

Kindergarten Module 1

Enduring Understanding

Foundational: Dancers use their bodies and imaginations to move in many ways.

Essential Questions:

- What are some of the ways you can move?
- How does your imagination help you to dance?
- How do you feel when you dance?

Process		Standards
Create	Generating Exploring Improvising Creating	2.2 Respond to a variety of stimuli (e.g., sounds, words, songs, props, and images) with original movements 2.3 Respond spontaneously to different types of music, rhythms and sounds.
Perform	Practicing and Developing Movement Skills Building Vocabulary	1.1 Build the range and capacity to move in a variety of ways. <i>1.2 Perform basic locomotor skills (e.g., walk, run, gallop, jump, hop, etc.)</i> 1.3 Understand and respond to a wide range of opposites (e.g., high/low, forward/backward, wiggle/freeze) 1.4 Perform simple movements in response to oral instructions (e.g., walk, turn, reach)
Respond	Observing Responding	
Connect	Connecting Applying	5.1 Give examples of the relationship between everyday movement in school and dance movement.

Essential standards and **supporting standards** to be assessed

Developing Concepts

Elements of Dance

Focus Elements: Body and Space

Key Ideas:

- Dancers move through space with awareness and control. They are aware of themselves *and others* in space. (**Spatial Awareness**)
- Dancers think when they move.
- Dancers move their bodies with control. (**Body Awareness and Control**)
- Our bodies can move in many ways.
- We can dance with our whole body, or with just parts of our body.

Knowledge

Vocabulary

- Travel
- Freeze
- Space Bubble
- General Space
- Self Space
- Space
- Body
- Whole Body
- Body Part
- Body Control

Skills

- Stop/freeze on cue.
- Demonstrate body control while moving.
- Demonstrate body control while still.
- Demonstrate spatial awareness by moving through space without touching others.
- Understand and demonstrate the difference between self and general space.
- Identify and move individual body parts.
- Execute whole body and body part movements.

Development of Movement Skills

Focus Concept: Opposites

Key Idea:

- Our bodies can move in many ways.
- We use movement opposites when dancing.

Knowledge

Vocabulary

- Opposites
- Whole Body
- Body Part
- Shape
- Level (High/Low)
- Line (Straight/Curved)
- Size (Big/Small)
- Tempo (Fast/Slow)
- Smooth/Sharp
- Light/Heavy/Strong
- Loud/Soft (Dynamics)
- Locomotor
- Non-locomotor
- In Place/Through Space
- Move/Freeze (Still)
- Body Control

Skills

- Execute whole body and body part movements.
- Move body parts with variety in isolation.
- Execute a wide range of movement opposites (e.g., high/low, fast/slow, smooth/sharp, self-space/general space/straight/curved, big/small, "loud"/"soft", etc.)
- Demonstrate basic relationship opposites (over/under, far/near, alone/together, away/toward)
- Perform basic locomotor movements (e.g., walk, run, gallop, jump, hop)
- Create simple whole-body and body part shapes on high and on low levels, with straight and curved lines.
- Demonstrate body control while moving.
- Demonstrate body control while still.

Form and Structure

Focus: Sense of Sequence

Key Ideas:

- A dance has a beginning, a middle with movements that change, and an ending.

Knowledge

Vocabulary

- Still
- Shape
- Begin
- End

Skills

- Move freely within a guided exploration or improvisational structure
- Respond to simple verbal movement cues
- Begin a movement exploration/improvisation in a shape/stillness, and end it in a shape/stillness

Rhythmic Perception

Key Idea:

- Dancing develops rhythmic capacity through experiences with steady beat, simple rhythmic movements, tempo and response to varied musical stimuli.

Knowledge

Vocabulary

- Tempo (Fast/Slow)
- Nursery Rhymes
- Gallop
- Walk
- Run
- Pattern
- Loud/Soft (Dynamics)
- Steady Beat

Skills

- Sense and move to a steady beat
- Perform simple rhythmic movements or movement patterns
- Move to the rhythm of nursery rhymes
- Move to both fast and slow tempos
- Execute and sense the difference between simple even and uneven locomotor steps (i.e., walk and gallop)
- Respond to a variety of music (different meters, tempos and dynamics) with appropriate movement

Movement Invention

Key Idea:

- Dancers use their imaginations to find new ways to move.

Knowledge

Vocabulary

- Imagination
- Explore
- Imagine
- Pretend

Skills

- Respond to various stimuli with original movement
- Understand and demonstrate how the imagination inspires movement
- Engage imagination while moving

Dance is a performing art.

Key Idea:

- Dancers use their bodies and imaginations when they perform for others.

Knowledge

Vocabulary

- Focus
- Concentration
- Body Control
- Perform
- Audience
- Imagining
- Facing
- Music

Skills

- Perform a guided improvisation for an audience with focus and concentration
- Cooperate with others to perform for an audience
- Articulate the difference between audience and performer
- Demonstrate clear beginning and ending places in the performance
- Listen and respond with focus to teacher cues
- Dance without talking
- Engage imagination while performing
- Demonstrate body control and spatial awareness in performance
- Understand the concept of facing in relationship to the audience
- Listen and respond to music while performing