

Colorado Teacher-Authored Sample Instructional Unit

Content Area	Dance	Grade Level	1 st Grade
Course Name/Course Code			
Standard	Grade Level Expectations (GLE)	GLE Code	
1. Movement, Technique, and Performance	1. Perform movement phrases alone and with others	DA09-GR.1-S.1-GLE.1	
	2. Demonstrate the elements of dance (space, time, and energy) in movement phrases	DA09-GR.1-S.1-GLE.2	
2. Create, Compose, and Choreograph	1. Use the dance elements to create a simple movement phrase based on personal ideas and concepts from other sources	DA09-GR.1-S.2-GLE.1	
	2. Create a solo dance with changes in space or timing to reflect different feelings	DA09-GR.1-S.2-GLE.2	
3. Historical and Cultural Context	1. Perform simple dances from various cultures	DA09-GR.1-S.3-GLE.1	
	2. All cultures around the world have unique dances	DA09-GR.1-S.3-GLE.2	
4. Reflect, Connect, and Respond	1. Respond to different dance styles using basic stylistic vocabulary	DA09-GR.1-S.4-GLE.1	
	2. Display, discuss, and demonstrate appropriate etiquette at a dance performance	DA09-GR.1-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
Explore Our Environments Through Movement	2-3 weeks/ 4-6 contact hours	Instructor Choice

Colorado Teacher-Authored Sample Instructional Unit

Unit Title	Explore Our Environments Through Movement		Length of Unit	2-3 weeks/ 4-6 contact hours
Focusing Lens(es)	Influence	Standards and Grade Level Expectations Addressed in this Unit	DA09-GR.1-S.1-GLE.1, DA09-GR.1-S.1-GLE.2 DA09-GR.1-S.2-GLE.1, DA09-GR.1-S.2-GLE.2 DA09-GR.1-S.3-GLE.1, DA09-GR.1-S.3-GLE.2 DA09-GR.1-S.4-GLE.1, DA09-GR.1-S.4-GLE.2	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • How can you identify the levels and directions that you see in other’s dance? (DA09-GR.1-S.1-GLE.1-IQ.5) and (DA09-GR.1-S.2-GLE.1-IQ.1) and (DA09-GR.1-S.3-GLE.1-IQ.2) and (DA09-GR.1-S.4-GLE.1-IQ.1) • Where do movement ideas come from? • How can a dance be performed without sound or music? • How does one describe his or her favorite movement in a dance? 			
Unit Strands	Perform/ Space Create/ New Movement Context/ Cultural Influences Respond with Intent			
Concepts	Space/Time/Energy, Movement Discovery, Movement parameters, Pattern Improvisation, Dance styles/movements, Culture, Cultural Environments			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Specific dance styles influence intentional uses of patterns and body shapes (DA09-GR.1-S.1-GLE.1, 2) and (DA09-GR.1-S.2-GLE.1, 2) and (DA09-GR.1-S.3-GLE.2) and (DA09-GR.1-S.4-GLE.1, 2)	What body shapes occur often in certain dance styles? (straight and long in ballet, curved and fluid in hip hop) What patterns occur often in certain dance styles?	How do movement choices reflect a different style? What makes a dance a person’s favorite dance?
Cultural environments contribute to the patterns, styles and shapes used in dance movements (DA09-GR.1-S.1-GLE.2) and (DA09-GR.1-S.2-GLE.1, 2) and (DA09-GR.1-S.3-GLE.1, 2) and (DA09-GR.1-S.4-GLE.1, 2)	What movement spaces are found in a school? What movement spaces are used in society?	How does an environment influence a dance style? (Stage environment vs. a street corner) Why do we map dance or movement spaces?
Gravity and space dictate movement parameters (DA09-GR.1-S.1-GLE.2) and (DA09-GR.1-S.2-GLE.2) and (DA09-GR.1-S.4-GLE.2)	If you jump up, what pulls you down? What objects in a movement space can help or hinder movement?	How does gravity effect movement? How can objects in a movement space change dance movement decisions?

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • Cultural environment effects movement (DA09-GR.1-S.1-GLE.2) and (DA09-GR.1-S.2-GLE.1, 2) and (DA09-GR.1-S.3-GLE.1, 2) and (DA09-GR.1-S.4-GLE.1) • Movement styles and shapes such as jump, run, bend, stretch (DA09-GR.1-S.1-GLE.1, 2) and (DA09-GR.1-S.2-GLE.1, 2) and (DA09-GR.1-S.3-GLE.1, 2) and (DA09-GR.1-S.4-GLE.1, 2) • The terms of: space, time, and energy, pattern, styles and shapes • (DA09-GR.1-S.1-GLE.2) and (DA09-GR.1-S.2-GLE.1, 2) and (DA09-GR.1-S.3-GLE.1) and (DA09-GR.1-S.4-GLE.1, 2) • Examples of dance styles (DA09-GR.1-S.1-GLE.1, 2) and (DA09-GR.1-S.2-GLE.1, 2) and (DA09-GR.1-S.3-GLE.1, 2) and (DA09-GR.1-S.4-GLE.1, 2) 	<ul style="list-style-type: none"> • Perform short movement phrases incorporating the elements of dance (space, time and energy) (DA09-GR.1-S.1-GLE.2-EO.d) • Create shapes that relate to nature or an idea, and develop them into a simple phrase of movement, learning to compose a one-part phrase (beginning, middle and end). (DA09-GR.1-S.2-GLE.1-EO.c) • Learn the origins of the dances studied (DA09-GR.1-S.3-GLE.1-EO.b) • Describe favorite movements (DA09-GR.1-S.4-GLE.2-EO.b) • Map an environment in a school such as gym or cafeteria on paper (DA09-GR.1-S.2-GLE.1-RA.1) and (DA09-GR.1-S.4-GLE.1-EO.c) • Explain how dance movements were created or changed to adjust to the environment? (DA09-GR.1-S.1-GLE.2) and (DA09-GR.1-S.2-GLE.2) and (DA09-GR.1-S.3-GLE.2)

<p>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: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>Dance styles are made up of unique steps and floor patterns within an environment to share ideas through dance.</i></p>
<p>Academic Vocabulary:</p>	<p>Communicate, Style, Shape, Gravity</p>
<p>Technical Vocabulary:</p>	<p>Jump, Bend, Walk, Run, Stretch, Space/Time,/Energy, Floor Patterns</p>

Colorado Teacher-Authored Sample Instructional Unit

Unit Description:	In this unit students will explore cultural environments and choose a favorite cultural dance style. Students will use their understanding of the various cultural dance patterns, styles, shapes and rhythms to combine movement phrases into a pattern in small groups. The unit culminates in a final dance performance in which students rehearse and perform their dances for their parents. Students will end the unit by sharing positive peer feedback on a favorite dance move that classmates performed.
Considerations:	N/A
Unit Generalizations	
Key Generalization:	Cultural environments contribute to the patterns, styles and shapes used in dance movements
Supporting Generalizations:	Specific dance styles influence intentional uses of patterns and body shapes
	Gravity and space dictate movement

Performance Assessment: *The capstone/summative assessment for this unit.*

Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Cultural environments contribute to the patterns styles and shapes used in dance movements.
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	As an expert 1 st grade dance troupe, you have been selected to give a performance for your school that focuses on different cultural art forms! As a class you will learn about different cultural dances, their patterns, and the music they utilize! You will work with a small group to use your understanding of various cultural dance styles to select and create your dance. Your small groups will perform your dances for an upcoming school assembly!
Product/Evidence: (Expected product from students)	Students will work independently and in small groups to explore cultural dance styles with the intent to share information about the common patterns and music used in cultural dance. Teacher should use observational data collection (<i>*see below</i>) to determine the use of: <ul style="list-style-type: none"> • Loco-motor skills (walk/step, run, leap, hop, and jump) • Ability to move safely though a given space • How students problem solve with various dance patterns and music responses *Observational note ideas here: http://tccl.rit.albany.edu/knilt/index.php/Unit Four: How to incorporate play observations in the kindergarten classroom (Modifiable resource for collecting observational data)
Differentiation: (Multiple modes for student expression)	Students may <ul style="list-style-type: none"> • Use different props and objects, such as Hula Hoops or Bosu Balls to demonstrate personal space (<i>*see below</i>) or different ways body parts can move • Use rhythmic games to explore movements *Personal space resources: http://room8-adventuresinkindergarten.blogspot.com/2013/02/personal-space.html http://misssciamanna.blogspot.com/2013/10/personal-space.html **Movement Game Ideas for Kindergarten including lesson and assessment guides http://www.sandi.net/cms/lib/CA01001235/Centricity/Domain/176/New%20D.D%20page/DD_D_GrK_all_for_printing_108.9.10.12.pdf

Texts for independent reading or for class read aloud to support the content	
Informational/Non-Fiction	Fiction
<p><i>Choreography</i>-Sandra Minton <i>Global Bollywood: Travels of Hindi Song and Dance</i>-Sangita Gopal and Sujata Moorti <i>Hip Hop Dance: Meanings and Messages</i>-Carla Stalling Huntington <i>How to Teach Lyrical Dance Package</i>-Cathy Roe</p>	<p><i>Giraffe’s Can’t Dance</i>-Giles Andreae <i>I Wear My Tutu Everywhere!</i> (Reading Railroad)-Wendy Cheyette Lewison <i>Matisse Dance with Joy</i> (Board Book)-Susan Goldman Rubin</p>

Ongoing Discipline-Specific Learning Experiences				
1.	Description:	<p>Performance Preparation Process <i>Within a performance focused unit, the basic process of introduce, rehearse and perform are ongoing throughout the unit. The various learning experiences underscore this process.</i></p> <p>Introduce- Refers to the pre-experiences needed before introducing dance repertoire. As learning progresses, students will be introduced to various additional dance steps/techniques.</p> <p>Rehearse- Refers to the steps that occur after introducing repertoire. Review, practice, revisiting areas that need additional focus will be a recurring process.</p> <p>Perform- Refers to the execution and/or application of work within in the introduction and rehearsal process. This can include the final capstone performance task or other performances demonstrating skill attainment. When a student demonstrates skills in discreet form (such as a specific dance sequence) or in a full comprehensive form (such as the full dance piece) they perform as a way to determine understanding. Performing occurs throughout the unit.</p>	<p>Teacher Resources:</p> <p>http://www.decodanz.co.uk/resources/Freebies/Prep-for-Performance---Sho-Botham---decodanz.pdf (Guidebook on Performance Preparation) http://drjimtaylor.com/2.0/dance/ (Comprehensive overview for dancers on the performance preparation process.) http://penonpointe.wordpress.com/2011/09/22/its-rehearsal-time-preparing-your-young-dancer/ (General overview for teachers on the rehearsal process for young dancers.) http://artsedge.kennedy-center.org/educators/lessons/grade-3-4/Swing_Your_Partner.aspx (Square dance Lesson Plan from Kennedy Center’s ArtsEdge)</p>	
	Skills:	<p>Introduction: Identify styles, genre, traditions, and era for the origins of folk dance.</p> <p>Rehearsal: Review, analyze, edit, adjust elements of the dance piece as needed</p> <p>Performance: Apply, execute, demonstrate skill attainment</p>	<p>Student Resources:</p> <p>N/A</p>	<p>Assessment:</p> <p>Students will participate in the performance preparation process throughout this unit. Teachers will use observations to assess in the following ways:</p> <ul style="list-style-type: none"> • Introduce: Pre-asses folk dance understanding through brainstorming and discussions • Rehearse: Rehearsal is formatted to meet student’s range of abilities. Formative assessment and adjustment of dance steps, timing, gestures, etc. are found throughout the rehearsal process. • Performance: Assessments such as observation and correction for discreet skill attainment.

Prior Knowledge and Experiences

This is a beginning level dance unit so all skills should be explicitly taught. There may, however, be students who are studying dance privately or are native to various world cultures that use dance since birth. These students should be encouraged to share what they know as a student leader in the subject area.

Learning Experiences # 1 – 10
Instructional Timeframe: Teacher Determined

Learning Experience # 1

The teacher may organize a community sharing event such as an open house for parents to share cultural dances that reflect their various traditional backgrounds so that students can begin to understand the breadth of diversity in the school community.

Generalization Connection(s):	Cultural environments contribute to the patterns, styles and shapes used in dance movements
Teacher Resources:	<p>http://www.fitforafeast.com/dance_cultural.htm (World Cultural Dance-interactive world map to find various regions and dance examples)</p> <p>http://www.shutterstock.com/cat.mhtml?searchterm=cultural+dance&search_group=&lang=en&search_source=search_form (General cultural dance images)</p> <p>http://www.shutterstock.com/cat.mhtml?searchterm=mexican+dancing&search_group=&lang=en&search_source=search_form (Mexican dance images)</p> <p>http://www.shutterstock.com/cat.mhtml?searchterm=chinese+dancing&search_group=&lang=en&search_source=search_form (Chinese dance images)</p> <p>http://www.shutterstock.com/cat.mhtml?searchterm=american+dancing&search_group=&lang=en&search_source=search_form (American dance images)</p> <p>http://www.shutterstock.com/cat.mhtml?searchterm=native+american+dancing&search_group=&lang=en&search_source=search_form (Native American dance images)</p> <p>http://www.shutterstock.com/cat.mhtml?searchterm=vietnamese+dancing&search_group=&lang=en&search_source=search_form (Vietnamese dance images)</p> <p>http://www.shutterstock.com/cat.mhtml?searchterm=Spanish+dancing&search_group=&lang=en&search_source=search_form (Spanish dance images)</p>
Student Resources:	N/A
Assessment:	<p>Students will work in pairs or small groups to select one culture and create a visual poster highlighting its traditional dance forms. Throughout the discussion students could begin making a dance vocabulary Word Wall.</p> <p>http://www.postermywall.com/index.php/p/classroom-posters (Free classroom poster creator)</p> <p>http://www.schoolexpress.com/wordwalls/wordwalls.php (Word Wall Templates)</p>

Colorado Teacher-Authored Sample Instructional Unit

Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may share other traditions such as food and holidays Students may create a class poster
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Critical Content:	<ul style="list-style-type: none"> Cultural environment effects movement; Examples of dance styles 	
Key Skills:	<ul style="list-style-type: none"> Learn the origins of the dances studied. Explain how the dance movements were created or changed to adjust to the environment 	
Critical Language:	Style, communicate, tradition, culture, diversity	

Learning Experience # 2	
The teacher may highlight 3-4 cultures presented at a community event or from a collection of videos so students can explore cultural environments and the influences on movement styles from around the world.	
Generalization Connection(s):	Cultural environments contribute to the patterns, styles and shapes used in dance movements
Teacher Resources:	http://www.fitforafeast.com/dance_cultural.htm (Interactive world map to find various regions and dance examples) http://www.fitforafeast.com/dance_cultural.htm (World Cultural Dance-interactive world map to find various regions and dance examples) http://artsonline2.tki.org.nz/resources/materials/Dance/ (Site with several dance examples and resources) http://www.shutterstock.com/cat.mhtml?searchterm=cultural+dance&search_group=&lang=en&search_source=search_form (General cultural dance images) http://www.shutterstock.com/cat.mhtml?searchterm=mexican+dancing&search_group=&lang=en&search_source=search_form (Mexican dance images) http://www.shutterstock.com/cat.mhtml?searchterm=chinese+dancing&search_group=&lang=en&search_source=search_form (Chinese dance images) http://www.shutterstock.com/cat.mhtml?searchterm=american+dancing&search_group=&lang=en&search_source=search_form (American dance images) http://www.shutterstock.com/cat.mhtml?searchterm=american+dancing&search_group=&lang=en&search_source=search_form (Native American dance images) http://www.shutterstock.com/cat.mhtml?searchterm=vietnamese+dancing&search_group=&lang=en&search_source=search_form (Vietnamese dance images) http://www.shutterstock.com/cat.mhtml?searchterm=spanish+dancing&search_group=&lang=en&search_source=search_form (Spanish dance images)
Student Resources:	http://www.youtube.com/watch?v=-knKCPnRpR0 (Indian Folk Dance) http://www.youtube.com/watch?v=qihYdSslhXo (Latin Folk Dance) http://www.youtube.com/watch?v=niY0GZpQOSI (Russian Folk Dance)

Colorado Teacher-Authored Sample Instructional Unit

Assessment:	Students will play a concentration/memory game matching culture to a movement style and/or country of origin. http://www.dltk-cards.com/memory/ (Templates for creating a memory/concentration game)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may use scarves and ribbons in the style of the culture being explored to highlight visual aspects of the patterns and sequence of the dance
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.dltk-cards.com/memory/ (Templates for creating a memory/concentration game)	Students may create their own cards for the memory game
Critical Content:	<ul style="list-style-type: none"> • Cultural environment effects movement • Examples of dance styles 	
Key Skills:	<ul style="list-style-type: none"> • Learn the origins of the dances studied • Explain how the dance movements were created or changed to adjust to the environment 	
Critical Language:	Style, shape, relationship, communicate, traditions, culture, diversity, rhythm, environment, region	

Learning Experience # 3		
The teacher may introduce 1-2 folk dances so the students can identify influential/common rhythms and connect basic steps to dances from around the globe.		
Generalization Connection(s):	Specific dance styles influence intentional uses of patterns and body shapes	
Teacher Resources:	http://www.fitforafeast.com/dance_cultural.htm (World Cultural Dance) http://www.youtube.com/watch?v=-knKCPnRpRO (Indian Folk Dance) http://www.youtube.com/watch?v=qihYdSsLhXo (Latin Folk Dance) http://www.youtube.com/watch?v=niY0GZpQQSI (Russian Folk Dance)	
Student Resources:	N/A	
Assessment:	Students will perform various rhythms through body percussion. The teacher may ask students to perform a basic step from each of the cultural dances. Teacher may collect observational data as students perform. http://tccl.rit.albany.edu/knilt/index.php/Unit Four: How to incorporate play observations in the kindergarten classroom (Modifiable resource for collecting observational data)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://dance.lovetoknow.com/Rumba Dance Step Diagram (foot diagram of the Rumba)	Students may use visual floor plans of the steps and explore the different vibrations of instruments or music

Colorado Teacher-Authored Sample Instructional Unit

Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may perform a demonstration of the different rhythms of the body systems Students may respond to more specific guiding questions such as: What rhythms are common to the body? What other systems exist in the world to keep order or time? What musical instruments are used for different cultures and how are they made?
Critical Content:	<ul style="list-style-type: none"> • Movement styles and shapes such as run, bend, stretch, jump. Examples of dance styles • Unique sounds/rhythms that influence dance steps 	
Key Skills:	<ul style="list-style-type: none"> • Explain how dance movements were created or changed to adjust to the environment 	
Critical Language:	Communicate, culture, style, rhythm, influence, environment, system, pattern, sequence	

Learning Experience # 4		
The teacher may discuss relationships, styles and shapes as they would be interpreted in various cultural environments so students can create and share movement patterns.		
Generalization Connection(s):	Specific dance styles influence intentional uses of patterns and body shapes	
Teacher Resources:	http://www.fitforafeast.com/dance_cultural.htm (World Cultural Dance) http://www.youtube.com/watch?v=-knKCPnRpRO (Indian Folk Dance) http://www.youtube.com/watch?v=qihYdSsLhXo (Latin Folk Dance) http://www.youtube.com/watch?v=niYOGZpQQSj (Russian Folk Dance)	
Student Resources:	N/A	
Assessment:	Students will demonstrate simple dance shapes and styles and compare these movements to various cultural dance movements. Teacher may collect observational data as students perform. http://tccl.rit.albany.edu/kniit/index.php/Unit_Four:_How_to_incorporate_play_observations_in_the_kindergarten_classroom (Modifiable resource for collecting observational data)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may move scarves/ribbons in various ways to represent various cultural moves
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may explore: How patterns of movement connect with math and literacy? Such as- Solve math problems using dance. Tell a story with a dance

Colorado Teacher-Authored Sample Instructional Unit

Critical Content:	<ul style="list-style-type: none"> • Cultural environment effects movement • Movement styles and shapes
Key Skills:	<ul style="list-style-type: none"> • Perform short movement phrases incorporating the elements of dance (space, time and energy) • Describe favorite movements
Critical Language:	Body shapes, relationships, patterns, styles, movement discovery, movement parameters, dance styles/movements, culture

Learning Experience # 5

The teacher may model partnered dancing so that students can begin working together to assemble movement phrases.

Generalization Connection(s):	Specific dance styles influence intentional uses of patterns and body shapes	
Teacher Resources:	http://en.wikipedia.org/wiki/List_of_ethnic,_regional,_and_folk_dances_sorted_by_origin http://en.wikipedia.org/wiki/List_of_dances (List of folk dances) http://en.wikipedia.org/wiki/List_of_dance_style_categories (List of dance categories)	
Student Resources:	N/A	
Assessment:	Students will share paired cultural movement phrases with the class. Teacher may collect observational data as students perform. http://tccl.rit.albany.edu/knilt/index.php/Unit_Four:_How_to_incorporate_play_observations_in_the_kindergarten_classroom (Modifiable resource for collecting observational data)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may provide a verbal description of the dance movements if they are unable to execute the movement
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.slovak-republic.org/folk/dance/ (Slovak folk dance costumes) http://www.photohouston.com/Mexican-folk-dance/ballet-folklorico-stock-photos.html (Mexican Folklorico) http://www.eduplace.com/graphicorganizer/pdf/venn.pdf (Venn Diagram Template)	Students may compare and contrast costumes used in traditional dances.
Critical Content:	<ul style="list-style-type: none"> • Cultural environment effects movement • Movement styles and shapes 	
Key Skills:	<ul style="list-style-type: none"> • Perform short movement phrases incorporating the elements of dance (space, time and energy) 	
Critical Language:	Dance styles/movements, shapes, relationships, communicate, culture, cultural environments, space/time/energy	

Learning Experience # 6		
The teacher may explore dance structures so students can consider how dances have a beginning, middle and end.		
Generalization Connection(s):	Specific dance styles influence intentional uses of patterns and body shapes	
Teacher Resources:	http://www.fitforafeast.com/dance_cultural.htm (World Cultural Dance) http://www.youtube.com/watch?v=-knKCPnRpRO (Indian Folk Dance) http://www.youtube.com/watch?v=qihYdSsLhXo (Latin Folk Dance) http://www.youtube.com/watch?v=niYOGZpQOSI (Russian Folk Dance)	
Student Resources:	N/A	
Assessment:	Students will respond to verbal cues and music cues using dance movements. Teacher may collect observational data as students perform. http://tccl.rit.albany.edu/kiilt/index.php/Unit_Four:_How_to_incorporate_play_observations_in_the_kindergarten_classroom (Modifiable resource for collecting observational data) And: Students may choose to illustrate a beginning, middle and/or end of a dance. http://www.abcteach.com/free/p/port_26pt_line_story.pdf (Blank, lined paper with room for illustrations/visuals-great for journal entries)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may create a class poster illustrating a beginning, middle or end of a dance Students may tell a story that has a beginning, middle and end, much like a dance uses the same structure Students may tell a story of something that happened to them through a nonverbal expression of dance
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12327#.UwUb1WJdWuI (Lesson, instruction and videos for Give Love dance)	Students may observe a full dance sequence and tell a story with a beginning, middle and end that they believe the dance could be about
Critical Content:	<ul style="list-style-type: none"> The terms of space time and energy, pattern, styles and shapes 	
Key Skills:	<ul style="list-style-type: none"> Perform short movement phrases incorporating the elements of dance (space, time and energy) Create shapes that relate to an idea and develop then into a simple phrase of movement, learning to compose a one-part phrase (beginning middle and end) 	
Critical Language:	Energy, movement phrase, shapes, time, space, movement parameters, gravity, pattern improvisation, sequence, structure	

Learning Experience # 7		
The teacher may model the relationship between timing and intention so the students can refine movement patterns through changes of speed and rhythm.		
Generalization Connection(s):	Specific dance styles influence intentional uses of patterns and body shapes.	
Teacher Resources:	<i>Rhythmic Activities and Dance</i> – John Bennett <i>Music for Creative Dance Volumes 1-4-</i> Eric Chapelle http://folkdancemusic.net (Music for folk dances) https://archive.org/details/InternationalFolkDances (International Folk Dances, free downloads)	
Student Resources:	Musical instruments such as drums and percussion instruments	
Assessment:	Students will demonstrate various rhythmic movements to a live percussionist or recorded percussion soundtrack. Students will self-assess using thumbs up or down that indicates if the student understands change of rhythm and feelings. Teacher may collect observational data as students perform. http://tccl.rit.albany.edu/knilt/index.php/Unit_Four:_How_to_incorporate_play_observations_in_the_kindergarten_classroom (Modifiable resource for collecting observational data)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	https://itunes.apple.com/us/app/touch-and-learn-emotions/id451685022?mt=8 (iPad app Touch and Learn Emotions) Metronome	Students may match a beat to a feeling
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may express timing and feeling in a movement phrase Students may analyze their movements to a greater degree using guidance such as: What elements of timing affect the rhythm to produce different feelings?
Critical Content:	<ul style="list-style-type: none"> The terms of: space, time and energy, pattern, styles and shapes 	
Key Skills:	<ul style="list-style-type: none"> Perform short movement phrases incorporating the elements of dance (space, time and energy) 	
Critical Language:	Rhythm, intention, time, speed, pattern, accent, style, shape, feeling in dance, expression, beat	

Learning Experience # 8	
The teacher may model construction of a dance map within a given environment (classroom, gym, playground) so the students can visualize ways to use a performance space/environment for a dance sequence.	
Generalization Connection(s):	Gravity and space dictate movement parameters

Colorado Teacher-Authored Sample Instructional Unit

Teacher Resources:	Map of local area, Architectural maps of school and performance areas http://www.k-5mathteachingresources.com/1st-grade-measurement-and-data.html (First grade example activities for measurement) http://www.pinterest.com/stevensoloway/dance-diagrams/ (Pinterest site with dance map visual ideas)	
Student Resources:	N/A	
Assessment:	Students will diagram the floor patterns and environment parameters where the dances will be performed. Students will produce the final map on paper and consider refinement/changes of the movement phrase based on the space.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	An assortment of local maps and measurement tools such as yardsticks, rulers, feet, wheelchair revolutions, etc.	Students may use a non-standard measurement tools (blocks, sticks etc.) to describe the same area and compare
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.pinterest.com/stevensoloway/dance-diagrams/ (Pinterest site with dance map visual ideas)	Students may use standard measurement tools (ruler, meter stick) to describe the diagram
Critical Content:	<ul style="list-style-type: none"> • The terms of: space, time and energy, pattern, styles and shapes • Considerations of use of space for a performance 	
Key Skills:	<ul style="list-style-type: none"> • Map an environment in the school such as a gym, or cafeteria on paper • Explain how dance movements were created or changed to adjust to the environment 	
Critical Language:	Map, space, time, energy, environment, influence	

Learning Experience # 9	
The teacher may present various cultural music excerpts so the students can begin to explore the connections between music and dance in a cultural context.	
Generalization Connection(s):	Choreographic devices of leading, following, unison-canon, meeting and parting. Patterns of ABAB/ ABC,ABC/AB,AC, AD etc.
Teacher Resources:	<i>Music for Creative Dance Volumes 1-4</i> -Eric Chapelle http://folkdancemusic.net (Music for folk dances) https://archive.org/details/InternationalFolkDances (International Folk Dances, free downloads)
Student Resources:	N/A
Assessment:	Students will follow musical cues as determined by the teacher creating dance steps that match the rhythm of the music. Teacher may collect observational data as students perform. http://tccl.rit.albany.edu/knilt/index.php/Unit_Four:_How_to_incorporate_play_observations_in_the_kindergarten_classroom (Modifiable resource for collecting observational data)

Colorado Teacher-Authored Sample Instructional Unit

Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may use mirror movements of a peer in the dance performance
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Critical Content:	<ul style="list-style-type: none"> Importance of space, energy, patterns, styles and shapes 	
Key Skills:	<ul style="list-style-type: none"> Explain how dance movements were created or changed to adjust to the environment 	
Critical Language:	Communicate, style, shape, gravity, space/time,/energy, floor patterns, observe, rehearse	

Learning Experience # 10		
(Post-Performance Task) Teacher may model performance reflection so that students can understand the significance of self-evaluation and its relationship to the creative process.		
Generalization Connection(s):	Specific dance styles influence intentional uses of patterns and body shapes	
Teacher Resources:	Video of dance performances to review	
Student Resources:	N/A	
Assessment:	<p>Students will respond to at least one of the following prompts: “What was the most challenging/rewarding aspect of learning your dance?” “What was one of your favorite movements that your classmates performed?” “How did you choose the movements for your dance?”</p> <p>http://www.crystalhoffman.com/writing-pages-for-kindergarten (Blank template with space for illustration and writing.)</p>	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may answer the prompts verbally
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Critical Content:	<ul style="list-style-type: none"> Movement styles and shapes such as run, jump, bend, stretch 	
Key Skills:	<ul style="list-style-type: none"> Describe favorite movements Reflect upon and analyze a performance 	
Critical Language:	Observe, styles, shapes, culture, pattern, rhythm	