



FLOYD COUNTY SCHOOLS' CURRICULUM RESOURCES
"Building a Better Future for Every Child - Every Day!"
Summer 2014

Subject Content: Elementary Dance

Grade : K-5

Indicates the Curriculum Map

Note: Based on program review, the performance unit needs to be started at the beginning of the year working toward a performance at the end of each semester. The units prior to that are taught in sequence but also need to be taught as needed based on the performance.

Weeks 1 – 3	Weeks 4 – 6
<p align="center">Unit/Topic Purposes of Dance</p>	<p align="center">Unit/Topic Elements of Dance: Space</p>
<p align="center">CORE CONTENT 4.1</p> <p>AH-EP-3.2.1: Students will experience dance created for a variety of purposes. AH-04-3.2.1: Students will identify how dance fulfills a variety of purposes. AH-05-3.2.1: Students will describe or explain how dance fulfills a variety of purposes.</p> <p>Purposes of dance: (different roles of dance) <u>Ceremonial</u> - dances created or performed for rituals or celebrations (e.g., dances of Native Americans and West Africans to celebrate life events such as harvest, ritual dances associated with worship) <u>Recreational</u> - dancing for entertainment, to support recreational activities (e.g., ballroom, line dancing, aerobic dance, dance as a hobby) <u>Artistic Expression</u> - dance created with the intent to express or communicate emotion, feelings, ideas, (e.g., ballet, tap dance, modern dance, dance created and performed in a concert and/or theatrical setting for an audience) DOK 2</p> <p align="center">Common Core Standards</p> <p>Primary A.AH-P-PCA-U: Enduring Knowledge – Understandings Students will understand that: AH-P-PCA-U-1: the arts fulfill a variety of purposes in society (e.g., to present issues and ideas, to entertain, to teach or persuade, to design, plan and beautify). AH-P-PCA-U-2: the arts have value and significance for daily life. They provide personal fulfillment, whether in career settings, avocational</p>	<p align="center">CORE CONTENT 4.1</p> <p>AH-EP-1.2.1: Students will observe dance/movement and describe elements and movements using dance terminology. AH-EP-1.2.2: Students will observe, define and describe locomotor (e.g., walk, run, skip, gallop) and nonlocomotor (e.g., bend, stretch, twist, swing) movements. AH-04-1.2.1: Students will identify or describe elements of dance in a variety of dances. AH-04-1.2.2: Students will describe how dance uses space, time, force and various locomotor and nonlocomotor movements to communicate ideas, thoughts and feelings. AH-05-1.2.1: Students will analyze or explain the use of elements of dance in a variety of dances. AH-05-1.2.2: Students will describe how dance uses space, time, force and various locomotor and nonlocomotor movements to communicate ideas, thoughts and feelings. DOK 3</p> <p>Elements of dance: <u>Space</u> – direction of dance movements (forward, backward, right, left, up, down), pathway (straight, curved, zigzag), levels (high, middle, low), shape (individual and group shapes)</p> <p align="center">Common Core Standards</p> <p>Primary A.AH-P-SA-U: Enduring Knowledge – Understandings Students will understand that: AH-P-SA-U-3: responding to or critiquing works of art involves an understanding of elements, principles and structures appropriate to each area of the arts. AH-P-SA-U-4: existing and emerging technologies can inspire new applications of</p>

pursuits, or leisure.

AH-P-PCA-U-3: the arts provide forms of nonverbal communication that can strengthen the presentation of ideas and emotions.

C.AH-P-PCA-S-Da: Skills and Concepts – Dance Students will:

AH-P-PCA-S-Da1: begin to develop an awareness of the purposes for which dance is created (e.g., ceremonial, recreational, artistic expression)

AH-P-PCA-S-Da2: observe and perform dance created to fulfill a variety of specific purposes

Fourth Grade

A.AH-4-PCA-U: Enduring Knowledge –

Understandings Students will understand that:

AH-4-PCA-U-1: the arts fulfill a variety of purposes in society (e.g., to present issues and ideas, to entertain, to teach or persuade, to design, plan and beautify).

AH-4-PCA-U-2: the arts have value and significance for daily life. They provide personal fulfillment, whether in career settings, avocational pursuits, or leisure.

AH-4-PCA-U-3: the arts provide forms of nonverbal communication that can strengthen the presentation of ideas and emotions.

C.AH-4-PCA-S-Da: Skills and Concepts – Dance Students will:

AH-4-PCA-S-Da1: identify purposes for which dance is created (e.g., ceremonial, recreational, artistic expression)

AH-4-PCA-S-Da2: observe and perform dance created to fulfill a variety of specific purposes

Fifth Grade

A.AH-5-PCA-U: Enduring Knowledge –

Understandings Students will understand that:

AH-5-PCA-U-1: the arts fulfill a variety of purposes in society (e.g., to present issues and ideas, to entertain, to teach or persuade, to design, plan and beautify).

AH-5-PCA-U-2: the arts have value and significance for daily life. They provide personal fulfillment, whether in career settings, avocational pursuits or leisure.

AH-5-PCA-U-3: the arts provide forms of nonverbal communication that can strengthen the presentation of ideas and emotions.

C.AH-5-PCA-S-Da: Skills and Concepts – Dance Students will:

AH-5-PCA-S-Da1: describe and compare multiple purposes for which dance is created (ceremonial, recreational, artistic expression)

AH-5-PCA-S-Da2: create new, observe, choose and perform dance to fulfill a variety of specific purposes

structural components.

C.AH-P-SA-S-Da: Skills and Concepts – Dance Students will:

AH-P-SA-S-Da1: begin to recognize and identify elements of dance (space, time, force) and basic dance forms using dance terminology

AH-P-SA-S-Da2: use the elements of dance in creating, copying and performing patterns of movement independently and with others

AH-P-SA-S-Da3: observe, describe and demonstrate locomotor (e.g. walk, run, skip, gallop) and nonlocomotor (e.g. bend, stretch, twist, swing) movements

Fourth Grade

A.AH-4-SA-U: Enduring Knowledge – Understandings Students will understand that:

AH-4-SA-U-3: responding to or critiquing works of art involves an understanding of elements, principles, and structures appropriate to each area of the arts.

AH-4-SA-U-4: existing and emerging technologies can inspire new applications of structural components.

C.AH-4-SA-S-Da: Skills and Concepts – Dance Students will:

AH-4-SA-S-Da1: recognize and identify elements of dance (space, time, force) and basic dance forms using dance terminology

AH-4-SA-S-Da2: use the elements of dance in creating, copying and performing patterns of movement independently and with others

AH-4-SA-S-Da3: observe, describe and demonstrate locomotor (e.g. walk, run, skip, gallop) and nonlocomotor (e.g. bend, stretch, twist, swing) movements

Fifth Grade

A.AH-5-SA-U: Enduring Knowledge – Understandings Students will understand that:

AH-5-SA-U-3: responding to or critiquing works of art involves an understanding of elements, principles and structures appropriate to each area of the arts.

AH-5-SA-U-4: existing and emerging technologies can inspire new applications of structural components.

C.AH-5-SA-S-Da: Skills and Concepts – Dance Students will:

AH-5-SA-S-Da1: analyze and explain the use of elements of dance (space, time, force) and basic dance forms using dance terminology

AH-5-SA-S-Da2: use the elements of dance in creating, copying and performing patterns of movement independently and with others

AH-5-SA-S-Da3: observe, describe and demonstrate locomotor (e.g. walk, run, skip, gallop) and nonlocomotor (e.g. bend, stretch, twist, swing) movements

AH-5-SA-S-Da4: apply principles of movement (e.g., balance, initiation of movement, weight shift) when observing, creating and performing movement skills

CURRICULUM			CURRICULUM		
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Sub-Topic Ceremonial	Sub-Topic: Recreational	Sub-Topic: Artistic Expression	Sub-Topic: Space - Direction	Sub-Topic: Space - Direction	Sub-Topic: Space - Direction
I CAN STATEMENTS: I can identify the three purposes of dance.	I CAN STATEMENTS: I can identify the three purposes of dance.	I CAN STATEMENTS: I can identify the three purposes of dance.	I CAN STATEMENTS: K-1: I can move in different directions 2-3: I can tell the difference between directions of movement 4-5: I can identify and perform in different directions.	I CAN STATEMENTS: K-1: I can move in different directions 2-3: I can tell the difference between directions of movement 4-5: I can identify and perform in different directions.	I CAN STATEMENTS: K-1: I can move in different directions 2-3: I can tell the difference between directions of movement 4-5: I can identify and perform in different directions.
Critical Vocabulary Culture Ceremonial Recreational Artistic Expression	Critical Vocabulary Culture Ceremonial Recreational Artistic Expression	Critical Vocabulary Culture Ceremonial Recreational Artistic Expression	Critical Vocabulary Space Dance Direction	Critical Vocabulary Space Dance Direction	Critical Vocabulary Space Dance Direction
Strategies/Activities Watch a variety of dances.	Strategies/Activities Watch a variety of dances.	Strategies/Activities Watch a variety of dances.	Strategies/Activities Perform movements in different directions (small and large group)	Strategies/Activities Perform dances (with music) moving forward, backward, left, right, up and down.	Strategies/Activities Perform dances in small and large groups using different directions Create dances using different directions.
Balanced Assessment: Formative School specific performance	Balanced Assessment: Formative School specific performance	Balanced Assessment: Formative School specific performance	Balanced Assessment: Formative School specific performance (SBDM,	Balanced Assessment: Formative School specific	Balanced Assessment: Formative School specific

<p>(SBDM, PTO, PTA, BOE, etc.) – Preparation for the performance would be formative with a written/oral critique by performers and observers.</p> <p style="text-align: center;">Summative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>(SBDM, PTO, PTA, BOE, etc.) – Preparation for the performance would be formative with a written/oral critique by performers and observers.</p> <p style="text-align: center;">Summative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>School specific performance (SBDM, PTO, PTA, BOE, etc.) – Preparation for the performance would be formative with a written/oral critique by performers and observers.</p> <p style="text-align: center;">Summative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>PTO, PTA, BOE, etc.) – Preparation for the performance would be formative with a written/oral critique by performers and observers.</p> <p style="text-align: center;">Summative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>performance (SBDM, PTO, PTA, BOE, etc.) – Preparation for the performance would be formative with a written/oral critique by performers and observers.</p> <p style="text-align: center;">Summative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>performance (SBDM, PTO, PTA, BOE, etc.) – Preparation for the performance would be formative with a written/oral critique by performers and observers.</p> <p style="text-align: center;">Summative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>
<p style="text-align: center;">Resources Needed</p> <p>KET Arts Toolkit http://www.ket.org/artstoolkit/dance/ Videos Eva Media Elementary Humanities Books http://www.ket.org/dance</p>	<p style="text-align: center;">Resources Needed</p> <p>KET Arts Toolkit http://www.ket.org/artstoolkit/dance/ Videos Eva Media Elementary Humanities Books http://www.ket.org/dance</p>	<p style="text-align: center;">Resources Needed</p> <p>KET Arts Toolkit http://www.ket.org/artstoolkit/dance/ Videos Eva Media</p>	<p style="text-align: center;">Resources Needed</p> <p>World of Fun Dance Series Folk Dance Video KET Toolkit http://www.ket.org/artstoolkit/dance/ Finding the Circle Native American Video</p>	<p style="text-align: center;">Resources Needed</p> <p>World of Fun Dance Series Folk Dance Video KET Toolkit http://www.ket.org/artstoolkit/dance/ Finding the Circle</p>	<p style="text-align: center;">Resources Needed</p> <p>World of Fun Dance Series Folk Dance Video KET Toolkit http://www.ket.org/artstoolkit/dance/ Finding the Circle</p>

sense/	sense/	Elementary Humanities Books http://www.ket.org/dancesense/	Dance Black America Eva Media Elementary Humanities Books http://www.ket.org/dancesense/	Native American Video Dance Black America Eva Media Elementary Humanities Books http://www.ket.org/dancesense/	Native American Video Dance Black America Eva Media Elementary Humanities Books http://www.ket.org/dancesense/
Higher Order Questions Compare/contrast the live performance to the exemplar performance example observed in the classroom setting.	Higher Order Questions Compare/contrast the live performance to the exemplar performance example observed in the classroom setting.	Higher Order Questions Compare/contrast the live performance to the exemplar performance example observed in the classroom setting.	Higher Order Questions Analyze the dance we have been doing in class, explaining how two elements of dance are utilized.	Higher Order Questions Analyze the dance we have been doing in class, explaining how two elements of dance are utilized.	Higher Order Questions Analyze the dance we have been doing in class, explaining how two elements of dance are utilized.

Weeks 7-9	Weeks 10-12
<p style="text-align: center;">Unit/Topic Elements of Dance: Shape</p>	<p style="text-align: center;">Unit/Topic Elements of Dance: Time</p>
<p style="text-align: center;">CORE CONTENT 4.1</p> <p>AH-EP-1.2.1: Students will observe dance/movement and describe elements and movements using dance terminology.</p> <p>AH-EP-1.2.2: Students will observe, define and describe locomotor (e.g., walk, run, skip, gallop) and nonlocomotor (e.g., bend, stretch, twist, swing) movements.</p> <p>AH-04-1.2.1: Students will identify or describe elements of dance in a variety of dances.</p> <p>AH-04-1.2.2: Students will describe how dance uses space, time, force and various locomotor and nonlocomotor movements to communicate ideas, thoughts and feelings.</p> <p>AH-05-1.2.1: Students will analyze or explain the use of elements of dance in a variety of dances.</p> <p>AH-05-1.2.2: Students will describe how dance uses space, time, force and various locomotor and nonlocomotor movements to communicate ideas, thoughts and feelings.</p> <p><i>DOK 3</i></p> <p>Elements of dance: <u>Space</u> – direction of dance movements (forward, backward, right, left, up, down), pathway (straight, curved, zigzag), levels (high, middle, low), shape (individual and group shapes)</p> <p style="text-align: center;">Common Core Standards</p> <p>Primary</p> <p>A.AH-P-SA-U: Enduring Knowledge – Understandings Students will understand that: AH-P-SA-U-3: responding to or critiquing works of art involves an understanding of elements, principles and structures appropriate to each area of the arts. AH-P-SA-U-4: existing and emerging technologies can inspire new applications of structural components.</p> <p>C.AH-P-SA-S-Da: Skills and Concepts – Dance Students will: AH-P-SA-S-Da1: begin to recognize and identify elements of dance (space, time, force) and basic dance forms using dance terminology AH-P-SA-S-Da2: use the elements of dance in creating, copying and performing patterns of movement independently and with others AH-P-SA-S-Da3: observe, describe and demonstrate locomotor (e.g. walk, run, skip,</p>	<p style="text-align: center;">CORE CONTENT 4.1</p> <p>AH-EP-1.2.1: Students will observe dance/movement and describe elements and movements using dance terminology.</p> <p>AH-EP-1.2.2: Students will observe, define and describe locomotor (e.g., walk, run, skip, gallop) and nonlocomotor (e.g., bend, stretch, twist, swing) movements.</p> <p>AH-04-1.2.1: Students will identify or describe elements of dance in a variety of dances.</p> <p>AH-04-1.2.2: Students will describe how dance uses space, time, force and various locomotor and nonlocomotor movements to communicate ideas, thoughts and feelings.</p> <p>AH-05-1.2.1: Students will analyze or explain the use of elements of dance in a variety of dances.</p> <p>AH-05-1.2.2: Students will describe how dance uses space, time, force and various locomotor and nonlocomotor movements to communicate ideas, thoughts and feelings.</p> <p><i>DOK 3</i></p> <p>Elements of dance: <u>Time (tempo)</u> – dance movements that follow a steady beat or move faster or slower</p> <p style="text-align: center;">Common Core Standards</p> <p>Primary</p> <p>A.AH-P-SA-U: Enduring Knowledge – Understandings Students will understand that: AH-P-SA-U-3: responding to or critiquing works of art involves an understanding of elements, principles and structures appropriate to each area of the arts. AH-P-SA-U-4: existing and emerging technologies can inspire new applications of structural components.</p> <p>C.AH-P-SA-S-Da: Skills and Concepts – Dance Students will: AH-P-SA-S-Da1: begin to recognize and identify elements of dance (space, time, force) and basic dance forms using dance terminology AH-P-SA-S-Da2: use the elements of dance in creating, copying and performing patterns of movement independently and with others AH-P-SA-S-Da3: observe, describe and demonstrate locomotor (e.g. walk, run, skip, gallop) and nonlocomotor (e.g. bend, stretch, twist, swing) movements</p>

<p>gallop) and nonlocomotor (e.g. bend, stretch, twist, swing) movements</p> <p>Fourth Grade</p> <p>A.AH-4-SA-U: Enduring Knowledge – Understandings Students will understand that: AH-4-SA-U-3: responding to or critiquing works of art involves an understanding of elements, principles, and structures appropriate to each area of the arts. AH-4-SA-U-4: existing and emerging technologies can inspire new applications of structural components. C.AH-4-SA-S-Da: Skills and Concepts – Dance Students will: AH-4-SA-S-Da1: recognize and identify elements of dance (space, time, force) and basic dance forms using dance terminology AH-4-SA-S-Da2: use the elements of dance in creating, copying and performing patterns of movement independently and with others AH-4-SA-S-Da3: observe, describe and demonstrate locomotor (e.g. walk, run, skip, gallop) and nonlocomotor (e.g. bend, stretch, twist, swing) movements</p> <p>Fifth Grade</p> <p>A.AH-5-SA-U: Enduring Knowledge – Understandings Students will understand that: AH-5-SA-U-3: responding to or critiquing works of art involves an understanding of elements, principles and structures appropriate to each area of the arts. AH-5-SA-U-4: existing and emerging technologies can inspire new applications of structural components. C.AH-5-SA-S-Da: Skills and Concepts – Dance Students will: AH-5-SA-S-Da1: analyze and explain the use of elements of dance (space, time, force) and basic dance forms using dance terminology AH-5-SA-S-Da2: use the elements of dance in creating, copying and performing patterns of movement independently and with others AH-5-SA-S-Da3: observe, describe and demonstrate locomotor (e.g. walk, run, skip, gallop) and nonlocomotor (e.g. bend, stretch, twist, swing) movements AH-5-SA-S-Da4: apply principles of movement (e.g., balance, initiation of movement, weight shift) when observing, creating and performing movement skills</p>			<p>Fourth Grade</p> <p>A.AH-4-SA-U: Enduring Knowledge – Understandings Students will understand that: AH-4-SA-U-3: responding to or critiquing works of art involves an understanding of elements, principles, and structures appropriate to each area of the arts. AH-4-SA-U-4: existing and emerging technologies can inspire new applications of structural components. C.AH-4-SA-S-Da: Skills and Concepts – Dance Students will: AH-4-SA-S-Da1: recognize and identify elements of dance (space, time, force) and basic dance forms using dance terminology AH-4-SA-S-Da2: use the elements of dance in creating, copying and performing patterns of movement independently and with others AH-4-SA-S-Da3: observe, describe and demonstrate locomotor (e.g. walk, run, skip, gallop) and nonlocomotor (e.g. bend, stretch, twist, swing) movements</p> <p>Fifth Grade</p> <p>A.AH-5-SA-U: Enduring Knowledge – Understandings Students will understand that: AH-5-SA-U-3: responding to or critiquing works of art involves an understanding of elements, principles and structures appropriate to each area of the arts. AH-5-SA-U-4: existing and emerging technologies can inspire new applications of structural components. C.AH-5-SA-S-Da: Skills and Concepts – Dance Students will: AH-5-SA-S-Da1: analyze and explain the use of elements of dance (space, time, force) and basic dance forms using dance terminology AH-5-SA-S-Da2: use the elements of dance in creating, copying and performing patterns of movement independently and with others AH-5-SA-S-Da3: observe, describe and demonstrate locomotor (e.g. walk, run, skip, gallop) and nonlocomotor (e.g. bend, stretch, twist, swing) movements AH-5-SA-S-Da4: apply principles of movement (e.g., balance, initiation of movement, weight shift) when observing, creating and performing movement skills</p>		
CURRICULUM			CURRICULUM		
Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Sub-Topic: Elements of Dance: Pathways/Levels/Shape	Sub-Topic: Elements of Dance: Pathways/Levels/Shape	Sub-Topic: Elements of Dance: Pathways/Levels/Shape	Sub-Topic: Elements of Dance: Time	Sub-Topic: Elements of Dance: Time	Sub-Topic: Elements of Dance: Time
I CAN STATEMENTS: K-1: I can tell the difference in pathways, levels, and shape 2-3: I can move in	I CAN STATEMENTS: K-1: I can tell the difference in pathways, levels, and shape 2-3: I can move in	I CAN STATEMENTS: K-1: I can tell the difference in pathways, levels, and shape 2-3: I can move in	I CAN STATEMENTS: K-1: I can move in different time and tempos in dances 2-3: I can identify different	I CAN STATEMENTS: K-1: I can move in different time and tempos in dances 2-3: I can identify different	I CAN STATEMENTS: K-1: I can move in different time and tempos in dances 2-3: I can identify different

<p>different pathways, levels, and shapes</p> <p>2-3: I can recognize the usage of pathways, levels, and shapes</p> <p>4-5: I can identify pathways, levels, and shapes used in performances.</p> <p>4-5: I can create and perform dances using different pathways, levels, and shapes.</p>	<p>different pathways, levels, and shapes</p> <p>2-3: I can recognize the usage of pathways, levels, and shapes</p> <p>4-5: I can identify pathways, levels, and shapes used in performances.</p> <p>4-5: I can create and perform dances using different pathways, levels, and shapes.</p>	<p>different pathways, levels, and shapes</p> <p>2-3: I can recognize the usage of pathways, levels, and shapes</p> <p>4-5: I can identify pathways, levels, and shapes used in performances.</p> <p>4-5: I can create and perform dances using different pathways, levels, and shapes.</p>	<p>time and tempos in dances</p> <p>4-5: I can identify the time and tempo in dances.</p> <p>4-5: I can perform dances using different time and tempos.</p>	<p>time and tempos in dances</p> <p>4-5: I can identify the time and tempo in dances.</p> <p>4-5: I can perform dances using different time and tempos.</p>	<p>time and tempos in dances</p> <p>4-5: I can identify the time and tempo in dances.</p> <p>4-5: I can create and perform dances using different time and tempos.</p>
<p>Critical Vocabulary</p> <p>Space</p> <p>Pathway</p> <p>Levels</p> <p>Shape</p>	<p>Critical Vocabulary</p> <p>Space</p> <p>Pathway</p> <p>Levels</p> <p>Shape</p>	<p>Critical Vocabulary</p> <p>Space</p> <p>Pathway</p> <p>Levels</p> <p>Shape</p>	<p>Critical Vocabulary</p> <p>Time</p> <p>Tempo</p>	<p>Critical Vocabulary</p> <p>Time</p> <p>Tempo</p>	<p>Critical Vocabulary</p> <p>Time</p> <p>Tempo</p>
<p>Suggested Strategies/Activities</p> <p>Perform movements in different pathways (individual and small groups).</p> <p>Perform movements at different levels (individual and small groups).</p> <p>Perform movements using different shapes (individual and small groups).</p>	<p>Suggested Strategies/Activities</p> <p>Perform dances moving in different pathways (individual and small groups).</p> <p>Perform dances at different levels (individual and small groups).</p> <p>Perform dances using different shapes (individual and small groups).</p>	<p>Suggested Strategies/Activities</p> <p>Create dances using different pathways.</p> <p>Create dances using different levels.</p> <p>Create dances using different shapes.</p>	<p>Suggested Strategies/Activities</p> <p>Perform movements using different tempos.</p>	<p>Suggested Strategies/Activities</p> <p>Perform dances using different tempos.</p>	<p>Suggested Strategies/Activities</p> <p>Create dances that utilize different tempos.</p>
<p>Balanced Assessment: Formative</p>	<p>Balanced Assessment: Formative</p>	<p>Balanced Assessment: Formative</p>	<p>Balanced Assessment: Formative</p>	<p>Balanced Assessment: Formative</p>	<p>Balanced Assessment: Formative</p>

<p>Veteran’s Day program – Preparation for the performance would be formative with a written/oral critique by performers and observers.</p> <p style="text-align: center;">Summative</p> <p>School specific performance (SBDM, PTO, PTA, BOE, etc.) – Performance would be summative with a written/oral critique by performers and observers.</p> <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Veteran’s Day program – Preparation for the performance would be formative with a written/oral critique by performers and observers.</p> <p style="text-align: center;">Summative</p> <p>School specific performance (SBDM, PTO, PTA, BOE, etc.) – Performance would be summative with a written/oral critique by performers and observers.</p> <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Veteran’s Day program – Preparation for the performance would be formative with a written/oral critique by performers and observers.</p> <p style="text-align: center;">Summative</p> <p>School specific performance (SBDM, PTO, PTA, BOE, etc.) – Performance would be summative with a written/oral critique by performers and observers.</p> <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Veteran’s Day program – Preparation for the performance would be formative with a written/oral critique by performers and observers.</p> <p style="text-align: center;">Summative</p> <p>School specific performance (SBDM, PTO, PTA, BOE, etc.) – Performance would be summative with a written/oral critique by performers and observers.</p> <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Veteran’s Day program – Preparation for the performance would be formative with a written/oral critique by performers and observers.</p> <p style="text-align: center;">Summative</p> <p>School specific performance (SBDM, PTO, PTA, BOE, etc.) – Performance would be summative with a written/oral critique by performers and observers.</p> <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Veteran’s Day program – Preparation for the performance would be formative with a written/oral critique by performers and observers.</p> <p style="text-align: center;">Summative</p> <p>School specific performance (SBDM, PTO, PTA, BOE, etc.) – Performance would be summative with a written/oral critique by performers and observers.</p> <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>
<p style="text-align: center;">Resources Needed</p> <p>World of Fun Dance Series Folk Dance Video KET Toolkit http://www.ket.org/arts/toolkit/dance/ Finding the Circle Native American Video Dance Black America Eva Media Elementary Humanities Books http://www.ket.org/dance/sense/</p>	<p style="text-align: center;">Resources Needed</p> <p>World of Fun Dance Series Folk Dance Video KET Toolkit http://www.ket.org/arts/toolkit/dance/ Finding the Circle Native American Video Dance Black America Eva Media Elementary Humanities Books http://www.ket.org/dance/sense/</p>	<p style="text-align: center;">Resources Needed</p> <p>World of Fun Dance Series Folk Dance Video KET Toolkit http://www.ket.org/arts/toolkit/dance/ Finding the Circle Native American Video Dance Black America Eva Media Elementary Humanities Books http://www.ket.org/dance/sense/</p>	<p style="text-align: center;">Resources Needed</p> <p>World of Fun Dance Series Folk Dance Video KET Toolkit http://www.ket.org/arts/toolkit/dance/ Finding the Circle Native American Video Dance Black America Eva Media Elementary Humanities Books http://www.ket.org/dance/sense/</p>	<p style="text-align: center;">Resources Needed</p> <p>World of Fun Dance Series Folk Dance Video KET Toolkit http://www.ket.org/arts/toolkit/dance/ Finding the Circle Native American Video Dance Black America Eva Media Elementary Humanities Books http://www.ket.org/dance/sense/</p>	<p style="text-align: center;">Resources Needed</p> <p>World of Fun Dance Series Folk Dance Video KET Toolkit http://www.ket.org/arts/toolkit/dance/ Finding the Circle Native American Video Dance Black America Eva Media Elementary Humanities Books http://www.ket.org/dance/sense/</p>

Higher Order Questions	Higher Order Questions	Higher Order Questions	Higher Order Questions	Higher Order Questions	Higher Order Questions
Analyze the dance we have been doing in class, explaining how two elements of dance are utilized.	Analyze the dance we have been doing in class, explaining how two elements of dance are utilized.	Analyze the dance we have been doing in class, explaining how two elements of dance are utilized.	Analyze the dance we have been doing in class, explaining how two elements of dance are utilized.	Analyze the dance we have been doing in class, explaining how two elements of dance are utilized.	Analyze the dance we have been doing in class, explaining how two elements of dance are utilized.

Weeks 13-15	Weeks 16-18
<p style="text-align: center;">Unit/Topic Elements of Dance: Force</p>	<p style="text-align: center;">Unit/Topic Processes in the Arts</p>
<p style="text-align: center;">CORE CONTENT 4.1</p> <p>AH-EP-1.2.1: Students will observe dance/movement and describe elements and movements using dance terminology.</p> <p>AH-EP-1.2.2: Students will observe, define and describe locomotor (e.g., walk, run, skip, gallop) and nonlocomotor (e.g., bend, stretch, twist, swing) movements.</p> <p>AH-04-1.2.1: Students will identify or describe elements of dance in a variety of dances.</p> <p>AH-04-1.2.2: Students will describe how dance uses space, time, force and various locomotor and nonlocomotor movements to communicate ideas, thoughts and feelings.</p> <p>AH-05-1.2.1: Students will analyze or explain the use of elements of dance in a variety of dances.</p> <p>AH-05-1.2.2: Students will describe how dance uses space, time, force and various locomotor and nonlocomotor movements to communicate ideas, thoughts and feelings.</p> <p><i>DOK 3</i></p> <p>Elements of dance: <u>Force</u> – dance movements that use more or less energy (e.g., energy - sharp/smooth, weight - heavy/light, flow-free/bound)</p> <p style="text-align: center;">Common Core Standards</p> <p>Primary</p> <p>A.AH-P-SA-U: Enduring Knowledge – Understandings Students will understand that: AH-P-SA-U-3: responding to or critiquing works of art involves an understanding of elements, principles and structures appropriate to each area of the arts. AH-P-SA-U-4: existing and emerging technologies can inspire new applications of structural components.</p> <p>C.AH-P-SA-S-Da: Skills and Concepts – Dance Students will: AH-P-SA-S-Da1: begin to recognize and identify elements of dance (space, time, force) and basic dance forms using dance terminology AH-P-SA-S-Da2: use the elements of dance in creating, copying and performing patterns of movement independently and with others</p>	<p style="text-align: center;">CORE CONTENT 4.1</p> <p>AH-EP-4.2: Dance</p> <p>AH-EP-4.2.1: With a partner or in a small group, students will perform dances using the elements of dance and various movements.</p> <p>AH-EP-4.2.3: Students will perform traditional folk dances, square dances and social dances of ethnic groups. (Native American, West African, African-American, American folk).</p> <p>AH-044.2: Dance</p> <p>AH-04-4.2.1: Students will create patterns of movement incorporating the elements of dance (space, time and force).</p> <p>AH-04-4.2.2: Students will create a movement sequence with a beginning, middle and end.</p> <p>AH-04-4.2.3: Students will perform traditional folk dances, square dances and ethnic dances. (Native American, West African/African-American, Early American and folk)</p> <p>AH-05-4.2: Dance</p> <p>AH-05-4.2.1: Students will create patterns of movement incorporating the elements of dance (space, time and force).</p> <p>AH-05-4.2.2: Students will create a movement sequence with a beginning, middle and end.</p> <p>AH-05-4.2.3: Students will perform traditional folk dances, square dances and ethnic dances. (Native American, West African/African-American, Early American and folk)</p> <p style="text-align: center;">Common Core Standards</p> <p>Primary</p> <p>A.AH-P-PA-U: Enduring Knowledge – Understandings Students will understand that: AH-P-PA-U-1: there are three distinct processes for involvement in the arts; creating new artworks, performing works previously created and responding to artworks and performances. AH-P-PA-U-2: full understanding and appreciation of the arts requires some degree of involvement in all three processes. AH-P-PA-U-3: openness, respect for work and an understanding of how artists apply elements and principles of design in creating and performing</p>

AH-P-SA-S-Da3: observe, describe and demonstrate locomotor (e.g. walk, run, skip, gallop) and nonlocomotor (e.g. bend, stretch, twist, swing) movements

Fourth Grade

A.AH-4-SA-U: Enduring Knowledge – Understandings Students will understand that:

AH-4-SA-U-3: responding to or critiquing works of art involves an understanding of elements, principles, and structures appropriate to each area of the arts.

AH-4-SA-U-4: existing and emerging technologies can inspire new applications of structural components.

C.AH-4-SA-S-Da: Skills and Concepts – Dance Students will:

AH-4-SA-S-Da1: recognize and identify elements of dance (space, time, force) and basic dance forms using dance terminology

AH-4-SA-S-Da2: use the elements of dance in creating, copying and performing patterns of movement independently and with others

AH-4-SA-S-Da3: observe, describe and demonstrate locomotor (e.g. walk, run, skip, gallop) and nonlocomotor (e.g. bend, stretch, twist, swing) movements

Fifth Grade

A.AH-5-SA-U: Enduring Knowledge – Understandings Students will understand that:

AH-5-SA-U-3: responding to or critiquing works of art involves an understanding of elements, principles and structures appropriate to each area of the arts.

AH-5-SA-U-4: existing and emerging technologies can inspire new applications of structural components.

C.AH-5-SA-S-Da: Skills and Concepts – Dance Students will:

AH-5-SA-S-Da1: analyze and explain the use of elements of dance (space, time, force) and basic dance forms using dance terminology

AH-5-SA-S-Da2: use the elements of dance in creating, copying and performing patterns of movement independently and with others

AH-5-SA-S-Da3: observe, describe and demonstrate locomotor (e.g. walk, run, skip, gallop) and nonlocomotor (e.g. bend, stretch, twist, swing) movements

AH-5-SA-S-Da4: apply principles of movement (e.g., balance, initiation of movement, weight shift) when observing, creating and performing movement skills

are personal attitudes and skills that enhance enjoyment of the observer.

AH-P-PA-U-4: existing and emerging technologies can extend the reach of the art form to new audiences.

C.AH-P-PA-S-Da: Skills and Concepts – Dance Students will:

AH-P-PA-S-Da1: be actively involved in creating and performing dance alone and with others

AH-P-PA-S-Da2: begin to learn how to use knowledge of the elements of dance and dance terminology to describe and critique their own performances and the performances of others

AH-P-PA-S-Da3: identify possible criteria for evaluating dance (e.g., skill of performers, originality, emotional impact, variety, interest)

AH-P-PA-S-Da4: demonstrate behavior appropriate for observing the particular context and style of dance being performed; discuss opinions with peers in a supportive and constructive way

Fourth Grade

A.AH-4-PA-U: Enduring Knowledge – Understandings Students will understand that:

AH-4-PA-U-1: there are three distinct processes for involvement in the arts; creating new artworks, performing works previously created, and responding to artworks and performances.

AH-4-PA-U-2: full understanding and appreciation of the arts requires some degree of involvement in all three processes.

AH-4-PA-U-3: openness, respect for work, and an understanding of how artists apply elements and principles of design in creating and

performing are personal attitudes and skills that enhance enjoyment of the observer.

AH-4-PA-U-4: existing and emerging technologies can extend the reach of the art form to new audiences.

C.AH-4-PA-S-Da: Skills and Concepts – Dance Students will:

AH-4-PA-S-Da1: be actively involved in creating and performing dance alone and with others

AH-4-PA-S-Da2: perform traditional folk dances, square dances, and ethnic dances. (Native American, West African/African-American, Early American and folk)

AH-4-PA-S-Da3: use knowledge of the elements of dance and dance terminology to describe and critique their own performances and the performances of others

AH-4-PA-S-Da4: identify possible criteria for evaluating dance (e.g., skill of performers, originality, emotional impact, variety, interest)

AH-4-PA-S-Da5: demonstrate behavior appropriate for observing the particular context and style of dance being performed; discuss opinions with peers in a supportive and constructive way

Fifth Grade

A.AH-5-PA-U: Enduring Knowledge – Understandings Students will understand that:

AH-5-PA-U-1: there are three distinct processes for involvement in the arts; creating new artworks, performing works previously created and

responding to artworks and performances.
 AH-5-PA-U-2: full understanding and appreciation of the arts requires some degree of involvement in all three processes.
 AH-5-PA-U-3: openness, respect for work, and an understanding of how artists apply elements and principles of design in creating and performing are personal attitudes and skills that enhance enjoyment of the observer.
 AH-5-PA-U-4: existing and emerging technologies can extend the reach of the art form to new audiences.
 C.AH-5-PA-S-Da: Skills and Concepts – Dance Students will:
 AH-5-PA-S-Da1: be actively involved in creating and performing dance (incorporating the elements of dance: space, time and force) alone and with others
 AH-5-PA-S-Da2: perform traditional folk dances, square dances and ethnic dances (Native American, West African/African-American, Early American and folk)
 AH-5-PA-S-Da3: use knowledge of the elements of dance and dance terminology to describe and critique their own performances and the performances of others
 AH-5-PA-S-Da4: identify possible criteria for evaluating dance (e.g., skill of performers, originality, emotional impact, variety, interest)
 AH-5-PA-S-Da5: demonstrate behavior appropriate for observing the particular context and style of dance being performed; discuss opinions with peers in a supportive and constructive way

CURRICULUM			CURRICULUM		
Week 13	Week 14	Week 15	Week 16	Week 17	Week 18
Sub-Topics: Force	Sub-Topics: Force	Sub-Topics: Force	Sub-Topics:	Sub-Topics:	Sub-Topics:
I CAN STATEMENTS: K-1: I can move using different force levels 2-3: I can identify different force levels used in dances. 4-5: I can perform dances using different force levels	I CAN STATEMENTS: K-1: I can move using different force levels 2-3: I can identify different force levels used in dances. 4-5: I can perform dances using different force levels	I CAN STATEMENTS: K-1: I can move using different force levels 2-3: I can identify different force levels used in dances. 4-5: I can create dances using different tempos	I CAN STATEMENTS: K-5: I can create patterns of movement using appropriate elements of dance.	I CAN STATEMENTS: K-5: I can create movement sequences with a beginning, middle and end.	I CAN STATEMENTS: K-5: I can perform a dance using appropriate elements of dance. K-5: I can critique a dance using appropriate elements of dance.
Critical Vocabulary Force Energy –	Critical Vocabulary Force Energy –	Critical Vocabulary Force Energy – sharp/smooth	Critical Vocabulary Choreography	Critical Vocabulary Choreography	Critical Vocabulary Critique Folk dance

sharp/smooth Weight – heavy/light Flow – free/bound	sharp/smooth Weight – heavy/light Flow – free/bound	Weight – heavy/light Flow – free/bound			Square dance Ethnic dance
Strategies/Activities Identify movements using different force levels.	Strategies/Activities Perform movements using different force levels.	Strategies/Activities Create and perform dances using different force levels.	Strategies/Activities Choreograph patterns of movement that demonstrate the elements of dance.	Strategies/Activities Choreography movement sequences that have a beginning, middle and end.	Strategies/Activities Perform a dance from the following cultures (Native American, West African/African American, Early American and Folk). Critique a dance from the following cultures (Native American, West African/African American, Early American and Folk).
Balanced Assessment: Formative Christmas program – Preparation for the performance would be formative with a written/oral critique by performers and observers. Summative Veteran’s Day program – Performance would be summative with a written/oral critique by performers and observers. Common (PLC Teams will design the	Balanced Assessment: Formative Christmas program – Preparation for the performance would be formative with a written/oral critique by performers and observers. Summative Veteran’s Day program – Performance would be summative with a written/oral critique by performers and observers. Common (PLC Teams will design the	Balanced Assessment: Formative Christmas program – Preparation for the performance would be formative with a written/oral critique by performers and observers. Summative Veteran’s Day program – Performance would be summative with a written/oral critique by performers and observers. Common (PLC Teams will design the common	Balanced Assessment: Formative Juried events (KMEA Solo & ensemble, all county art, etc.) – Preparation for the performance would be formative with a written/oral critique by performers and observers. Summative Christmas program – Performance would be summative with a written/oral critique by performers and observers. Common (PLC Teams	Balanced Assessment: Formative Juried events (KMEA Solo & ensemble, all county art, etc.) – Preparation for the performance would be formative with a written/oral critique by performers and observers. Summative Christmas program – Performance would be summative with a written/oral critique by performers and observers. Common (PLC Teams	Balanced Assessment: Formative Juried events (KMEA Solo & ensemble, all county art, etc.) – Preparation for the performance would be formative with a written/oral critique by performers and observers. Summative Christmas program – Performance would be summative with a written/oral critique by performers and observers. Common (PLC Teams

common assessments, i.e., grade level, and/or depts..)	common assessments, i.e., grade level, and/or depts..)	assessments, i.e., grade level, and/or depts..)	will design the common assessments, i.e., grade level, and/or depts..)	will design the common assessments, i.e., grade level, and/or depts..)	will design the common assessments, i.e., grade level, and/or depts..)
<p>Resources Needed</p> <p>World of Fun Dance Series Folk Dance Video KET Toolkit http://www.ket.org/artstoolkit/dance/ Finding the Circle Native American Video Dance Black America Eva Media Elementary Humanities Books http://www.ket.org/dancense/</p>	<p>Resources Needed</p> <p>World of Fun Dance Series Folk Dance Video KET Toolkit http://www.ket.org/artstoolkit/dance/ Finding the Circle Native American Video Dance Black America Eva Media Elementary Humanities Books http://www.ket.org/dancense/</p>	<p>Resources Needed</p> <p>World of Fun Dance Series Folk Dance Video KET Toolkit http://www.ket.org/artstoolkit/dance/ Finding the Circle Native American Video Dance Black America Eva Media Elementary Humanities Books http://www.ket.org/dancense/</p>	<p>Resources Needed</p> <p>World of Fun Dance Series Folk Dance Video KET Toolkit http://www.ket.org/artstoolkit/dance/ Finding the Circle Native American Video Dance Black America Eva Media Elementary Humanities Books http://www.ket.org/dancense/</p>	<p>Resources Needed</p> <p>World of Fun Dance Series Folk Dance Video KET Toolkit http://www.ket.org/artstoolkit/dance/ Finding the Circle Native American Video Dance Black America Eva Media Elementary Humanities Books http://www.ket.org/dancense/</p>	<p>Resources Needed</p> <p>World of Fun Dance Series Folk Dance Video KET Toolkit http://www.ket.org/artstoolkit/dance/ Finding the Circle Native American Video Dance Black America Eva Media Elementary Humanities Books http://www.ket.org/dancense/</p>
<p>Higher Order Questions</p> <p>Analyze the dance we have been doing in class, explaining how two elements of dance are utilized.</p>	<p>Higher Order Questions</p> <p>Analyze the dance we have been doing in class, explaining how two elements of dance are utilized.</p>	<p>Higher Order Questions</p> <p>Analyze the dance we have been doing in class, explaining how two elements of dance are utilized.</p>	<p>Higher Order Questions</p> <p>Evaluate the dance we have been doing in class using an oral or written peer review critique.</p>	<p>Higher Order Questions</p> <p>Evaluate the dance we have been doing in class using an oral or written peer review critique.</p>	<p>Higher Order Questions</p> <p>Evaluate the dance we have been doing in class using an oral or written peer review critique.</p>

Weeks 19-21	Weeks 22-24
Unit/Topic Form	Unit/Topic Communicating Ideas/Thoughts/Feelings
<p align="center">CORE CONTENT 4.1</p> <p>AH-EP-1.2.1: Students will observe dance/movement and describe elements and movements using dance terminology.</p> <p>AH-EP-1.2.2: Students will observe, define and describe locomotor (e.g., walk, run, skip, gallop) and nonlocomotor (e.g., bend, stretch, twist, swing) movements.</p> <p>AH-04-1.2.1: Students will identify or describe elements of dance in a variety of dances.</p> <p>AH-04-1.2.2: Students will describe how dance uses space, time, force and various locomotor and nonlocomotor movements to communicate ideas, thoughts and feelings.</p> <p>AH-05-1.2.1: Students will analyze or explain the use of elements of dance in a variety of dances.</p> <p>AH-05-1.2.2: Students will describe how dance uses space, time, force and various locomotor and nonlocomotor movements to communicate ideas, thoughts and feelings.</p> <p><i>DOK 3</i></p> <p>Dance Form - call and response, AB, ABA, choreography</p> <p align="center">Common Core Standards</p> <p>Primary</p> <p>A.AH-P-SA-U: Enduring Knowledge – Understandings Students will understand that:</p> <p>AH-P-SA-U-3: responding to or critiquing works of art involves an understanding of elements, principles and structures appropriate to each area of the arts.</p> <p>AH-P-SA-U-4: existing and emerging technologies can inspire new applications of structural components.</p> <p>C.AH-P-SA-S-Da: Skills and Concepts – Dance Students will:</p> <p>AH-P-SA-S-Da1: begin to recognize and identify elements of dance (space, time, force) and basic dance forms using dance terminology</p> <p>AH-P-SA-S-Da2: use the elements of dance in creating, copying and performing patterns of movement independently and with others</p> <p>AH-P-SA-S-Da3: observe, describe and demonstrate locomotor (e.g. walk, run, skip, gallop) and nonlocomotor (e.g. bend, stretch, twist, swing) movements</p> <p>Fourth Grade</p> <p>A.AH-4-SA-U: Enduring Knowledge – Understandings Students will understand that:</p> <p>AH-4-SA-U-3: responding to or critiquing works of art involves an understanding of</p>	<p align="center">CORE CONTENT 4.1</p> <p>AH-EP-1.2.1: Students will observe dance/movement and describe elements and movements using dance terminology.</p> <p>AH-EP-1.2.2: Students will observe, define and describe locomotor (e.g., walk, run, skip, gallop) and nonlocomotor (e.g., bend, stretch, twist, swing) movements.</p> <p>AH-04-1.2.1: Students will identify or describe elements of dance in a variety of dances.</p> <p>AH-04-1.2.2: Students will describe how dance uses space, time, force and various locomotor and nonlocomotor movements to communicate ideas, thoughts and feelings.</p> <p>AH-05-1.2.1: Students will analyze or explain the use of elements of dance in a variety of dances.</p> <p>AH-05-1.2.2: Students will describe how dance uses space, time, force and various locomotor and nonlocomotor movements to communicate ideas, thoughts and feelings.</p> <p align="center">Common Core Standards</p> <p>Primary</p> <p>A.AH-P-SA-U: Enduring Knowledge – Understandings Students will understand that:</p> <p>AH-P-SA-U-3: responding to or critiquing works of art involves an understanding of elements, principles and structures appropriate to each area of the arts.</p> <p>AH-P-SA-U-4: existing and emerging technologies can inspire new applications of structural components.</p> <p>C.AH-P-SA-S-Da: Skills and Concepts – Dance Students will:</p> <p>AH-P-SA-S-Da1: begin to recognize and identify elements of dance (space, time, force) and basic dance forms using dance terminology</p> <p>AH-P-SA-S-Da2: use the elements of dance in creating, copying and performing patterns of movement independently and with others</p> <p>AH-P-SA-S-Da3: observe, describe and demonstrate locomotor (e.g. walk, run, skip, gallop) and nonlocomotor (e.g. bend, stretch, twist, swing) movements</p> <p>Fourth Grade</p> <p>A.AH-4-SA-U: Enduring Knowledge – Understandings Students will understand that:</p> <p>AH-4-SA-U-3: responding to or critiquing works of art involves an understanding of elements, principles, and structures appropriate to each area of the arts.</p> <p>AH-4-SA-U-4: existing and emerging technologies can inspire new applications of structural components.</p>

<p>elements, principles, and structures appropriate to each area of the arts. AH-4-SA-U-4: existing and emerging technologies can inspire new applications of structural components. C.AH-4-SA-S-Da: Skills and Concepts – Dance Students will: AH-4-SA-S-Da1: recognize and identify elements of dance (space, time, force) and basic dance forms using dance terminology AH-4-SA-S-Da2: use the elements of dance in creating, copying and performing patterns of movement independently and with others AH-4-SA-S-Da3: observe, describe and demonstrate locomotor (e.g. walk, run, skip, gallop) and nonlocomotor (e.g. bend, stretch, twist, swing) movements Fifth Grade A.AH-5-SA-U: Enduring Knowledge – Understandings Students will understand that: AH-5-SA-U-3: responding to or critiquing works of art involves an understanding of elements, principles and structures appropriate to each area of the arts. AH-5-SA-U-4: existing and emerging technologies can inspire new applications of structural components. C.AH-5-SA-S-Da: Skills and Concepts – Dance Students will: AH-5-SA-S-Da1: analyze and explain the use of elements of dance (space, time, force) and basic dance forms using dance terminology AH-5-SA-S-Da2: use the elements of dance in creating, copying and performing patterns of movement independently and with others AH-5-SA-S-Da3: observe, describe and demonstrate locomotor (e.g. walk, run, skip, gallop) and nonlocomotor (e.g. bend, stretch, twist, swing) movements AH-5-SA-S-Da4: apply principles of movement (e.g., balance, initiation of movement, weight shift) when observing, creating and performing movement skills</p>			<p>C.AH-4-SA-S-Da: Skills and Concepts – Dance Students will: AH-4-SA-S-Da1: recognize and identify elements of dance (space, time, force) and basic dance forms using dance terminology AH-4-SA-S-Da2: use the elements of dance in creating, copying and performing patterns of movement independently and with others AH-4-SA-S-Da3: observe, describe and demonstrate locomotor (e.g. walk, run, skip, gallop) and nonlocomotor (e.g. bend, stretch, twist, swing) movements Fifth Grade A.AH-5-SA-U: Enduring Knowledge – Understandings Students will understand that: AH-5-SA-U-3: responding to or critiquing works of art involves an understanding of elements, principles and structures appropriate to each area of the arts. AH-5-SA-U-4: existing and emerging technologies can inspire new applications of structural components. C.AH-5-SA-S-Da: Skills and Concepts – Dance Students will: AH-5-SA-S-Da1: analyze and explain the use of elements of dance (space, time, force) and basic dance forms using dance terminology AH-5-SA-S-Da2: use the elements of dance in creating, copying and performing patterns of movement independently and with others AH-5-SA-S-Da3: observe, describe and demonstrate locomotor (e.g. walk, run, skip, gallop) and nonlocomotor (e.g. bend, stretch, twist, swing) movements AH-5-SA-S-Da4: apply principles of movement (e.g., balance, initiation of movement, weight shift) when observing, creating and performing movement skills</p>		
CURRICULUM			CURRICULUM		
Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
Sub-Topic: Form	Sub-Topic: Form	Sub-Topic: Form	Sub-Topic: Loco motor	Sub-Topic: Non-Loco motor	Sub-Topic: Elements of dance
<p>I CAN STATEMENTS: K-3: I can identify the beginning/middle/end of a dance. 4-5: I can perform a dance using call and response movements.</p>	<p>I CAN STATEMENTS: K-3: I can perform a dance with a beginning/middle/end. 4-5: I can perform a dance using AB and ABA forms.</p>	<p>I CAN STATEMENTS: K-3: I can create a dance with a beginning/middle/end. 4-5: I can choreograph a dance with call and response moves. 4-5: I can choreograph a dance with AB and ABA forms.</p>	<p>I CAN STATEMENTS: K-3: I can identify loco motor movements. 4-5: I can perform loco and non-loco motor movements.</p>	<p>I CAN STATEMENTS: K-3: I can identify non-loco motor movements. 4-5: I can describe how movements and the elements of dance (space, time, force) can communicate ideas, thoughts and feelings.</p>	<p>I CAN STATEMENTS: K-3: I can perform loco and non-loco motor movements. 4-5: I can create movements using the elements of dance (space, time, force) to communicate ideas, thoughts and feelings.</p>

<p>Critical Vocabulary</p> <p>Form Call & Response AB ABA Choreography</p>	<p>Critical Vocabulary</p> <p>Form Call & Response AB ABA Choreography</p>	<p>Critical Vocabulary</p> <p>Form Call & Response AB ABA Choreography</p>	<p>Critical Vocabulary</p> <p>Loco motor Non-loco motor Space Time Force</p>	<p>Critical Vocabulary</p> <p>Loco motor Non-loco motor Space Time Force</p>	<p>Critical Vocabulary</p> <p>Loco motor Non-loco motor Space Time Force</p>
<p>Suggested Strategies/Activities</p> <p>Watch several dances and identify the beginning/middle/end of each. Watch several dances and identify the form (call and response).</p>	<p>Suggested Strategies/Activities</p> <p>Perform a dance with a beginning/middle /end. Perform several dances that demonstrate the form (call and response, AB, ABA).</p>	<p>Suggested Strategies/Activities</p> <p>Create a dance with a beginning/middle/end. Choreograph dances that demonstrate the following forms (call and response, AB, and ABA).</p>	<p>Suggested Strategies/Activities</p> <p>Watch several dances and identify the loco motor movements. Perform dances that incorporate loco and non-loco motor movements.</p>	<p>Suggested Strategies/Activities</p> <p>Watch several dances and identify the non-loco motor movements. Watch several dances and describe (in writing or verbally) how the elements of dance (space, time, force) communicated ideas, thought and feelings.</p>	<p>Suggested Strategies/Activities</p> <p>Perform dances that incorporate loco and non-loco motor movements. Create dances that incorporate loco and non-loco motor movements. Create several dances and describe (in writing or verbally) how the elements of dance (space, time, force) communicated ideas, thought and feelings.</p>
<p>Balanced Assessment: Formative</p> <p>Juried events (KMEA Solo & ensemble, all county art, etc.) – Preparation for the</p>	<p>Balanced Assessment: Formative</p> <p>Juried events (KMEA Solo & ensemble, all county art, etc.) – Preparation for the</p>	<p>Balanced Assessment: Formative</p> <p>Juried events (KMEA Solo & ensemble, all county art, etc.) – Preparation for the</p>	<p>Balanced Assessment: Formative</p> <p>Juried events (KMEA Solo & ensemble, all county art, etc.) – Preparation for the</p>	<p>Balanced Assessment: Formative</p> <p>Juried events (KMEA Solo & ensemble, all county art, etc.) – Preparation for the</p>	<p>Balanced Assessment: Formative</p> <p>Juried events (KMEA Solo & ensemble, all county art, etc.) – Preparation for the</p>

<p>performance would be formative with a written/oral critique by performers and observers.</p> <p style="text-align: center;">Summative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>performance would be formative with a written/oral critique by performers and observers.</p> <p style="text-align: center;">Summative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>performance would be formative with a written/oral critique by performers and observers.</p> <p style="text-align: center;">Summative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>performance would be formative with a written/oral critique by performers and observers.</p> <p style="text-align: center;">Summative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>performance would be formative with a written/oral critique by performers and observers.</p> <p style="text-align: center;">Summative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>performance would be formative with a written/oral critique by performers and observers.</p> <p style="text-align: center;">Summative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>
<p style="text-align: center;">Resources Needed</p> <p>World of Fun Dance Series Folk Dance Video KET Toolkit http://www.ket.org/arts/toolkit/dance/ Finding the Circle Native American Video Dance Black America Eva Media Elementary Humanities Books http://www.ket.org/dance/sense/</p>	<p style="text-align: center;">Resources Needed</p> <p>World of Fun Dance Series Folk Dance Video KET Toolkit http://www.ket.org/arts/toolkit/dance/ Finding the Circle Native American Video Dance Black America Eva Media Elementary Humanities Books http://www.ket.org/dance/sense/</p>	<p style="text-align: center;">Resources Needed</p> <p>World of Fun Dance Series Folk Dance Video KET Toolkit http://www.ket.org/arts/toolkit/dance/ Finding the Circle Native American Video Dance Black America Eva Media Elementary Humanities Books http://www.ket.org/dance/sense/</p>	<p style="text-align: center;">Resources Needed</p> <p>World of Fun Dance Series Folk Dance Video KET Toolkit http://www.ket.org/arts/toolkit/dance/ Finding the Circle Native American Video Dance Black America Eva Media Elementary Humanities Books http://www.ket.org/dance/sense/</p>	<p style="text-align: center;">Resources Needed</p> <p>World of Fun Dance Series Folk Dance Video KET Toolkit http://www.ket.org/arts/toolkit/dance/ Finding the Circle Native American Video Dance Black America Eva Media Elementary Humanities Books http://www.ket.org/dance/sense/</p>	<p style="text-align: center;">Resources Needed</p> <p>World of Fun Dance Series Folk Dance Video KET Toolkit http://www.ket.org/arts/toolkit/dance/ Finding the Circle Native American Video Dance Black America Eva Media Elementary Humanities Books http://www.ket.org/dance/sense/</p>

Higher Order Questions	Higher Order Questions	Higher Order Questions	Higher Order Questions	Higher Order Questions	Higher Order Questions
Analyze the dance we have been doing in class, explaining how two elements of dance are utilized.	Analyze the dance we have been doing in class, explaining how two elements of dance are utilized.	Analyze the dance we have been doing in class, explaining how two elements of dance are utilized.	Analyze the dance we have been doing in class, explaining how two elements of dance are utilized.	Analyze the dance we have been doing in class, explaining how two elements of dance are utilized.	Analyze the dance we have been doing in class, explaining how two elements of dance are utilized.

Weeks 25-27	Weeks 28-30
<p align="center">Unit/Topics Cultures: Native American/West African</p>	<p align="center">Unit/Topics Cultures/Periods: Appalachian and Colonial</p>
<p align="center">CORE CONTENT 4.1</p> <p>AH-EP-2.2.1: Students will identify dances of the following cultures and periods. AH-04-2.2.1: Students will identify how dance has been a part of cultures and periods throughout history. AH-05-2.2.1: Students will describe or explain how dance has been a part of cultures and periods throughout history. DOK 2</p> <p>Cultures: Native American, West African</p> <p>Similarities and differences in the use of dance (e.g., purposes: harvest and hunting dances in Native American and West African cultures), use of elements of dance among cultures</p> <p align="center">Common Core Standards</p> <p>Primary</p> <p>A.AH-P-HA-U: Enduring Knowledge – Understandings Students will understand that: AH-P-HA-U-1: the arts are powerful tools for understanding human experiences both past and present. AH-P-HA-U-2: the arts help us understand others’ (often very different) ways of thinking, working, and expressing ourselves. AH-P-HA-U-3: the arts play a major role in the creation and defining of cultures and building civilizations. C.AH-P-HA-S-Da: Skills and Concepts – Dance Students will: AH-P-HA-S-Da1: begin to associate dances they observe or perform with specific cultures (Native American, Appalachian, West African); describe in simple terms how dances reflect the cultures AH-P-HA-S-Da2: begin to associate dances they observe or perform with the Colonial American period in history; describe in simple terms how</p>	<p align="center">CORE CONTENT 4.1</p> <p>AH-EP-2.2.1: Students will identify dances of the following cultures and periods. AH-04-2.2.1: Students will identify how dance has been a part of cultures and periods throughout history. AH-05-2.2.1: Students will describe or explain how dance has been a part of cultures and periods throughout history. DOK 2</p> <p>Cultures: Traditional Appalachian</p> <p>Similarities and differences in the use of dance (e.g., purposes: harvest and hunting dances in Native American and West African cultures), use of elements of dance among cultures</p> <p><i>Periods: Colonial American (European influences on American dance, e.g., social dances, square dancing, folk dances) Native American includes period in North America before European settlement</i></p> <p align="center">Common Core Standards</p> <p>Primary</p> <p>A.AH-P-HA-U: Enduring Knowledge – Understandings Students will understand that: AH-P-HA-U-1: the arts are powerful tools for understanding human experiences both past and present. AH-P-HA-U-2: the arts help us understand others’ (often very different) ways of thinking, working, and expressing ourselves. AH-P-HA-U-3: the arts play a major role in the creation and defining of cultures and building civilizations. C.AH-P-HA-S-Da: Skills and Concepts – Dance Students will: AH-P-HA-S-Da1: begin to associate dances they observe or perform with specific cultures (Native American, Appalachian, West African); describe in simple terms how dances reflect the cultures AH-P-HA-S-Da2: begin to associate dances they observe or perform with the Colonial</p>

dances reflect the Colonial American time period
AH-P-HA-S-Da3: begin to describe the dance of specific cultures using dance Terminology

Fourth Grade

A.AH-4-HA-U: Enduring Knowledge – Understandings Students will understand that:
AH-4-HA-U-1: the arts are powerful tools for understanding human experiences both past and present.
AH-4-HA-U-2: the arts help us understand others’ (often very different) ways of thinking, working and expressing ourselves.
AH-4-HA-U-3: the arts play a major role in the creation and defining of cultures and building civilizations.

C.AH-4-HA-S-Da: Skills and Concepts – Dance Students will:
AH-4-HA-S-Da1: associate dances they observe or perform with specific cultures (Native American, Appalachian, West African); describe in simple terms how dances reflect the cultures
AH-4-HA-S-Da2: associate dances they observe or perform with the Colonial American period in history; describe in simple terms how dances reflect the Colonial American time period
AH-4-HA-S-Da3: describe the dance of specific cultures using dance terminology

Fifth Grade

A.AH-5-HA-U: Enduring Knowledge – Understandings Students will understand that:
AH-5-HA-U-1: the arts are powerful tools for understanding human experiences both past and present.
AH-5-HA-U-2: the arts help us understand others’ (often very different) ways of thinking, working, and expressing ourselves.
AH-5-HA-U-3: the arts play a major role in the creation and defining of cultures and building civilizations.

C.AH-5-HA-S-Da: Skills and Concepts – Dance Students will:
AH-5-HA-S-Da1: associate dances they observe or perform with specific cultures (Native American, Appalachian, West African); describe how dances reflect the cultures (e.g., hunting dances from Native American and West African cultures)
AH-5-HA-S-Da2: associate dances they observe or perform with the Colonial American period in history; describe how dances reflect the Colonial American time period (e.g., social dances, square dancing)
AH-5-HA-S-Da3: describe the dance of specific cultures using dance terminology

American period in history; describe in simple terms how dances reflect the Colonial American time period
AH-P-HA-S-Da3: begin to describe the dance of specific cultures using dance Terminology

Fourth Grade

A.AH-4-HA-U: Enduring Knowledge – Understandings Students will understand that:
AH-4-HA-U-1: the arts are powerful tools for understanding human experiences both past and present.
AH-4-HA-U-2: the arts help us understand others’ (often very different) ways of thinking, working and expressing ourselves.
AH-4-HA-U-3: the arts play a major role in the creation and defining of cultures and building civilizations.

C.AH-4-HA-S-Da: Skills and Concepts – Dance Students will:
AH-4-HA-S-Da1: associate dances they observe or perform with specific cultures (Native American, Appalachian, West African); describe in simple terms how dances reflect the cultures
AH-4-HA-S-Da2: associate dances they observe or perform with the Colonial American period in history; describe in simple terms how dances reflect the Colonial American time period
AH-4-HA-S-Da3: describe the dance of specific cultures using dance terminology

Fifth Grade

A.AH-5-HA-U: Enduring Knowledge – Understandings Students will understand that:
AH-5-HA-U-1: the arts are powerful tools for understanding human experiences both past and present.
AH-5-HA-U-2: the arts help us understand others’ (often very different) ways of thinking, working, and expressing ourselves.
AH-5-HA-U-3: the arts play a major role in the creation and defining of cultures and building civilizations.

C.AH-5-HA-S-Da: Skills and Concepts – Dance Students will:
AH-5-HA-S-Da1: associate dances they observe or perform with specific cultures (Native American, Appalachian, West African); describe how dances reflect the cultures (e.g., hunting dances from Native American and West African cultures)
AH-5-HA-S-Da2: associate dances they observe or perform with the Colonial American period in history; describe how dances reflect the Colonial American time period (e.g., social dances, square dancing)

			AH-5-HA-S-Da3: describe the dance of specific cultures using dance terminology		
CURRICULUM			CURRICULUM		
Week 25	Week 26	Week 27	Week 28	Week 29	Week 30
Sub-Topic: Native American	Sub-Topic: Native American/West African	Sub-Topic: West African	Sub-Topic: Appalachian	Sub-Topic: Appalachian/Colonial	Sub-Topic: Colonial
<p>I CAN STATEMENTS: K-3: I can identify Native American and West African dances. 4-5: I can compare and contrast the similarities and differences between Native American, and West African uses of dance. 4-5: I can list the elements of dance used in each of the two cultures.</p>	<p>I CAN STATEMENTS: K-3: I can identify uses of music in Native American, Appalachian, and West African cultures. 4-5: I can compare and contrast the similarities and differences between Native American, and West African uses of dance. 4-5: I can list the elements of dance used in each of the two cultures.</p>	<p>I CAN STATEMENTS: K-3: I can perform Native American and West African dances. 4-5: I can compare and contrast the similarities and differences between Native American, and West African uses of dance. 4-5: I can list the elements of dance used in each of the two cultures.</p>	<p>I CAN STATEMENTS: K-3: I can identify Appalachian and Colonial dances. 4-5: I can compare and contrast the similarities and differences between Appalachian and Colonial uses of dance. 4-5: I can list the elements of dance used in each of the two cultures/periods.</p>	<p>I CAN STATEMENTS: K-3: I can identify Appalachian and Colonial dances. 4-5: I can compare and contrast the similarities and differences between Appalachian and Colonial uses of dance. 4-5: I can list the elements of dance used in each of the two cultures/periods.</p>	<p>I CAN STATEMENTS: K-3: I can perform Appalachian and Colonial dances. 4-5: I can compare and contrast the similarities and differences between Appalachian and Colonial uses of dance. 4-5: I can list the elements of dance used in each of the two cultures/periods.</p>
Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary
Native American West African	Native American West African	Native American West African	Appalachian Colonial	Appalachian Colonial	Appalachian Colonial
Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities
Watch several dances and identify the culture (Native American/West African). Watch, recognize and respond to music from other cultures (Native American/West African). Perform dances from the	Watch several dances and identify the culture (Native American/West African). Watch, recognize and respond to music from other cultures (Native American/West African). Perform dances from the	Watch several dances and identify the culture (Native American/West African). Watch, recognize and respond to music from other cultures (Native	Watch several dances and identify the culture/period (Appalachian/Colonial). Watch, recognize and respond to music from other cultures (Appalachian/Colonial). Perform dances from the above two	Watch several dances and identify the culture/period (Appalachian/Colonial). Watch, recognize and respond to music from other cultures (Appalachian/Colonial). Perform dances from	Watch several dances and identify the culture/period (Appalachian/Colonial). Watch, recognize and respond to music from other cultures (Appalachian/Colonial). Perform dances from

above two cultures.	above two cultures.	American/West African). Perform dances from the above two cultures.	cultures/periods.	the above two cultures/periods.	the above two cultures/periods.
<p>Balanced Assessment: Formative</p> <p>Annual school wide musical – Preparation for the performance would be formative with a written/oral critique by performers and observers.</p> <p>Summative</p> <p>Juried events (KMEA Solo & ensemble, all county art, etc.) – Performance would be summative with a written/oral critique by performers and observers.</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Balanced Assessment: Formative</p> <p>Annual school wide musical – Preparation for the performance would be formative with a written/oral critique by performers and observers.</p> <p>Summative</p> <p>Juried events (KMEA Solo & ensemble, all county art, etc.) – Performance would be summative with a written/oral critique by performers and observers.</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Balanced Assessment: Formative</p> <p>Annual school wide musical – Preparation for the performance would be formative with a written/oral critique by performers and observers.</p> <p>Summative</p> <p>Juried events (KMEA Solo & ensemble, all county art, etc.) – Performance would be summative with a written/oral critique by performers and observers.</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Balanced Assessment: Formative</p> <p>Annual school wide musical – Preparation for the performance would be formative with a written/oral critique by performers and observers.</p> <p>Summative</p> <p>School specific performance (SBDM, PTO, PTA, BOE, etc.) – Performance would be summative with a written/oral critique by performers and observers.</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Balanced Assessment: Formative</p> <p>Annual school wide musical – Preparation for the performance would be formative with a written/oral critique by performers and observers.</p> <p>Summative</p> <p>School specific performance (SBDM, PTO, PTA, BOE, etc.) – Performance would be summative with a written/oral critique by performers and observers.</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Balanced Assessment: Formative</p> <p>Annual school wide musical – Preparation for the performance would be formative with a written/oral critique by performers and observers.</p> <p>Summative</p> <p>School specific performance (SBDM, PTO, PTA, BOE, etc.) – Performance would be summative with a written/oral critique by performers and observers.</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>
<p>Resources Needed</p> <p>World of Fun Dance Series Folk Dance Video KET Toolkit http://www.ket.org/artst</p>	<p>Resources Needed</p> <p>World of Fun Dance Series Folk Dance Video KET Toolkit http://www.ket.org/artst</p>	<p>Resources Needed</p> <p>World of Fun Dance Series Folk Dance Video KET Toolkit http://www.ket.org/</p>	<p>Resources Needed</p> <p>World of Fun Dance Series Folk Dance Video KET Toolkit http://www.ket.org/artst/olkit/dance/</p>	<p>Resources Needed</p> <p>World of Fun Dance Series Folk Dance Video KET Toolkit http://www.ket.org/art</p>	<p>Resources Needed</p> <p>World of Fun Dance Series Folk Dance Video KET Toolkit http://www.ket.org/art</p>

oolkit/dance/ Finding the Circle Native American Video Dance Black America Eva Media Elementary Humanities Books http://www.ket.org/dance/	oolkit/dance/ Finding the Circle Native American Video Dance Black America Eva Media Elementary Humanities Books http://www.ket.org/dance/	artstoolkit/dance/ Finding the Circle Native American Video Dance Black America Eva Media Elementary Humanities Books http://www.ket.org/dance/	Finding the Circle Native American Video Dance Black America Eva Media Elementary Humanities Books http://www.ket.org/dance/	stoolkit/dance/ Finding the Circle Native American Video Dance Black America Eva Media Elementary Humanities Books http://www.ket.org/dance/	stoolkit/dance/ Finding the Circle Native American Video Dance Black America Eva Media Elementary Humanities Books http://www.ket.org/dance/
<p align="center">Higher Order Questions</p> Compare/contrast the performances of different cultures and time periods.	<p align="center">Higher Order Questions</p> Compare/contrast the performances of different cultures and time periods.	<p align="center">Higher Order Questions</p> Compare/contrast the performances of different cultures and time periods.	<p align="center">Higher Order Questions</p> Compare/contrast the performances of different cultures and time periods.	<p align="center">Higher Order Questions</p> Compare/contrast the performances of different cultures and time periods.	<p align="center">Higher Order Questions</p> Compare/contrast the performances of different cultures and time periods.

Weeks 31-33	Weeks 34-36
<p align="center">Unit/Topic Processes in the Arts</p>	<p align="center">Unit/Topic Humanities Review</p>
<p align="center">CORE CONTENT 4.1</p> <p>AH-EP-4.2: Dance AH-EP-4.2.1: With a partner or in a small group, students will perform dances using the elements of dance and various movements. AH-EP-4.2.3: Students will perform traditional folk dances, square dances and social dances of ethnic groups. (Native American, West African, African-American, American folk). AH-044.2: Dance AH-04-4.2.1: Students will create patterns of movement incorporating the elements of dance (space, time and force). AH-04-4.2.2: Students will create a movement sequence with a beginning, middle and end. AH-04-4.2.3: Students will perform traditional folk dances, square dances and ethnic dances. (Native American, West African/African-American, Early American and folk) AH-05-4.2: Dance AH-05-4.2.1: Students will create patterns of movement incorporating the elements of dance (space, time and force). AH-05-4.2.2: Students will create a movement sequence with a beginning, middle and end. AH-05-4.2.3: Students will perform traditional folk dances, square dances and ethnic dances. (Native American, West African/African-American, Early American and folk)</p> <p align="center">Common Core Standards</p> <p>Primary A.AH-P-PA-U: Enduring Knowledge – Understandings Students will understand that: AH-P-PA-U-1: there are three distinct processes for involvement in the arts; creating new artworks, performing works previously created and responding to artworks and performances. AH-P-PA-U-2: full understanding and appreciation of the arts requires some degree of involvement in all three processes. AH-P-PA-U-3: openness, respect for work and an understanding of how artists apply</p>	<p align="center">CORE CONTENT 4.1</p> <p>Review all previous Core Content 4.1 material.</p> <p align="center">Common Core Standards</p> <p>Review all previous common core standards material. Add the following interrelationship standards.</p> <p>Primary A.AH-P-IAA-U: Enduring Knowledge – Understandings Students will understand that: AH-P-IAA-U-1: the arts are basic forms of human communication. AH-P-IAA-U-2: music, dance, drama and visual art created in common cultures and/or common historical periods tend to reflect common attitudes, ideas, beliefs, and feelings. AH-P-IAA-U-3: the arts provide forms of non-verbal communication that can strengthen the presentation of ideas and emotions. AH-P-IAA-U-4: the modes of thinking and methods of the arts disciplines can be used to illuminate situations in other disciplines that require creative solutions. B.AH-P-IAA-S: Skills and Concepts – Arts Students will: AH-P-IAA-S-1: begin to recognize that common terms are used in various arts (e.g., tempo in dance and music) AH-P-IAA-S-2: begin to notice communication of common themes or ideas across different art forms AH-P-IAA-S-3: identify and explain connections between and among different art forms from the same culture or from the same time period AH-P-IAA-S-4: begin to identify commonalities between the arts and other subjects taught in the school (e.g., observation skills in visual arts and science, historical and cultural perspectives in the arts and social studies, shape in visual art and mathematics, dance and a healthy lifestyle, fractions in music notation and mathematics, reading music and reading words, composing music and writing) AH-P-IAA-S-5: communicate common meaning through creating and performing in the four art forms</p> <p>Fourth Grade A.AH-4-IAA-U: Enduring Knowledge – Understandings Students will understand that: AH-4-IAA-U-1: the arts are basic forms of human communication. AH-4-IAA-U-2: music, dance, drama and visual art created in common cultures and/or common historical periods tend to reflect common attitudes, ideas, beliefs and feelings. AH-4-IAA-U-3: the arts provide forms of non-verbal communication that can strengthen the presentation of ideas and emotions. AH-4-IAA-U-4: the modes of thinking and methods of the arts disciplines can be used to illuminate situations in other disciplines that require creative solutions. B.AH-4-IAA-S: Skills and Concepts – Arts Students will: AH-4-IAA-S-1: recognize that common terms are used in various arts (e.g., tempo in dance and music) AH-4-IAA-S-2: identify communication of common themes or ideas across different art forms AH-4-IAA-S-3: identify and explain connections between and among different art forms from</p>

elements and principles of design in creating and performing are personal attitudes and skills that enhance enjoyment of the observer.
 AH-P-PA-U-4: existing and emerging technologies can extend the reach of the art form to new audiences.
 C.AH-P-PA-S-Da: Skills and Concepts – Dance Students will:
 AH-P-PA-S-Da1: be actively involved in creating and performing dance alone and with others
 AH-P-PA-S-Da2: begin to learn how to use knowledge of the elements of dance and dance terminology to describe and critique their own performances and the performances of others
 AH-P-PA-S-Da3: identify possible criteria for evaluating dance (e.g., skill of performers, originality, emotional impact, variety, interest)
 AH-P-PA-S-Da4: demonstrate behavior appropriate for observing the particular context and style of dance being performed; discuss opinions with peers in a supportive and constructive way

Fourth Grade

A.AH-4-PA-U: Enduring Knowledge –
 Understandings Students will understand that:
 AH-4-PA-U-1: there are three distinct processes for involvement in the arts; creating new artworks, performing works previously created, and responding to artworks and performances.
 AH-4-PA-U-2: full understanding and appreciation of the arts requires some degree of involvement in all three processes.
 AH-4-PA-U-3: openness, respect for work, and an understanding of how artists apply elements and principles of design in creating and performing are personal attitudes and skills that enhance enjoyment of the observer.
 AH-4-PA-U-4: existing and emerging technologies can extend the reach of the art form to new audiences.
 C.AH-4-PA-S-Da: Skills and Concepts – Dance Students will:
 AH-4-PA-S-Da1: be actively involved in creating and performing dance alone and with others
 AH-4-PA-S-Da2: perform traditional folk dances, square dances, and ethnic dances.
 (Native American, West African/African-American, Early American and folk)
 AH-4-PA-S-Da3: use knowledge of the elements of dance and dance terminology to describe and critique their own performances and the performances of others
 AH-4-PA-S-Da4: identify possible criteria for evaluating dance (e.g., skill of performers, originality, emotional impact, variety, interest)
 AH-4-PA-S-Da5: demonstrate behavior appropriate for observing the particular context and style of dance being performed; discuss opinions

the same culture or from the same time period
 AH-4-IAA-S-4: describe commonalities between the arts and other subjects taught in the school (e.g., observation skills in visual arts and science, historical and cultural perspectives in the arts and social studies, shape in visual art and mathematics, dance and a healthy lifestyle, fractions in music notation and mathematics, reading music and reading words, composing music and writing)
 AH-4-IAA-S-5: communicate common meaning through creating and performing in the four art forms
Fifth Grade
 A.AH-5-IAA-U: Enduring Knowledge – Understandings Students will understand that:
 AH-5-IAA-U-1: music, dance, drama and visual art created in common cultures and/or common historical periods tend to reflect common attitudes, ideas, beliefs and feelings.
 AH-5-IAA-U-1: the arts are basic forms of human communication.
 AH-5-IAA-U-2: the arts provide forms of non-verbal communication that can strengthen the presentation of ideas and emotions.
 AH-5-IAA-U-3: the modes of thinking and methods of the arts disciplines can be used to illuminate situations in other disciplines that require creative solutions.
 B.AH-5-IAA-S: Skills and Concepts – Arts Students will:
 AH-5-IAA-S-1: define common terms used in various arts (e.g., tempo in dance and music)
 AH-5-IAA-S-2: explain communication of common themes or ideas across different art forms
 AH-5-IAA-S-3: identify and explain connections between and among different art forms from the same culture or from the same time period
 AH-5-IAA-S-4: describe commonalities between the arts and other subjects taught in the school (e.g., observation skills in visual arts and science, historical and cultural perspectives in the arts and social studies, shape in visual art and mathematics, dance and a healthy lifestyle, fractions in music notation and mathematics, composing music and writing)
 AH-5-IAA-S-5: communicate common meaning through creating and performing in the four art forms

with peers in a supportive and constructive way

Fifth Grade

A.AH-5-PA-U: Enduring Knowledge – Understandings Students will understand that:

AH-5-PA-U-1: there are three distinct processes for involvement in the arts; creating new artworks, performing works previously created and responding to artworks and performances.

AH-5-PA-U-2: full understanding and appreciation of the arts requires some degree of involvement in all three processes.

AH-5-PA-U-3: openness, respect for work, and an understanding of how artists apply elements and principles of design in creating and performing are personal attitudes and skills that enhance enjoyment of the observer.

AH-5-PA-U-4: existing and emerging technologies can extend the reach of the art form to new audiences.

C.AH-5-PA-S-Da: Skills and Concepts – Dance Students will:

AH-5-PA-S-Da1: be actively involved in creating and performing dance (incorporating the elements of dance: space, time and force) alone and with others

AH-5-PA-S-Da2: perform traditional folk dances, square dances and ethnic dances (Native American, West African/African-American, Early American and folk)

AH-5-PA-S-Da3: use knowledge of the elements of dance and dance terminology to describe and critique their own performances and the performances of others

AH-5-PA-S-Da4: identify possible criteria for evaluating dance (e.g., skill of performers, originality, emotional impact, variety, interest)

AH-5-PA-S-Da5: demonstrate behavior appropriate for observing the particular context and style of dance being performed; discuss opinions with peers in a supportive and constructive way



CURRICULUM			CURRICULUM		
Week 31	Week 32	Week 33	Week 34	Week 35	Week 36
Sub-Topics:	Sub-Topics:	Sub-Topics:	Sub-Topics:	Sub-Topics:	Sub-Topics:
I CAN STATEMENTS: K-5: I can create	I CAN STATEMENTS: K-5: I can create	I CAN STATEMENTS: K-5: I can perform a dance using	I CAN STATEMENTS: K-5: I can demonstrate prior learning through a variety of	I CAN STATEMENTS: K-5: I can demonstrate prior learning through a variety of	I CAN STATEMENTS: K-5: I can demonstrate prior learning through a variety of

patterns of movement using appropriate elements of dance.	movement sequences with a beginning, middle and end.	appropriate elements of dance. K-5: I can critique a dance using appropriate elements of dance.	means (games, tests, etc.) K-5: I can identify and analyze the elements of dance through the use of technology. K-5: I can identify and analyze cultures/periods and purposes of dance through the use of technology.	means (games, tests, etc.) K-5: I can identify and analyze the elements of dance through the use of technology. K-5: I can identify and analyze cultures/periods and purposes of dance through the use of technology.	means (games, tests, etc.) K-5: I can identify and analyze the elements of dance through the use of technology. K-5: I can identify and analyze cultures/periods and purposes of dance through the use of technology.
Critical Vocabulary Choreography	Critical Vocabulary Choreography	Critical Vocabulary Critique Folk dance Square dance Ethnic dance	Critical Vocabulary See all previous vocabulary.	Critical Vocabulary See all previous vocabulary.	Critical Vocabulary See all previous vocabulary.
Suggested Strategies/Activities Choreograph patterns of movement that demonstrate the elements of dance.	Suggested Strategies/Activities Choreography movement sequences that have a beginning, middle and end.	Suggested Strategies/Activities Perform a dance from the following cultures (Native American, West African/African American, Early American and Folk). Critique a dance from the following cultures (Native American, West African/African American, Early American and Folk).	Suggested Strategies/Activities Compete in a Jeopardy tournament to review content. http://www.superteachertools.com/jeopardyx/ http://www.superteachertools.com/jeopardy/ Play other flash based games (Speed Match Maker, Who Wants to be a Millionaire, Flash Board Game). http://www.superteachertools.com/index.php	Suggested Strategies/Activities Compete in a Jeopardy tournament to review content. http://www.superteachertools.com/jeopardyx/ http://www.superteachertools.com/jeopardy/ Play other flash based games (Speed Match Maker, Who Wants to be a Millionaire, Flash Board Game). http://www.superteachertools.com/index.php	Suggested Strategies/Activities Compete in a Jeopardy tournament to review content. http://www.superteachertools.com/jeopardyx/ http://www.superteachertools.com/jeopardy/ Play other flash based games (Speed Match Maker, Who Wants to be a Millionaire, Flash Board Game). http://www.superteachertools.com/index.php
Balanced Assessment: Formative School wide video for test prep – Preparation for the performance would be formative with a	Balanced Assessment: Formative School wide video for test prep – Preparation for the performance would be formative with a	Balanced Assessment: Formative School wide video for test prep – Preparation for the performance would be formative with a	Balanced Assessment: Formative Performance Based (Student demonstrates specific skills)	Balanced Assessment: Formative Performance Based (Student demonstrates specific skills)	Balanced Assessment: Formative Performance Based (Student demonstrates specific skills)

<p>written/oral critique by performers and observers.</p> <p>Summative</p> <p>Annual school wide musical – Performance would be summative with a written/oral critique by performers and observers.</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>written/oral critique by performers and observers.</p> <p>Summative</p> <p>Annual school wide musical – Performance would be summative with a written/oral critique by performers and observers.</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>written/oral critique by performers and observers.</p> <p>Summative</p> <p>Annual school wide musical – Performance would be summative with a written/oral critique by performers and observers.</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Written/aural – multiple choice, constructed response, open response</p> <p>Summative</p> <p>School wide video for test prep – Performance would be summative with a written/oral critique by performers and observers.</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Written/aural – multiple choice, constructed response, open response</p> <p>Summative</p> <p>School wide video for test prep – Performance would be summative with a written/oral critique by performers and observers.</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Written/aural – multiple choice, constructed response, open response</p> <p>Summative</p> <p>School wide video for test prep – Performance would be summative with a written/oral critique by performers and observers.</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>
<p>Resources Needed</p> <p>World of Fun Dance Series Folk Dance Video KET Toolkit http://www.ket.org/artstoolkit/dance/ Finding the Circle Native American Video Dance Black America Eva Media Elementary Humanities Books http://www.ket.org/dancesense/</p>	<p>Resources Needed</p> <p>World of Fun Dance Series Folk Dance Video KET Toolkit http://www.ket.org/artstoolkit/dance/ Finding the Circle Native American Video Dance Black America Eva Media Elementary Humanities Books http://www.ket.org/dancesense/</p>	<p>Resources Needed</p> <p>World of Fun Dance Series Folk Dance Video KET Toolkit http://www.ket.org/artstoolkit/dance/ Finding the Circle Native American Video Dance Black America Eva Media Elementary Humanities Books http://www.ket.org/dancesense/</p>	<p>Resources Needed</p> <p>World of Fun Dance Series Folk Dance Video KET Toolkit http://www.ket.org/artstoolkit/dance/ Finding the Circle Native American Video Dance Black America Eva Media Elementary Humanities Books http://www.ket.org/dancesense/</p>	<p>Resources Needed</p> <p>World of Fun Dance Series Folk Dance Video KET Toolkit http://www.ket.org/artstoolkit/dance/ Finding the Circle Native American Video Dance Black America Eva Media Elementary Humanities Books http://www.ket.org/dancesense/</p>	<p>Resources Needed</p> <p>World of Fun Dance Series Folk Dance Video KET Toolkit http://www.ket.org/artstoolkit/dance/ Finding the Circle Native American Video Dance Black America Eva Media Elementary Humanities Books http://www.ket.org/dancesense/</p>
<p>Higher Order Questions</p> <p>Evaluate the dance we have been doing in class using an oral or written peer review critique.</p>	<p>Higher Order Questions</p> <p>Evaluate the dance we have been doing in class using an oral or written peer review critique.</p>	<p>Higher Order Questions</p> <p>Evaluate the dance we have been doing in class using an oral or written peer review critique.</p>	<p>Higher Order Questions</p> <p>Compare/contrast how different art forms communicate emotions.</p>	<p>Higher Order Questions</p> <p>Compare/contrast how different art forms communicate emotions.</p>	<p>Higher Order Questions</p> <p>Compare/contrast how different art forms communicate emotions.</p>