

DANCE

GRADE K

| COMPONENT | OBJECTIVES | COMPETENCY |
|--|---|--|
| <p>I Movement Skills and Underlying Principles</p> | <ol style="list-style-type: none"> 1. Recognizes ways of moving various body parts. 2. Explores aspect of shape with the body. 3. Demonstrates moving in personal space, using large and small kinesphere. 4. Explores nonlocomotor skills: bending, stretching, twisting, arching, turning, falling. (DA.A.1.1.1) 5. Demonstrates traveling through general space, straight and curved pathways, while in their own personal space. (DA.A.1.1.5) 6. Explores basic locomotor skills: walking, running, leaping, hopping, jumping, skipping, sliding, galloping, rolling and crawling. (DA.A.1.1.2) 7. Explores the three levels of space: low, middle and high. (DA.A.1.1.3) 8. Differentiates between motion and stillness. (DA.A.1.1.4) 9. Moves to a steady beat. (DA.A.1.1.4) 10. Demonstrates fast and slow movement. (DA.A.1.1.4) 11. Demonstrates vibratory movement. (DA.A.1.1.4) 12. Improvises and explores creative movement ideas. (e.g., walk across the room, stop two times, and turn once). (DA.A.2.1.2) 13. Creates movement patterns alone, with partners and with groups. (DA.A.2.1.3) | <ol style="list-style-type: none"> A. The student can solve locomotor and non-locomotor movement problems (walk slowly, run quickly, stop) by creating a short thematic interpretation that will demonstrate these movements. (DA.A.1.1.2) (DA.A.1.1.1) (DA.A.1.1.5) B. The student can demonstrate two fast and two slow movements and three levels of space: low, middle and high, as the teacher verbally commands movement sequences (run slowly at a high level, jump quickly and jump slowly) (DA.A.1.1.3) C. <i>The student can respond to various rhythmic sounds with appropriate movements (fast, slow) (continuous, stop).</i> (DA.A.1.1.4) (DA.A.2.1.1) |

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| <p>II Dance Making</p> | <p>14. <i>Performs movement with kinesthetic awareness (i.e., how the body moves) and concentration at high, middle and low levels in space.</i> (DA.A.1.1.3)</p> <p>1. Responds to the mood or feeling of various types of music.</p> <p>2. Uses dance to tell a simple story that has a beginning, middle and end. (DA.A.2.1.1)</p> <p>3. Improvises dance studies based on literature and other written materials (nursery rhymes, poetry, folk, and fairy tales).</p> <p>4. <i>Understands how gestures and movement communicate meaning.</i> (DA.B.1.1.1)</p> <p>5. <i>Creates a movement phrases that communicated feelings.</i> (DA.B.1.1.2)</p> <p>6. <i>Knows how to express a visual image through movement.</i> (DA.E.2.1.1)</p> | <p>A. As the teacher reads a simple nursery rhyme aloud and asks questions which guide movement, the student can create corresponding movement improvisations demonstrating at least one locomotor and at least one nonlocomotor skill. (DA.A.2.1.2) (DA.B.1.1.2)</p> <p>B. The student can tell a simple story that has a beginning, middle, and end by using various dance sequences learned in class or log creating their own sequences. (DA.A.2.1.1) (DA.A.2.1.3) (DA.D.1.1.1) (DA.E.2.1.1)</p> |
| <p>III Building Context: Cultural, Historical and Social Inquiry</p> | <p>1. Finds enjoyment in dance class moving alone or with others through the general space or in place.</p> <p>2. Recognizes that dance class is a distinct environment with its own structure and behavioral expectations.</p> <p>3. Controls personal behavior to suit the dance class environment.</p> <p>4. Recognizes that dance is part of many aspects of life.</p> <p>5. Explores various ethnic dance themes.</p> | <p>A. The student can verbally identify dances performed by at least three different cultures. (DA.C.1.1.1) (DA.C.1.1.2) (DA.C.1.1.3)</p> <p>B. After participating in a dance class activity, the student can verbally express his/her enjoyment of class in three or more sentences while controlling personal behavior. (DA.E.1.1.1) (DA.E.1.1.2)</p> |

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| <p>IV Critical and Aesthetic Inquiry</p> | <p>6. <i>Understands that critical analysis of dance performances are based on personal opinion.</i> (DA.D.1.1.3)</p> <p>7. <i>Understands how dance expresses and embodies elements of a culture.</i> (DA.C.1.1.1)</p> <p>8. <i>Explores movement in response to the sounds and music that reflect a specific culture.</i> (DA.C.1.1.2)</p> <p>9. <i>Knows the similarities and differences that exist between dance patterns of various cultures.</i> (DA.C.1.1.3)</p> <p>1. Understands the concept of live performance and appropriate conduct.</p> <p>2. Responds to dance in verbal or pictorial form.</p> <p>3. <i>Finds multiple solutions to given movement problems.</i> (DA.D.1.1.1)</p> <p>4. <i>Understands that dance is sequential with a beginning, middle and end.</i> (DA.D.1.1.2)</p> <p>5. <i>Knows a simple descriptive vocabulary of movement.</i> (DA.D.1.1.4)</p> <p>6. <i>Understands how daily dance practice improves strength, coordination, and flexibility.</i> (DA.E.1.1.1)</p> <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> | <p>A. The student can describe verbally at least two distinguishing characteristics of a live dance performance and at least two distinguishing characteristics of a recorded dance performance. (DA.D.1.1.4)</p> <p>B. After viewing a live dance performance or recorded dance composition, the student can express an appreciation for dance by describing verbally or pictorially at least one movement pattern he/she enjoyed. (DA.B.1.1.1) (DA.D.1.1.2) (DA.D.1.1.3)</p> |