

FLOYD COUNTY SCHOOLS' CURRICULUM RESOURCES

"Building a Better Future for Every Child - Every Day!" Summer 2014

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

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

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

sense/	sense/	Elementary Humanities Books http://www.ket.o rg/dancesense/	Dance Black America Eva Media Elementary Humanities Books http://www.ket.org/dancesen se/	Native American Video Dance Black America Eva Media Elementary Humanities Books http://www.ket.org/d ancesense/	Native American Video Dance Black America Eva Media Elementary Humanities Books http://www.ket.org/d ancesense/
Higher Order Questions	Higher Order Questions	Higher Order Questions	Higher Order Questions	Higher Order Questions	Higher Order Questions
Compare/contrast the live performance to the exemplar performance example observed in the classroom setting.	Compare/contrast the live performance to the exemplar performance example observed in the classroom setting.	Compare/contrast the live performance to the exemplar performance example observed in the classroom setting.	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 7-9	Weeks 10-12
Unit/Topic	Unit/Topic
Elements of Dance:	Elements of Dance:
Shape	Time
CORE CONTENT 4.1	CORE CONTENT 4.1
AH-EP-1.2.1: Students will observe dance/movement and describe elements and	AH-EP-1.2.1: Students will observe dance/movement and describe elements and
movements using dance terminology.	movements using dance terminology.
AH-EP-1.2.2: Students will observe, define and describe locomotor (e.g., walk, run,	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.	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-04-1.2.1: 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	AH-04-1.2.2: Students will describe how dance uses space, time, force and various
locomotor and nonlocomotor movements to communicate	locomotor and nonlocomotor movements to communicate
ideas, thoughts and feelings.	ideas, thoughts and feelings.
AH-05-1.2.1: Students will analyze or explain the use of elements of dance in a variety	AH-05-1.2.1: Students will analyze or explain the use of elements of dance in a variet
of dances.	of dances.
AH-05-1.2.2: Students will describe how dance uses space, time, force and various	AH-05-1.2.2: Students will describe how dance uses space, time, force and various
locomotor and nonlocomotor movements to communicate	locomotor and nonlocomotor movements to communicate
ideas, thoughts and feelings.	ideas, thoughts and feelings.
DOK 3	DOK 3
Elements of dance:	Elements of dance:
Space – direction of dance movements (forward, backward, right, left, up,	Time (tempo) – dance movements that follow a steady beat or move faster or
down), pathway (straight, curved, zigzag), levels (high, middle, low), shape	slower
(individual and group shapes)	Common Core Standards
Common Core Standards	Primary Primary
Primary Primary	A.AH-P-SA-U: Enduring Knowledge – Understandings Students will understand that:
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
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.
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
AH-P-SA-U-4: existing and emerging technologies can inspire new applications of	structural components. C.AH-P-SA-S-Da: Skills and Concepts – Dance Students will:
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
AH-P-SA-S-Da1: begin to recognize and identify elements of dance (space, time, force)	and basic dance forms using dance terminology
and basic dance forms using dance terminology	AH-P-SA-S-Da2: use the elements of dance in creating, copying and performing
AH-P-SA-S-Da2: use the elements of dance in creating, copying and performing	patterns of movement independently and with others
patterns of movement independently and with others	AH-P-SA-S-Da3: observe, describe and demonstrate locomotor (e.g. walk, run, skip,
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

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

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

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

structural components.

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

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 7	Week 8	Week 9	Week 10	Week 11	Week 12
Sub-Topic:	Sub-Topic:	Sub-Topic:	Sub-Topic:	Sub-Topic:	Sub-Topic:
Elements of Dance:	Elements of Dance:	Elements of Dance:	Elements of Dance:	Elements of Dance:	Elements of Dance:
Pathways/Levels/Shape	Pathways/Levels/Shape	Pathways/Levels/Shape	Time	Time	Time
I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:
K-1: I can tell the	K-1: I can tell the	K-1: I can tell the	K-1: I can move in	K-1: I can move in	K-1: I can move in
difference in pathways,	difference in pathways,	difference in pathways,	different time and tempos	different time and tempos	different time and tempos
levels, and shape	levels, and shape	levels, and shape	in dances	in dances	in dances
2-3: I can move in	2-3: I can move in	2-3: I can move in	2-3: I can identify different	2-3: I can identify different	2-3: I can identify different

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

Veteran's Day program – Preparation for the performance would be formative with a written/oral critique by performers and observers.	Veteran's Day program – Preparation for the performance would be formative with a written/oral critique by performers and observers.	Veteran's Day program – Preparation for the performance would be formative with a written/oral critique by performers and observers.	Veteran's Day program – Preparation for the performance would be formative with a written/oral critique by performers and observers.	Veteran's Day program – Preparation for the performance would be formative with a written/oral critique by performers and observers.	Veteran's Day program – Preparation for the performance would be formative with a written/oral critique by performers and observers.
Summative	Summative	Summative	Summative	Summative	Summative
School specific performance (SBDM, PTO, PTA, BOE, etc.) – Performance would be summative with a written/oral critique by performers and observers.	School specific performance (SBDM, PTO, PTA, BOE, etc.) – Performance would be summative with a written/oral critique by performers and observers.	School specific performance (SBDM, PTO, PTA, BOE, etc.) – Performance would be summative with a written/oral critique by performers and observers.	School specific performance (SBDM, PTO, PTA, BOE, etc.) – Performance would be summative with a written/oral critique by performers and observers.	School specific performance (SBDM, PTO, PTA, BOE, etc.) – Performance would be summative with a written/oral critique by performers and observers.	School specific performance (SBDM, PTO, PTA, BOE, etc.) – Performance would be summative with a written/oral critique by performers and observers.
Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts)
Resources Needed					
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/dan cesense/	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/dan cesense/	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/dan cesense/	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/dan cesense/	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/dan cesense/	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/dan cesense/

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

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

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 p AH-5-PA-U-2: full understand involvement in all three prod AH-5-PA-U-3: openness, resp elements and principles of do performing are personal attit AH-5-PA-U-4: existing and en to new audiences. C.AH-5-PA-S-Da: Skills and Co AH-5-PA-S-Da1: be actively in the elements of dance: space AH-5-PA-S-Da2: perform trace (Native American, West Afric AH-5-PA-S-Da3: use knowled describe and critique their of AH-5-PA-S-Da4: identify poss originality, emotional impact AH-5-PA-S-Da5: demonstrate context and style of dance be with peers in a supportive an	ding and appreciation of the actesses. Dect for work, and an understatesign in creating and tudes and skills that enhance merging technologies can extended in creating and performents of dances, square data and African-American, Early African-Early A	enjoyment of the observer. end the reach of the art form : rming dance (incorporating with others ances and ethnic dances merican and folk) and dance terminology to formances of others nce (e.g., skill of performers,
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:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:
K-1: I can move using	K-1: I can move using	K-1: I can move using	K-5: I can create	K-5: I can create	K-5: I can perform a
different force levels	different force levels	different force levels	patterns of movement	movement sequences	dance using appropriate
2-3: I can identify	2-3: I can identify	2-3: I can identify	using appropriate	with a beginning,	elements of dance.
different force levels	different force levels	different force levels used	elements of dance.	middle and end.	K-5: I can critique a
used in dances.	used in dances.	in dances.			dance using appropriate
4-5: I can perform	4-5: I can perform	4-5: I can create dances			elements of dance.
dances using different	dances using different	using different tempos			
force levels	force levels				
Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary
Force Energy –	Force Energy –	Force Energy – sharp/smooth	Choreography	Choreography	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	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities
Identify movements using different force levels.	Perform movements using different force levels.	Create and perform dances using different force levels.	Choreograph patterns of movement that demonstrate the elements of dance.	Choreography movement sequences that have a beginning, middle and end.	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:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:
Formative	Formative	Formative	Formative	Formative	Formative
Christmas program – Preparation for the performance would be formative with a written/oral critique by performers and observers. Summative	Christmas program – Preparation for the performance would be formative with a written/oral critique by performers and observers. Summative	Christmas program – Preparation for the performance would be formative with a written/oral critique by performers and observers. Summative	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.	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.	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.
Julilliative	Julilliative	Summative			
Veteran's Day program – Performance would be summative with a written/oral critique by performers and observers.	Veteran's Day program – Performance would be summative with a written/oral critique by performers and observers.	Veteran's Day program – Performance would be summative 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.	Christmas program – Performance would be summative 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 will design the	Common (PLC Teams will design the	Common (PLC Teams will design the common	Common (PLC Teams	Common (PLC Teams	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)
Resources Needed					
World of Fun Dance Series Folk Dance Video KET Toolkit http://www.ket.org/art stoolkit/dance/ Finding the Circle Native American Video Dance Black America Eva Media Elementary Humanities Books http://www.ket.org/da ncesense/	World of Fun Dance Series Folk Dance Video KET Toolkit http://www.ket.org/art stoolkit/dance/ Finding the Circle Native American Video Dance Black America Eva Media Elementary Humanities Books http://www.ket.org/da ncesense/	World of Fun Dance Series Folk Dance Video KET Toolkit http://www.ket.org/artst oolkit/dance/ Finding the Circle Native American Video Dance Black America Eva Media Elementary Humanities Books http://www.ket.org/danc esense/	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/dan cesense/	World of Fun Dance Series Folk Dance Video KET Toolkit http://www.ket.org/art stoolkit/dance/ Finding the Circle Native American Video Dance Black America Eva Media Elementary Humanities Books http://www.ket.org/da ncesense/	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/dan cesense/
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.	Evaluate the dance we have been doing in class using an oral or written peer review critique.	Evaluate the dance we have been doing in class using an oral or written peer review critique.	Evaluate the dance we have been doing in class using an oral or written peer review critique.

Weeks 19-21	Weeks 22-24
Unit/Topic	Unit/Topic
Form	Communicating Ideas/Thoughts/Feelings
CORE CONTENT 4.1	CORE CONTENT 4.1
AH-EP-1.2.1: Students will observe dance/movement and describe elements and	AH-EP-1.2.1: Students will observe dance/movement and describe elements and
movements using dance terminology.	movements using dance terminology.
AH-EP-1.2.2: Students will observe, define and describe locomotor (e.g., walk, run,	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.	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	AH-04-1.2.1: Students will identify or describe elements of dance in a variety of
dances.	dances. AH-04-1.2.2: Students will describe how dance uses space, time, force and various
AH-04-1.2.2: Students will describe how dance uses space, time, force and various	locomotor and nonlocomotor movements to communicate
locomotor and nonlocomotor movements to communicate	ideas, thoughts and feelings.
ideas, thoughts and feelings.	AH-05-1.2.1: Students will analyze or explain the use of elements of dance in a variety
AH-05-1.2.1: Students will analyze or explain the use of elements of dance in a variety	of dances.
of dances.	AH-05-1.2.2: Students will describe how dance uses space, time, force and various
AH-05-1.2.2: Students will describe how dance uses space, time, force and various	locomotor and nonlocomotor movements to communicate
locomotor and nonlocomotor movements to communicate	ideas, thoughts and feelings.
ideas, thoughts and feelings.	
DOK 3	Common Core Standards
Dance Form - call and response, AB, ABA, choreography	Primary A ALL D CA LL Enduring Knowledge - Understandings Students will understand that
Common Core Standards	A.AH-P-SA-U: Enduring Knowledge – Understandings Students will understand that:
	AH-D-SA-II-3: responding to or critiquing works of art involves an understanding of
Primary	AH-P-SA-U-3: responding to or critiquing works of art involves an understanding of
Primary A.AH-P-SA-U: Enduring Knowledge – Understandings Students will understand that:	elements, principles and structures appropriate to each area of the arts.
	, a series of the series of th
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.	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
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	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. 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)
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.	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. 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
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. C.AH-P-SA-S-Da: Skills and Concepts – Dance Students will:	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. 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
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. 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)	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. 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
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. 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	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. 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,
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. 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)	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. 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
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. 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 pattern	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. 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-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. 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 pattern s of movement independently and with others	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. 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
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. 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 pattern s 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	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. 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:
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. 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 pattern s 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	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. 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

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 19	Week 20	Week 21	Week 22	Week 23	Week 24
Sub-Topic:	Sub-Topic:	Sub-Topic:	Sub-Topic:	Sub-Topic:	Sub-Topic:
Form	Form	Form	Loco motor	Non-Loco motor	Elements of dance
I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:
K-3: I can identify the	K-3: I can perform a	K-3: I can create a	K-3: I can identify loco	K-3: I can identify non-	K-3: I can perform loco
beginning/middle/end	dance with a	dance with a	motor movements.	loco motor movements.	and non-loco motor
of a dance.	beginning/middle/end.	beginning/middle/end.	4-5: I can perform loco	4-5: I can describe how	movements.
4-5: I can perform a	4-5: I can perform a	4-5: I can choreograph a	and non-loco motor	movements and the	4-5: I can create
dance using call and	dance using AB and ABA	dance with call and	movements.	elements of dance	movements using the
response movements.	forms.	response moves.		(space, time, force) can	elements of dance
		4-5: I can choreograph a		communicate ideas,	(space, time, force) to
		dance with AB and ABA		thoughts and feelings.	communicate ideas,
		forms.			thoughts and feelings.

Form Call & Response AB ABA Choreography Suggested Strategies/Activities Watch several dances and identify the beginning/middle/end of each. Watch several dances and identify the form (call and response).	Critical Vocabulary Form Call & Response AB ABA Choreography Suggested Strategies/Activities Perform a dance with a beginning/middle /end. Perform several dances that demonstrate the form (call and response, AB, ABA).	Form Call & Response AB ABA Choreography Suggested Strategies/Activities Create a dance with a beginning/middle/end. Choreograph dances that demonstrate the following forms (call and response, AB, and ABA).	Critical Vocabulary Loco motor Non-loco motor Space Time Force Suggested Strategies/Activities Watch several dances and identify the loco motor movements. Perform dances that incorporate loco and non-loco motor movements.	Critical Vocabulary Loco motor Non-loco motor Space Time Force Suggested Strategies/Activities 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.	Critical Vocabulary Loco motor Non-loco motor Space Time Force Suggested Strategies/Activities 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.
Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative
Juried events (KMEA Solo & ensemble, all county art, etc.) – Preparation for the	Juried events (KMEA Solo & ensemble, all county art, etc.) – Preparation for the	Juried events (KMEA Solo & ensemble, all county art, etc.) – Preparation for the	Juried events (KMEA Solo & ensemble, all county art, etc.) – Preparation for the	Juried events (KMEA Solo & ensemble, all county art, etc.) – Preparation for the	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.	performance would be formative with a written/oral critique by performers and observers.	performance would be formative with a written/oral critique by performers and observers.	performance would be formative with a written/oral critique by performers and observers.	performance would be formative with a written/oral critique by performers and observers.	performance would be formative with a written/oral critique by performers and observers.
Summative	Summative	Summative	Summative	Summative	Summative
Performance Based (Student demonstrates specific skills)					
Written/aural – multiple choice, constructed response, open response	Written/aural – multiple choice, constructed response, open response	Written/aural – multiple choice, constructed response, open response	Written/aural – multiple choice, constructed response, open response	Written/aural – multiple choice, constructed response, open response	Written/aural – multiple choice, constructed response, open response
Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts)
Resources Needed					
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/dan	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/dan	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/dan	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/dan	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/dan	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/dan
cesense/	cesense/	cesense/	cesense/	cesense/	cesense/

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

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

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

reflect the Colonial American time period

AH-4-HA-S-Da2: associate dances they observe or perform with the Colonial American

period in history; describe in simple terms how dances

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

above two cultures.	above two cultures.	American/West	cultures/periods.	the above two	the above two
		African).		cultures/periods.	cultures/periods.
		Perform dances from			
		the above two			
		cultures.			
Balanced Assessment:	Balanced Assessment:	Balanced	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:
Formative	Formative	Assessment:	Formative	Formative	Formative
		Formative			
Annual school wide musical –	Annual school wide musical –		Annual school wide musical –	Annual school wide musical	Annual school wide musical
Preparation for the performance would be	Preparation for the performance would be	Annual school wide	Preparation for the performance would be formative with a	 Preparation for the performance would be 	 Preparation for the performance would be
formative with a written/oral	formative with a written/oral	musical – Preparation for the performance would	written/oral critique by	formative with a	formative with a
critique by performers and	critique by performers and	be formative with a	performers and observers.	written/oral critique by	written/oral critique by
observers.	observers.	written/oral critique by	·	performers and observers.	performers and observers.
		performers and observers.			
			Summative		
Summative	Summative			Summative	Summative
Luis de conte (KAAFA Cala C	hariad avents (WAAFA Cala O	Summative	School specific performance	Calcada a sifi a sa afassa a sa	Calcada a selficion a efermina
Juried events (KMEA Solo & ensemble, all county art, etc.)	Juried events (KMEA Solo & ensemble, all county art, etc.)		(SBDM, PTO, PTA, BOE, etc.) – Performance would be	School specific performance (SBDM, PTO, PTA, BOE, etc.)	School specific performance (SBDM, PTO, PTA, BOE, etc.)
– Performance would be	– Performance would be	Juried events (KMEA Solo & ensemble, all county	summative with a written/oral	– Performance would be	– Performance would be
summative with a written/oral	summative with a written/oral	art, etc.) – Performance	critique by performers and	summative with a	summative with a
critique by performers and	critique by performers and	would be summative with	observers.	written/oral critique by	written/oral critique by
observers.	observers.	a written/oral critique by		performers and observers.	performers and observers.
		performers and observers.	Common (DLC Tooms will		
Common (PLC Teams	Common (PLC Teams		Common (PLC Teams will	Common (PLC Teams	Common (PLC Teams
will design the common	will design the common	Common (PLC	design the common	will design the	will design the
assessments, i.e., grade	assessments, i.e., grade	Teams will design	assessments, i.e., grade	common assessments,	common assessments,
level, and/or depts)	level, and/or depts)	the common	level, and/or depts)	i.e., grade level,	i.e., grade level,
level, allu/ol depts,	level, allu/ol depts,	assessments, i.e.,		and/or depts)	and/or depts)
		grade level, and/or		and/or depts	and/or depts,
		depts)			
Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed
Nesources receded	nesources receded	Resources receded	Resources Needed	nesources needed	Resources Needed
World of Fun Dance	World of Fun Dance	World of Fun Dance	World of Fun Dance Series	World of Fun Dance	World of Fun Dance
Series	Series	Series	Folk Dance Video	Series	Series
Folk Dance Video	Folk Dance Video	Folk Dance Video	KET Toolkit	Folk Dance Video	Folk Dance Video
KET Toolkit	KET Toolkit	KET Toolkit	http://www.ket.org/artsto	KET Toolkit	KET Toolkit
http://www.ket.org/artst	http://www.ket.org/artst	http://www.ket.org/	olkit/dance/	http://www.ket.org/art	http://www.ket.org/art

oolkit/dance/	oolkit/dance/	artstoolkit/dance/	Finding the Circle Native	stoolkit/dance/	stoolkit/dance/
Finding the Circle Native	Finding the Circle Native	Finding the Circle	American Video	Finding the Circle	Finding the Circle
American Video	American Video	Native American	Dance Black America	Native American Video	Native American Video
Dance Black America	Dance Black America	Video	Eva Media Elementary	Dance Black America	Dance Black America
Eva Media Elementary	Eva Media Elementary	Dance Black America	Humanities Books	Eva Media Elementary	Eva Media Elementary
Humanities Books	Humanities Books	Eva Media	http://www.ket.org/dances	Humanities Books	Humanities Books
http://www.ket.org/danc	http://www.ket.org/danc	Elementary	ense/	http://www.ket.org/da	http://www.ket.org/da
esense/	esense/	Humanities Books		ncesense/	ncesense/
		http://www.ket.org/			
		dancesense/			
Higher Order Questions					
	,				
Compare/contrast the					
performances of different					
cultures and time periods.					

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

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 f

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

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

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