

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Movement Skills and Underlying Principles</p>	<ol style="list-style-type: none"> 1. Identifies the range of motion of various body parts. 2. Explores movement using different bases of support (legs, arms, back) 3. Demonstrates control in producing motion and stillness. 4. Demonstrates nonlocomotor skills: bending, stretching, twisting, arching, turning, falling. (D.A.A.1.1.1) 5. Demonstrates locomotor skills: walking, running, leaping, jumping, hopping, skipping, sliding, galloping, rolling, crawling. (D.A.A.1.1.2) 6. Uses personal and general space, including level and directional changes. 7. Explores movement on straight, curved, and angular pathways. (D.A.A.1.1.5) 8. Names the three levels of space: low, middle and high. 9. Demonstrates stillness in a variety of body shapes in low, middle and high levels. 10. Sequences slow and fast movement. 11. Explores light and strong movement qualities. 12. Recognizes changes in tempos and moves to various sounds including rhythmic accompaniment. (D.A.A.1.1.4) 13. <i>Performs movement with kinesthetic awareness and concentration at high, middle and low levels in space.</i> (D.A.A.1.1.3) 14. <i>Creates a series of movements with a beginning, middle and end.</i> (D.A.A.2.1.1) (D.A.D.1.1.2) 	<ol style="list-style-type: none"> A. The student can solve a movement problem by using three levels of space (low, middle, high) to demonstrate straight and curved pathways, and at least three body shapes. (D.A.D1.1.1) (D.A.A.2.1.1) (D.A.A.1.1.3) (D.A.D.1.1.2) B. After listening to a fast tempo musical composition and a slow tempo musical composition, the student can demonstrate four nonlocomotor skills that correspond with the tempos. (D.A.A.1.1.1) (D.A.A.1.1.2) (D.A.A.1.1.4) (D.A.A.1.1.5) (D.A.C.1.1.2)

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<p>II Dance Making</p>	<p>15. <i>Creates movement patterns alone, with partners, and with groups.</i> (DA.A.2.1.3)</p> <p>16. <i>Understands how gestures and movement communicate meaning.</i> (DA.B.1.1.1)</p> <p>1. Performs a repeated pattern of locomotor or nonlocomotor movements.</p> <p>2. Recognizes that ideas can be translated into movement studies that have a beginning, middle, and end. (DA.A.2.1.1)</p> <p>3. Improvises in order to discover movements related to specific props or ideas.</p> <p>4. Uses dance as a means to express a variety of emotions and feelings. (DA.B.1.1.2)</p> <p>5. Expresses self through improvisations based on characters and stories in picture books and other materials. (DA.A.2.1.2)</p> <p>6. Explores simple movement sequences using live sound accompaniment (self, percussion instruments).</p> <p>7. <i>Finds multiple solutions to given movement problems.</i> (DA.D.1.1.1)</p> <p>8. <i>Knows how to express visual image through movement.</i> (DA.E.2.1.1)</p>	<p>A. The student can express himself or herself by demonstrating improvisational movement using various stimuli (characters in a picture book, everyday sounds, nature) to influence the focus of the dance. (DA.A.2.1.2) (DA.A.2.1.3.) (DA.B.1.1.1) (DA.B.1.1.2) (DA.E.2.1.1)</p> <p>B. After listening to various live sound accompaniments (self, percussion instruments provided by the teacher) the student can perform at least three movement sequences. The instructor will provide the live sound accompaniments. (DA.A.1.1.4)</p>

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<p>III Building Context: Cultural, Historical and Social Inquiry</p>	<ol style="list-style-type: none"> 1. Moves freely in personal and general space without interfering with other dancers. 2. Demonstrates the ability to take turns moving and observing others dance. 3. Demonstrates the ability to take turns talking and listening in group discussions about dance. 4. Recognizes that dancers are members of communities. 5. Explores movement patterns based on knowledge of various cultures. (DA.C.1.1.3) 6. <i>Understands how dance expresses and embodies elements of a culture.</i> (DA.C.1.1.1) 7. <i>Explores movement in response to the sounds and music that reflect a specific culture.</i> (DA.C.1.1.2) 	<ol style="list-style-type: none"> A. Given a live or recorded demonstration of four different movement patterns taken from dances that are specific to four different cultures, the student can identify at least three of the movements given by verbally naming the country of origin. (DA.C.1.1.1) (DA.C.1.1.2) (DA.C.1.1.3) B. After viewing a video of a dance performance, students can take turns talking and listening in a group discussion about dance qualities. (DA.E.1.1.1) (DA.E.1.1.2)
<p>IV Critical and Aesthetic Inquiry</p>	<ol style="list-style-type: none"> 1. Discusses a variety of dances viewed throughout the year. 2. Expresses likes and dislikes about dance. 3. Responds to dance using descriptive vocabulary. (DA.D.1.1.4) 4. Demonstrates appropriate audience behavior. 5. <i>Understands that critical analysis of dance performances are based on personal opinion.</i> (DA.D.1.1.3) 6. <i>Understands how daily dance practice improves strength, coordination, and flexibility.</i> (DA.E.1.1.1) 	<ol style="list-style-type: none"> A. After viewing a variety of dances, the student can identify in written form three dance styles by name. B. After viewing a live or recorded dance performance, the student can discuss his or her likes and dislikes of the performance by using descriptive vocabulary. (DA.D.1.1.3) (DA.D.1.1.4)

DANCE

GRADE 1

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	<p>7. <i>Understands how proper nutrition, adequate sleep and daily exercise contribute to enhanced dance movement abilities.</i> (DA.E.1.1.2)</p>	