a small group during the choreographic process.

Demonstrate partner skills in a visually interesting way.

Create a dance that successfully communicates a topic of personal significance.

Provide students with an explanation of the choreographic forms; visual, verbal, or written. Have students create a dance in one of the forms.

Perform body shapes that include; angular, curved, twisted, symmetrical, asymmetrical, and oppositional designs.

Execute body shapes on different levels. (Ex. low, middle, high.)

Create a dance with a partner (duet) or partners (trio).

While working in pairs students should create a mirroring study that they can memorize and perform for the class.

Have students select a topic of personal significance to them and create an improvisational study to perform for the class.

Evaluate participation.

Evaluate knowledge of shapes and performance.

Teacher monitor and provide feedback.

Evaluate participation.

- **Improvisation**

Use improvisation to discover and invent movement.

Effectively demonstrate the difference between pantomiming and abstracting a gesture.

Respond through movement to a particular stimulus.

Provide students with a verbal and visual explanation of what it means to pantomime and gesture.

Have students demonstrate a series of gestures.

Have students perform given pantomimes.

Students may select a gesture or pantomime to perform for peers.

Ask students to distinguish which performances are pantomimes and which are abstracting a gesture.

Evaluate students on effort.

- **Critical Evaluation**

Observe the same dance both live and recorded on video; compare and contrast the aesthetic impact of the two observations.

Have student view a dance, live and on video; Students may compare and contrast the two verbally or in writing

Students show written or verbal evidence of knowledge.

Students show written or verbal evidence of knowledge.

3. DANCE HERITAGE

- **History**

Perform folk and/or classical dances from various cultures.

Describe similarities and differences in steps and movement styles of different folk and/or classical dances from various cultures.

Perform folk dance such as “Virginia Reel”, “Salty Dog Rag”, “Texas Star”, “Hora”, “Troika”.

Observe the styles of dance of different cultures; court dances, ballet, tap, and ethnic dances on video or at live performances.

Have students name one similarity and difference of two different styles.

Evaluate student knowledge and performance.

Students show written or verbal evidence of knowledge.

4. BODY AWARENESS

- **Anatomy**

Demonstrate articulation of isolated body parts.

Explain where a given movement initiates from.

During a dance warm-up students can isolate body parts. (Ex. shoulders, ribs, head)

After an anatomical discussion of selected muscles and joints of the body have students explain where demonstrated movements initiate from. Use of a skeleton and diagrams would be helpful.

Evaluate students on participation, effort, and skill.

Students demonstrate knowledge verbally or in writing.

<p>Explain strategies to prevent dance injuries.</p> <p>• Space</p> <p>Develop an awareness of moving through space.</p>	<p>A lecture demonstration of the proper way to warm-up and maintenance of proper body positioning and how they help in the prevention of injuries should be given.</p> <p>Perform movement in the forward, backward, sideward, diagonal, curved, and straight directions.</p> <p>While performing a given locomotor movement have students follow a floor pattern created by the teacher.</p> <p>Have students draw and follow a floor pattern they have created.</p>	<p>Evaluate student participation.</p> <p>Check for mastery of skill.</p> <p>Teacher monitor and provide feedback.</p> <p>Check for mastery of skill.</p>	
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