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| **Content Area** | Dance | | | **Grade Level** | Kindergarten | | |
| **Course Name/Course Code** |  | | | | | | |
| **Standard** | **Grade Level Expectations (GLE)** | | | | | | **GLE Code** |
| 1. Movement, Technique, and Performance | 1. Demonstrate simple phrases of movement in time and space | | | | | | DA09-GR.k-S.1-GLE.1 |
| 1. Move with intent to music and other stimuli | | | | | | DA09-GR.k-S.1-GLE.2 |
| 1. Create, Compose, and Choreograph | 1. Improvise movement to music and other stimuli | | | | | | DA09-GR.k-S.2-GLE.1 |
| 1. Translate simple ideas and stories into movement phrases alone and with a partner | | | | | | DA09-GR.k-S.2-GLE.2 |
| 1. Historical and Cultural Context | 1. Perform simple social dances that communicate an idea | | | | | | DA09-GR.k-S.3-GLE.1 |
| 1. Reflect, Connect, and Respond | 1. Observe different dance styles, and describe one movement you remember | | | | | | DA09-GR.k-S.4-GLE.1 |
| 1. Demonstrate appropriate etiquette at a dance performance | | | | | | DA09-GR.k-S.4-GLE.2 |
| **Colorado 21st Century Skills**    **Critical Thinking and Reasoning:** *Thinking Deeply, Thinking Differently*  **Information Literacy:** *Untangling the Web*  **Collaboration:** *Working Together, Learning Together*  **Self-Direction:** *Own Your Learning*  **Invention:** *Creating Solutions* | | The Colorado Academic Standards for Dance are not intended to be taught in a linear (checklist of coverage) fashion, but rather should be implemented as a cyclical creative process. Each unit within this sample blueprint intentionally includes standards from all four dance standards to illustrate this process-based philosophy. | | | | | |
| **Unit Titles** | | | **Length of Unit/Contact Hours** | | | **Unit Number/Sequence** | |
| Ways of Walking | | | 2-3 weeks or 5-10 contact hours | | | Instructor Choice | |
| Making Friends Through Sharing and Exploring Movement | | | 2-3 weeks or 5-10 contact hours | | | Instructor Choice | |
| Leaps and Bounds | | | Semester/Quarterly/Yearly | | | Instructor Choice | |

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| **Unit Title** | Ways of Walking | | | **Length of Unit** | 2-3 weeks or 5-10 contact hours |
| **Focusing Lens(es)** | Play and Exploration | **Standards and Grade Level Expectations Addressed in this Unit** | DA09-GR.k-S.1-GLE.1, DA09-GR.k-S.1-GLE.2  DA09-GR.k-S.2-GLE.1, DA09-GR.k-S.2-GLE.2  DA09-GR.k-S.3-GLE.1, DA09-GR.k-S.3-GLE.2  DA09-GR.k-S.4-GLE.1, DA09-GR.k-S.4-GLE.2 | | |
| **Inquiry Questions (Engaging- Debatable):** | • How many different ways can you travel through space? (DA09-GR.k-S.1-GLE.1-EO.1) and (DA09-GR.k-S.3-GLE.1-IQ.3) and (DA09-GR.k-S.4-GLE.2-IQ.1)  • How do you know what is happening in a dance?  • What does movement say? | | | | |
| **Unit Strands** | Performance Space  Create Movements  Cultural Context  Respond with Intent | | | | |
| **Concepts** | Space/Time/Energy, Investigate/Discovery, Improvisation, Movement, Patterns, Rhythm, Shapes, Expression, Exploration, Representation | | | | |

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| **Generalizations**  **My students will Understand that…** | **Guiding Questions**  **Factual Conceptual** | |
| Exploring making shapes with the body produces creative ideas for movement (DA09-GR.k-S.1-GLE.2) and (DA09-GR.k-S.2-GLE.1) and (DA09-GR.k-S.3-GLE.2) and (DA09-GR.k-S.4-GLE.1) | What kind of shapes can one make with the body? | Why do dancers change shapes of the body? |
| Body movement decisions dictate use of space (DA09-GR.k-S.1-GLE.1) and (DA09-GR.k-S.2-GLE.2) and (DA09-GR.k-S.3-GLE.2) and (DA09-GR.k-S.4-GLE.1) | What’s the difference between personal and general space? | Why is it important to know the difference between personal and general space? |
| Body movement sequences represent and reflect patterns (DA09-GR.k-S.1-GLE.1) and (DA09-GR.k-S.2-GLE.2) and (DA09-GR.k-S.3-GLE.2) and (DA09-GR.k-S.4-GLE.1) | When does a movement become a pattern? | How do dancers connect shapes? |
| Expression consists of rhythmic body movements (DA09-GR.k-S.1-GLE.1) and (DA09-GR.k-S.2-GLE.1) and (DA09-GR.k-S.3-GLE.2) and (DA09-GR.k-S.4-GLE.1) | Who expresses themselves with rhythm? | Where can one see rhythm in the movement? |

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| **Critical Content:**  **My students will Know…** | **Key Skills:**  **My students will be able to (Do)…** |
| * Examples of how to safely explore and share space by themselves, with a partner or small group (DA09-GR.k-S.1-GLE.1, 2) and (DA09-GR. k-S.2-GLE.1, 2) and (DA09-GR. k-S.3-GLE.2) and (DA09-GR. k-S.4-GLE.1) * Examples of various movement patterns (DA09-GR. k-S.1-GLE.1, 2) and (DA09-GR. k-S.2-GLE.1, 2) and (DA09-GR. k-S.4-GLE.1) * Examples of different levels and in different directions of movement (DA09-GR. k-S.1-GLE.1, 2) and (DA09-GR. k-S.2-GLE.1, 2) and (DA09-GR. k-S.4-GLE.1) | * Explore body part movement in isolation and in various combinations. (DA09-GR. k-S.2-GLE.1-EO.b) * Improvise in silence to varying rhythms and to music in many tones and genres. (DA09-GR.k-S.1-GLE.2-EO.a) * Practice making body shapes and using space alone and in groups using high, middle and low levels, and travel forwards, backwards, sideways, diagonally, and turn. (DA09-GR.k-S.1-GLE.1-EO.d) * Create a one part movement phrase, beginning, middle and end. (DA09-GR.k-S.2-GLE.2-EO.b) * Enjoy participating in and observing a variety of movement styles. (DA09-GR.k-S.4-GLE.1-EO.c) |

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| **Critical Language:** includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.  EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”* | | |
| **A student in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):** | | *I can walk in a lot of different ways and make patterns with my body like high/low, straight/corner to corner, and turning.* |
| **Academic Vocabulary:** | Improvise, Phrase, Cooperation, Sharing, Evaluate, Observe, Practice, Explore, Composition, Expression | |
| **Technical Vocabulary:** | Personal Space, General Space, Shape, Rhythm, Pattern, High Middle and Low Levels, Forward, Backwards, Sideways, Diagonally and Turning, Isolation, Movement Phrase, Walk, Run, Hop, Jump, Leap, Gallop, Slide, and Skip | |

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| **Unit Title** | Making Friends Through Sharing and Exploring Movement | | | **Length of Unit** | 2-3 weeks or 5-10 contact hours |
| **Focusing Lens(es)** | Creative Expression | **Standards and Grade Level Expectations Addressed in this Unit** | DA09-GR.k-S.1-GLE.1, DA09-GR.k-S.1-GLE.2  DA09-GR.k-S.2-GLE.1, DA09-GR.k-S.2-GLE.2  DA09-GR.k-S.3-GLE.1, DA09-GR.k-S.3-GLE.2  DA09-GR.k-S.4-GLE.1, DA09-GR.k-S.4-GLE.2 | | |
| **Inquiry Questions (Engaging- Debatable):** | * Where does movement come from? (DA09-GR.k-S.2-GLE. 2-EO.4) and (DA09-GR.k-S.4-GLE.2-IQ.1) and (DA09-GR.k-S.4-GLE.2-EO.4) * What does movement say? * Why is it important to watch respectfully during a live dance performance? | | | | |
| **Unit Strands** | Performance Preparation  Create Movement  Context Movement Choices  Respond and Perform | | | | |
| **Concepts** | Space/Time/Energy, Shape & Symbols, Movement, Observation, Expression | | | | |

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| **Generalizations**  **My students will Understand that…** | **Guiding Questions**  **Factual Conceptual** | |
| Body shapes can represent things heard, seen, and/or felt (DA09-GR.k-S.1-GLE.1) and (DA09-GR.k-S.2-GLE.2) and (DA09-GR.k-S.3-GLE.2) and (DA09-GR.k-S.4-GLE.1) | What sounds in a name can you move to?  How many syllables are there in your name?  What shapes can one make that match the syllables in a name? | What makes a sound easy to move to?  Can you copy movements created by others as you say their name?  What is needed to copy a dance movement? |
| Simple, isolated movements (like body shapes) can connect to create a pattern of movements (DA09-GR.k-S.1-GLE.1) and (DA09-GR.k-S.2-GLE. 2) and (DA09-GR.k-S.3-GLE.2) and (DA09-GR.k-S.4-GLE.1) | Which parts of the body could be used to make the sounds of your name into movements?  How many ways can you change your movements?  What patterns can you make with your movements? | How would changing timing or space change the movement? |
| Patterns of movement are enhanced by choices of expression (happiness, sadness) (DA09-GR.k-S.1-GLE.1) and (DA09-GR.k-S.2-GLE.1) and (DA09-GR.k-S.3-GLE. 2) and (DA09-GR.k-S.4-GLE.1) | What movements remind you of certain feelings?  What movements have you observed that were created by other students? Do their movements remind you of any feelings? | Can you perform movements created by others without changing them?  How does changing the direction or use of high/low space change the feeling of a movement? |

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| **Critical Content:**  **My students will Know…** | **Key Skills:**  **My students will be able to (Do)…** |
| * Examples of sounds of parts of names such as syllables, hard and soft consonants, long and short vowels (DA09-GR.k-S.1-GLE.1, 2) and (DA09-GR.k-S.2-GLE.1, 2) * Examples of movement, space and timing such as walking in various directions straight, diagonal, fluid, choppy, high, low, fast, slow (DA09-GR.k-S.1-GLE.12) and (DA09-GR.k-S.2-GLE.2) and (DA09-GR.k-S.3-GLE.2) and (DA09-GR.k-S.4-GLE.1) * Examples of movements based on sounds in a name such as high hands for a hard sound and low hands for a soft sound (DA09-GR.k-S.1-GLE.1, 2) and (DA09-GR.k-S.2-GLE.1, 2) * Parts of a name illustrate parts of words and /or music (DA09-GR.k-S.1-GLE.1, 2) and (DA09-GR.k-S.2-GLE.1, 2) * Examples of movements created by others such as copying or mirroring other’s movements (DA09-GR.k-S.1-GLE.2) and (DA09-GR.k-S.2-GLE.1, 2) and (DA09-GR.k-S.3-GLE.1) and (DA09-GR.k-S.4-GLE.1, 2) | * Move the body safely in time and space without endangering themselves or others such as bumping into others, turning too close, too exaggerated or lively (DA09-GR.k-S.1-GLE.1-EO.a) * Explore movement in personal and general space (DA09-GR.k-S.1-GLE.1-EO.c) * Use parts of a name to determine parts of words and/or music (DA09-GR.k-S.1-GLE.1, 2) and (DA09-GR.k-S.2-GLE.1, 2) * Explore body part movement in isolation and various combinations (DA09-GR.k-S.2-GLE.1-EO.b) * Use movement to show an expression of varied feelings to share with others. (DA09-GR.k-S.2-GLE.2-EO.c) * Dance cooperatively with others (DA09-GR.k-S.3-GLE.1-EO.a) * Enjoy participating in and observing a variety of movement styles(DA09-GR.k-S.4-GLE.1-EO.c) |

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| **A student in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):** | | *Dance class starts with stretching so we can warm up the muscles in our legs.* |
| **Academic Vocabulary:** | Technique, Discipline, Practice, Pattern, Observe, Cooperate, Preparation | |
| **Technical Vocabulary:** | Parallel, Preparatory, Bend, Stretch, Rise, Skip, Glide, Chassé | |

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| **Unit Title** | Leaps and Bounds | | | **Length of Unit** | Semester/Quarterly/Yearly |
| **Focusing Lens(es)** | Structure and Function | **Standards and Grade Level Expectations Addressed in this Unit** | DA09-GR.k-S.1-GLE.1, DA09-GR.k-S.1-GLE.2  DA09-GR.k-S.2-GLE.1, DA09-GR.k-S.2-GLE.2  DA09-GR.k-S.3-GLE.1  DA09-GR.k-S.4-GLE.1, DA09-GR.k-S.4-GLE.2 | | |
| **Inquiry Questions (Engaging- Debatable):** | * What is the difference between moving and dancing?(DA09-GR.k-S.1-GLE.1-IQ.4) and (DA09-GR.k-S.2-GLE.2-IQ.3) and (DA09-GR.k-S.3-GLE.1-IQ.3) and (DA09-GR.k-S.4-GLE.1-IQ.3) * What do you need to do to copy someone's dance movement? * How do you know what is happening in a dance? * How do the basic elements of dance communicate feelings and thoughts? | | | | |
| **Unit Strands** | Performance Preparation  Create Dance Movements  Cultural Context  Respond and Internalize | | | | |
| **Concepts** | Observation, Patterns, Movement Technique, Order/Form, Transposition, Cooperation | | | | |

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| **Generalizations**  **My students will Understand that…** | **Guiding Questions**  **Factual Conceptual** | |
| Order and form structure foundational technique. (DA09-GR.k-S.1-GLE.1, 2) and (DA09-GR.k-S.3-GLE.1) | How does dance class begin? | Why is practice important? |
| Patterns connect to create dance movement. (DA09-GR.k-S.1-GLE.1, 2) and (DA09-GR.k-S.2-GLE.1, 2) and (DA09-GR.k-S.3-GLE.1) | What is a skipping pattern? | What makes a dance interesting? |

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| **Critical Content:**  **My students will Know…** | **Key Skills:**  **My students will be able to (Do)…** |
| * Basic locomotor movements (DA09-GR.k-S.1-GLE.1, 2) and (DA09-GR.k-S.2-GLE.1, 2) * Foundational dance technique and terminology (DA09-GR.k-S.1-GLE.1, 2) and (DA09-GR.k-S.2-GLE.1, 2) and (DA09-GR.k-S.3-GLE.1) * Connecting movements (DA09-GR.k-S.1-GLE.1, 2) and (DA09-GR.k-S.2-GLE.1, 2) and (DA09-GR.k-S.3-GLE.1) * Personal/Literal dance observation (DA09-GR.k-S.3-GLE.1) and (DA09-GR.k-S.4-GLE.1, 2) | * Identify body parts used in basic locomotor movements such as walk, run, hop, jump, leap, gallop, slide and skip (DA09-GR.k-S.1-GLE.1-EO.b) * Learn to transpose movement to different body parts (DA09-GR.k-S.2-GLE.2-EO.e) * Dance cooperatively with others (DA09-GR.k-S.3-GLE.1-EO.a) * Describe the performer's use of space in a favorite movement from a dance (DA09-GR.k-S.4-GLE.1-EO.a) |

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| **A student in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):** | | *Dance class starts with stretching so we can warm up the muscles in our legs.* |
| **Academic Vocabulary:** | Technique, Discipline, Practice, Pattern, Observe, Cooperate, Preparation | |
| **Technical Vocabulary:** | Parallel, Preparatory, Bend, Stretch, Rise, Skip, Glide, Chassé | |