

Introduction

In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025.

By 2025,

- **80% of our students will graduate from high school college or career ready**
- **90% of students will graduate on time**
- **100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.**

In order to achieve these ambitious goals, we must collectively work to provide our students with high-quality, College and Career Ready standards-aligned instruction. Designed with the teacher in mind, the Performing Arts Education Curriculum Maps focus on teaching and learning correspond to the 2018 Tennessee Department of Education Revised Standards for Arts Education.

A high quality arts education is essential to the social, emotional, and intellectual growth of every student. Therefore, SCS will provide a broad range of innovative, inspiring, and relevant arts education offerings so all students learn to express their unique voice and shape a thriving Memphis/Shelby County community. Shelby County Schools will foster collaboration, creativity, and self-expression through equitable, high quality, and sequential K-12 arts experiences, empowering all young people to strive for artistic and scholastic excellence. This map presents a framework for organizing instruction around the TN State Standards so that every student meets or exceeds requirements for college and career readiness. The standards define what to teach at specific grade levels, and the SCS Arts Education curriculum maps provide guidelines and research-based approaches for implementing instruction to ensure students achieve their highest potentials.

The SCS Arts Education curriculum maps are designed to create artistically/musically literate students by engaging them both individually and collaboratively in creative practices of envisioning, investigating, constructing, and reflecting. To achieve these goals the curriculum maps were developed by expert arts teachers to reflect the conceptual framework of the four artistic processes: perform, create, respond, and connect.

How to Use the Arts Education Curriculum Maps

The SCS Arts Education curriculum maps are designed to help teachers make effective decisions about what content to teach and how to teach it so that, ultimately, our students can reach Destination 2025. Across all arts disciplines, this is generally reflected in the following quarterly framework:

Knowledge and Skills- This column reflects the anchor standards and essential tasks associated with grade level mastery of each discipline.

Activities and Outcomes- Generally phrased similar to “I Can” statements, this portion identifies the specific performance indicators that are expected for students at a given time within the quarters/semester.

Assessments- This section of the quarterly maps focuses on the formative and summative methods of gauging student mastery of the student performance indicators listed in the activities/outcomes section.

Resources And Interdisciplinary Connections- In this column, teachers will find rich bodies of instructional resources/materials/links to help students efficiently and effectively learn the content. Additionally, there are significant resources to engage alignment with the Comprehensive Literacy Improvement Plan (CLIP) that are designed to strengthen authentic development of aural/visual literacy in the arts content areas as well as support larger district goals for improvement in literacy.

Throughout this curriculum map, you will see high-quality works of art/music literature that students should be experiencing deeply, as well as some resources and tasks to support you in ensuring that students are able to reach the demands of the standards in your classroom. In addition to the resources embedded in the map, there are some high-leverage resources available for teacher use.

Knowledge and Skills	Outcomes	Assessments	Instructional Menu
<p>First Nine Weeks</p>			
<p>2018 Standards PERFORM Foundation P1 A Select, analyze, and interpret artistic work for presentation/performance/production. K.D.P1.A Make still and moving body shapes that show lines (e.g., straight, bent, and curved), change levels, and vary in size (large/small). Join with others to make a circle formation and work with others to change dimensions. 1.D.P1.A Demonstrate locomotor and non-locomotor movements that change body shapes, levels, and facings. Move in straight, curved, and zig-zagged pathways. Find and return to place in space. Move with others to form straight lines and circles. 2.D.P1.A Demonstrate clear directionality and intent when performing locomotor and non-locomotor movements that change body shapes, facings, and pathways in space. Identify symmetrical and asymmetrical body shapes and examine relationships between body parts. Differentiate between circling and turning as two separate ways of continuous directional change. 3.D.P1.A Judge spaces as distance traveled and use space three- dimensionally. Demonstrate shapes with positive and negative space. Perform movement sequences in and through space with intentionality and focus. 4.D.P1.A Make static and dynamic shapes with positive and negative space. Perform elevated shapes (jump shapes) with soft landings and movement sequences alone and with others, establishing relationships with other dancers through focus of eyes. 5.D.P1.A Integrate static and dynamic shapes and floor and air pathways into dance sequences. Establish relationships with other dancers through focus of eyes and other body parts. Convert inward focus to outward focus for projecting out to far space.</p> <p>Foundation P1 B Select, analyze, and interpret artistic work for presentation/performance/production. K.D.P1.B Demonstrate tempo contrasts with movements that match to tempo of sound stimuli. 1.D.P1.B Relate quick, moderate, and slow movements to duration in time. Recognize steady beat and move to varying tempi of steady beat. 2.D.P1.B Identify the length of time a move or phrase takes (e.g., whether it is long or short). Identify and move on the downbeat in duple and triple meter. Correlate metric phrasing with movement phrasing. 3.D.P1.B Fulfill specified duration of time with improvised locomotor and axial movements. Differentiate between "in time" and "out of time" to music. Perform movements that are the same or of a different time orientation to accompaniment. Use metric and kinesthetic phrasing. 4.D.P1.B Accompany other dancers using a variety of percussive instruments and sounds. Respond in movement to even and uneven rhythms. Recognize and respond to tempo changes as they occur in dance and music. 5.D.P1.B Dance to a variety of rhythms generated from internal and external sources. Perform movement phrases that show the ability to respond to changes in time.</p>			

Knowledge and Skills	Outcomes	Assessments	Instructional Menu
Foundation P1 C			
Select, analyze, and interpret artistic work for presentation/performance/production.			
K.D.P1.C Identify and apply different characteristics to movements (e.g., slow, smooth, or wavy).			
1.D.P1.C Demonstrate movement characteristics along with movement vocabulary (e.g., use adverbs and adjectives that apply to movement such as a bouncy leap, a floppy fall, a jolly jump, and a joyful spin).			
2.D.P1.C Select and apply appropriate characteristics to movements (e.g., selecting specific adverbs and adjectives and applying them to movements). Demonstrate kinesthetic awareness while dancing the movement characteristics.			
3.D.P1.C Change use of energy and dynamics by modifying movements and applying specific characteristics to heighten the effect of their intent.			
4.D.P1.C Analyze movements and phrases for use of energy and dynamic changes and use adverbs and adjectives to describe them. Based on the analysis, refine the phrases by incorporating a range of movement characteristics.			
5.D.P1.C Contrast bound and free-flowing movements. Motivate movement from both central initiation (torso) and peripheral initiation (distal), and analyze the relationship between initiation and energy.			
Foundation P2 A			
Develop and refine artistic techniques and work for performance.			
K.D.P2.A Demonstrate same-side and cross-body locomotor and non-locomotor movements, body patterning movements, and body shapes.			
1.D.P2.A Demonstrate a range of locomotor and non-locomotor movements, body patterning, body shapes, and directionality.			
2.D.P2.A Demonstrate a range of locomotor and non-locomotor movements, body patterning, and dance sequences that require moving through space using a variety of pathways.			
3.D.P2.A Replicate body shapes, movement characteristics, and movement patterns in a dance sequence with awareness of body alignment and core support.			
4.D.P2.A Demonstrate fundamental dance skills (e.g., alignment, coordination, balance, core support, kinesthetic awareness) and movement qualities when replicating and recalling patterns and sequences of locomotor and non-locomotor movements.			
5.D.P2.A Recall and execute a series of dance phrases using fundamental dance skills (e.g., alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement).			
Foundation P2 B			
Develop and refine artistic techniques and work for performance.			
K.D.P2.B Move safely in general space and start and stop on cue during activities, group formations, and creative explorations while maintaining personal space.			
1.D.P2.B Move safely in general space through a range of activities and group formations while maintaining personal space.			
2.D.P2.B Move safely in a variety of spatial relationships and formations with other dancers, sharing and maintaining personal space.			
3.D.P2.B Adjust body-use to coordinate with a partner or other dancers to safely change levels, directions, and pathway designs			
4.D.P2.B Execute techniques that extend movement range, build strength, and develop endurance. Explain the relationship between execution of technique, safe body-use, and healthful nutrition.			
5.D.P2.B Demonstrate safe body-use practices during technical exercises and movement combinations. Discuss how these practices, along with healthful eating habits, promote strength, flexibility, endurance, and injury prevention.			
Foundation P2 C			
Develop and refine artistic techniques and work for performance.			

Knowledge and Skills	Outcomes	Assessments	Instructional Menu
<p>K.D.P2.C Move body parts in relation to other body parts, and repeat and recall movements upon request.</p> <p>1.D.P2.C Modify movements and spatial arrangements upon request.</p> <p>2.D.P2.C Repeat movements, with an awareness of self and others in space. Self-adjust and modify movements or placement upon request.</p> <p>3.D.P2.C Recall movement sequences with a partner or in group dance activities. Apply constructive feedback from teacher and self-check to improve dance skills.</p> <p>4.D.P2.C Coordinate phrases and timing with other dancers by cueing off each other and responding to stimuli cues (e.g., music, text, or lighting). Reflect on feedback from others to inform personal dance performance goals.</p> <p>5.D.P2.C Collaborate with peer ensemble members to repeat sequences, synchronize actions, and refine spatial relationships to improve performance quality. Apply feedback from others to establish personal performance goals.</p>			
<p>Foundation P3 A Express meaning through the performance of artistic work.</p>			
<p>K.D.P3.A Dance for and with others in a designated space.</p> <p>1.D.P3.A Dance for others in a space where audience and performers occupy different areas.</p> <p>2.D.P3.A Dance for and with others in a space where audience and performers occupy different areas.</p> <p>3.D.P3.A Identify the main areas of a performance space using production terminology (e.g., stage right, stage left, center stage, upstage, and downstage).</p> <p>4.D.P3.A Consider how to establish a formal performance space from an informal setting (e.g., gymnasium or grassy area).</p> <p>5.D.P3.A Demonstrate the ability to adapt dance to alternative performance venues by modifying spacing and movements to the performance space.</p>			
<p>Foundation P3 B Express meaning through the performance of artistic work.</p>			
<p>K.D.P3.B Select a prop to use as part of a dance.</p> <p>1.D.P3.B Explore the use of simple props to enhance performance.</p> <p>2.D.P3.B Use limited production elements (e.g., hand props, simple scenery, or media projections).</p> <p>3.D.P3.B Explore simple production elements (costumes, props, music, scenery, lighting, or media) for a dance performed for an audience in a designated specific performance space.</p> <p>4.D.P3.B Identify, explore, and experiment with a variety of production elements to heighten the artistic intent and audience experience.</p> <p>5.D.P3.B Identify, explore, and select production elements that heighten and intensify the artistic intent of a dance and are adaptable for various performance spaces.</p>			
<p>CREATE Foundation Cr1 A Generate and conceptualize artistic ideas and work.</p>			
<p>K.D.Cr1.A Respond in movement to a variety of stimuli (e.g., music/sound, text, objects, images, symbols, and observed dance).</p> <p>1.D.Cr1.A Explore movement inspired by a variety of stimuli (e.g., music/sound, text, objects, images, symbols, observed dance, experiences), and identify the source.</p> <p>2.D.Cr1.A Explore movement inspired by a variety of stimuli (e.g., music/sound, text, objects, images, symbols, observed dance, experiences), and suggest additional sources for movement ideas.</p> <p>3.D.Cr1.A Experiment with a variety of self-identified stimuli (e.g., music/sound, text, objects, images, notation, observed dance, experiences) for movement.</p> <p>4.D.Cr1.A Identify ideas for choreography generated from a variety of stimuli (e.g., music/sound, text, objects, images, notation, observed dance, experiences).</p>			

Knowledge and Skills	Outcomes	Assessments	Instructional Menu
<p>5.D.Cr1.A Build content for choreography using several stimuli (e.g., music/sound, text, objects, images, notation, observed dance, experiences, literary forms, natural phenomena, current news, social events).</p>			
<p>Foundation Cr1 B</p>			
<p>Generate and conceptualize artistic ideas and work.</p>			
<p>K.D.Cr1.B Explore different ways to do basic locomotor and non-locomotor movements by changing at least one of the elements of dance.</p>			
<p>1.D.Cr1.B Explore a variety of locomotor and non-locomotor movements by experimenting with and changing the elements of dance.</p>			
<p>2.D.Cr1.B Combine a variety of movements while manipulating the elements of dance.</p>			
<p>3.D.Cr1.B Explore a given movement problem. Select and demonstrate a solution.</p>			
<p>4.D.Cr1.B Develop a movement problem, and manipulate the elements of dance as tools to find a solution.</p>			
<p>5.D.Cr1.B Construct and solve multiple movement problems to develop choreographic content.</p>			
<p>Foundation Cr2 A</p>			
<p>Organize and develop artistic ideas and work.</p>			
<p>K.D.Cr2.A Improvise dance that has a beginning, middle, and end.</p>			
<p>1.D.Cr2.A Improvise a series of movements that have a beginning, middle, and end, and describe the movement choices.</p>			
<p>2.D.Cr2.A Improvise a dance phrase with a beginning, middle that has a main idea, and a clear end.</p>			
<p>3.D.Cr2.A Identify and experiment with choreographic devices to create simple movement patterns and dance structures (e.g., AB, ABA, theme, and variation).</p>			
<p>4.D.Cr2.A Manipulate or modify choreographic devices to expand movement possibilities and create a variety of movement patterns and structures.</p>			
<p>Discuss movement choices.</p>			
<p>5.D.Cr2.A Manipulate or modify a variety of choreographic devices to expand choreographic possibilities and develop a main idea. Explain reasons for movement choices.</p>			
<p>Foundation Cr2 B</p>			
<p>Organize and develop artistic ideas and work.</p>			
<p>K.D.Cr2.B Express an idea, feeling, or image through improvised movement alone or with a partner.</p>			
<p>1.D.Cr2.B Choose movements that express an idea or emotion or follow a musical phrase.</p>			
<p>2.D.Cr2.B Choose movements that express a main idea or emotion or follow a musical phrase. Explain reasons for movement choices.</p>			
<p>4.D.Cr2.B Develop a dance study that expresses and communicates a main idea. Discuss the reasons and effectiveness of the movement choices.</p>			
<p>5.D.Cr2.B Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates non-verbally.</p>			
<p>Foundation Cr3 A</p>			
<p>Refine and complete artistic work.</p>			
<p>K.D.Cr3.A Apply suggestions for changing movement through guided improvisational experiences.</p>			
<p>1.D.Cr3.A Explore suggestions to change movement from guided improvisation and/or short remembered sequences.</p>			
<p>2.D.Cr3.A Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences.</p>			
<p>3.D.Cr3.A Revise movement choices in response to feedback to improve a short dance study. Describe the differences the changes made in the movements.</p>			

Knowledge and Skills	Outcomes	Assessments	Instructional Menu
<p>4.D.Cr3.A Revise movement based on peer feedback and self-reflection to improve communication of artistic intent in a short dance study. Explain choices made in the process.</p> <p>5.D.Cr3.A Explore through movement the feedback from others to expand choreographic possibilities for a short dance study that communicates artistic intent. Explain the movement choices and refinements.</p>			
<p>Foundation Cr3 B</p>			
<p>Refine and complete artistic work.</p>			
<p>K.D.Cr3.B Depict a dance movement by drawing a picture or using a symbol</p> <p>1.D.Cr3.B Depict several different types of movements of a dance by drawing a picture or using a symbol (e.g., jump, turn, slide, bend, reach).</p> <p>2.D.Cr3.B Depict the levels of movements in a variety of dance movements by drawing a picture or using symbols (e.g., high, middle, low).</p> <p>3.D.Cr3.B Depict directions or spatial pathways in a dance phrase by drawing a picture map or using a symbol.</p> <p>4.D.Cr3.B Depict the relationships between two or more dancers in a dance phrase by drawing a picture or using symbols (e.g., next to, above, below, behind, in front of).</p> <p>5.D.Cr3.B Record changes in a dance sequence through writing, symbols, or a form of media technology.</p>			
<p>RESPOND</p>			
<p>Foundation R1 A</p>			
<p>Perceive and analyze artistic work.</p>			
<p>K.D.R1.A Find a movement that repeats in a dance.</p> <p>1.D.R1.A Find a movement that repeats in a dance to make a pattern.</p> <p>2.D.R1.A Find movements in a dance that develop a pattern.</p> <p>3.D.R1.A Find a movement pattern that creates a movement phrase in a dance work.</p> <p>4.D.R1.A Find patterns of movement in dance works that create a style or theme.</p> <p>5.D.R1.A Find meaning or artistic intent from the patterns of movement in a dance work.</p>			
<p>Foundation R1 B</p>			
<p>Perceive and analyze artistic work.</p>			
<p>K.D.R1.B Demonstrate or describe observed or performed dance movements.</p> <p>1.D.R1.B Demonstrate and describe observed or performed dance movements from a specific genre or culture.</p> <p>2.D.R1.B Demonstrate and describe movements in dance from different genres or cultures.</p> <p>3.D.R1.B Demonstrate and explain how one dance genre is different from another or how one cultural movement practice is different from another.</p> <p>4.D.R1.B Demonstrate and explain how dance styles differ within a genre or within a cultural movement practice.</p> <p>5.D.R1.B Describe, using basic dance terminology, the qualities and characteristics of style used in a dance from one's own cultural movement practice. Compare them to the qualities and characteristics of style found in a different dance genre, style, or cultural movement practice, also using basic dance terminology.</p>			
<p>Foundation R2 A</p>			
<p>Interpret intent and meaning in artistic work.</p>			
<p>K.D.R2.A Observe movement, and describe it using simple dance terminology.</p>			

Knowledge and Skills	Outcomes	Assessments	Instructional Menu
<p>1.D.R2.A Select movements from a dance that suggest ideas, and explain how the movement captures the idea using simple dance terminology. 2.D.R2.A Use context cues from movement to identify meaning and intent in a dance using simple dance terminology. 3.D.R2.A Select specific context cues from movement. Explain how they relate to the main idea of the dance using basic dance terminology. 4.D.R2.A Relate movements, ideas, and context to decipher meaning in a dance using basic dance terminology. 5.D.R2.A Interpret meaning in a dance based on its movements. Explain how the movements communicate the main idea of the dance using basic dance terminology.</p>			
<p>Foundation R3 A</p>			
<p>Apply criteria to evaluate artistic work.</p>			
<p>K.D.R3.A Find a movement that was noticed in a dance. Demonstrate the movement that was noticed, and explain why it attracted attention.</p>			
<p>1.D.R3.A Identify and demonstrate several movements in a dance that attracted attention. Describe the characteristics that make the movements interesting, and talk about why they were chosen.</p>			
<p>2.D.R3.A Observe or demonstrate dances from a genre or culture. Discuss movements and other aspects of the dances that make the dances work well, and explain why they work. Use simple dance terminology.</p>			
<p>3.D.R3.A Select dance movements from specific genres, styles, or cultures. Identify characteristic movements from these dances, and describe in basic dance terminology ways in which they are alike and different.</p>			
<p>4.D.R3.A Discuss and demonstrate the characteristics that make a dance artistic, and apply those characteristics to dances observed or performed in a specific genre, style, or cultural movement practice. Use basic dance terminology.</p>			
<p>5.D.R3.A Define the characteristics of dance that make a dance artistic and meaningful. Relate them to the elements of dance in genres, styles, or cultural movement practices. Use basic dance terminology to describe characteristics that make a dance artistic and meaningful.</p>			
<p>CONNECT</p>			
<p>Foundation Cn1 A</p>			
<p>Synthesize and relate knowledge and personal experiences to artistic endeavors.</p>			
<p>K.D.Cn1.A Recognize and name an emotion that is experienced when watching, improvising, or performing dance, and relate it to a personal experience.</p>			
<p>1.D.Cn1.A Find an experience expressed or portrayed in a dance that relates to a familiar experience. Identify the movements that communicate this experience.</p>			
<p>2.D.Cn1.A Describe, create, and/or perform a dance that expresses personal meaning, and explain how certain movements express this personal meaning.</p>			
<p>3.D.Cn1.A Compare the relationships expressed in a dance to relationships with others. Explain how they are the same or different.</p>			
<p>4.D.Cn1.A Relate the main idea or content in a dance to other experiences. Explain how the main idea of a dance is similar to or different from one's own experiences, relationships, ideas, or perspectives.</p>			
<p>5.D.Cn1.A Compare two dances with contrasting themes. Discuss feelings and ideas evoked by each. Describe how the themes and movements relate to points of view and experiences.</p>			
<p>Foundation Cn1 B</p>			
<p>Synthesize and relate knowledge and personal experiences to artistic endeavors.</p>			
<p>K.D.Cn1.B Observe a work of visual art. Describe and then express through movement something of interest about the artwork, and ask questions for discussion concerning the artwork.</p>			

Knowledge and Skills	Outcomes	Assessments	Instructional Menu
<p>1.D.Cn1.B Observe illustrations from a story. Discuss observations and identify ideas for dance movement, and demonstrate the big ideas of the story.</p> <p>2.D.Cn1.B Respond to a dance work using an inquiry-based set of questions (e.g., See, Think, Wonder). Create movement using ideas from responses, and explain how certain movements express a specific idea.</p> <p>3.D.Cn1.B Ask and research a question about a key aspect of a dance that communicates a perspective about an issue or event. Explore the key aspect through movement. Share movements and describe how the movements help to remember or discover new qualities in these key aspects. Communicate the new learning in oral, written, or movement form.</p> <p>4.D.Cn1.B Develop and research a question relating to a topic of study in school using multiple sources of references. Select key aspects about the topic, and choreograph movements that communicate the information.</p> <p>Discuss what was learned from creating the dance, and describe how the topic might be communicated using another form of expression.</p> <p>5.D.Cn1.B Choose a topic, concept, or content from another discipline of study, and research how other art forms have expressed the topic. Create a dance study that expresses the idea. Explain how the dance study expressed the idea, and discuss how this learning process is similar to or different from other learning situations.</p>			
<p>Foundation Cn1 C</p>			
<p>Synthesize and relate knowledge and personal experiences to artistic endeavors.</p>			
<p>K.D.Cn1.C Identify and demonstrate proper safety measures in the studio and/or performance space.</p>			
<p>1.D.Cn1.C Identify and demonstrate proper safety measures in the studio and/or performance space.</p>			
<p>2.D.Cn1.C Identify and demonstrate proper safety measures in the studio and/or performance space.</p>			
<p>3.D.Cn1.C Identify and demonstrate proper safety measures in the studio and/or performance space.</p>			
<p>4.D.Cn1.C Identify and demonstrate proper safety measures in the studio and performance space.</p>			
<p>5.D.Cn1.C Identify and demonstrate proper safety measures in the studio and performance space.</p>			
<p>Foundation Cn2 A</p>			
<p>Relate artistic ideas and works with societal, cultural, and historical text.</p>			
<p>K.D.Cn2.A Describe or demonstrate the movements in a dance that was watched or performed.</p>			
<p>1.D.Cn2.A Watch and/or perform a dance from a different culture, and discuss or demonstrate the types of movement danced.</p>			
<p>2.D.Cn2.A Observe a dance, and relate the movement to the people or environment in which the dance was created and performed.</p>			
<p>3.D.Cn2.A Find a relationship between movement in a dance from a culture, society, or community and the culture from which the dance is derived.</p>			
<p>Explain what the movements communicate about key aspects of the culture, society, or community.</p>			
<p>4.D.Cn2.A Select and describe movements in a specific genre or style, and explain how the movements relate to the culture, society, historical period, or community from which the dance originated.</p>			
<p>5.D.Cn2.A Describe how the movement characteristics and qualities of a dance in a specific genre or style communicate the ideas and perspectives of the culture, historical period, or community from which the genre or style originated.</p>			
<p>PERFORMANCE SKILLS</p>			
<p>Elements and Skills</p>			

Knowledge and Skills	Outcomes	Assessments	Instructional Menu
<ol style="list-style-type: none"> 1. Practice and effective warm-up and cool-down using mirroring and observation skills 2. Discuss elements of proper conditioning <ol style="list-style-type: none"> a. stretch b. lengthen c. breath d. muscle tone 3. Create shapes at low, middle, and high levels 4. Demonstrate the ability to define and maintain personal space 5. Observe and demonstrate movement in straight and curved pathways 6. Demonstrate accuracy in moving to a musical beat and responding to changes in tempo 7. Recognize and show movements using left and right motor skills 8. Identify and demonstrate eight basic locomotor movements (such as walk, run, hop, jump, leap, gallop, slide, and skip) 9. Identify and demonstrate non-locomotor/axial movements (such as bend, twist, stretch, swing) 10. Demonstrate locomotor movements traveling forward, backward, sideward, and diagonally focusing on personal space in relation to whole group activity 	<p>The student will:</p> <p>1.1 Demonstrate non-locomotor movements (such as bend, twist, stretch, and swing).</p> <p>1.2 Demonstrate eight basic locomotor movements (walk, run, hop, jump, leap, gallop, slide and skip) traveling forward, backward, sideward, and turning.</p> <p>1.3 Practice movement in personal and general space.</p> <p>1.4 Explore personal space (far-reach, mid-reach and near-reach).</p>	<p>Teacher Pre-Assessment & Observation</p> <p>Student Personal Assessment</p> <p>Embedded Assessment</p> <p>On-demand Performance</p> <p>Visual/Aural Observation</p> <p>Oral response to viewing of dances</p> <p>Dance vocabulary test (movement based)</p>	<p>Practice structured warm-ups. Allow different students to lead.</p> <p>Explore and repeat set movement phrases.</p> <p>Learn simple dances in a variety of genres.</p> <p>Make simple dance phrases that articulate and involve single body parts, shapes, or body sides.</p> <p>Demonstrate locomotor movements in structured patterns.</p> <p>Make a dance using specific levels, dynamics or pathways.</p> <p>Explore original movement and dance concepts through activities such as follow-the-leader, mirroring, shadowing, partnering.</p> <p>Demonstrate locomotor movements in unstructured patterns.</p> <p>Improvise in response to a stimulus.</p> <p>Improvise in response to a movement problem.</p> <p>Improvise with props (e.g. balls, hoops, scarves).</p>
ANALYSIS/RESPONSE			
Identify and bring the proper materials to every class session			

Knowledge and Skills	Outcomes	Assessments	Instructional Menu
<p>Second Nine Weeks</p>			
<p>I. PERFORMANCE SKILLS</p> <p>Creativity and Communication</p>			
<ol style="list-style-type: none"> 1. Practice an effective warm-up and cool-down using mirroring and observation skills 2. Practice using and maintaining personal space <ol style="list-style-type: none"> a. basic kinesthetic awareness an spatial awareness with others b. develop sensitivity toward others when working in groups 3. Take an active role in class discussion about interpretations of and reactions to a dance 4. Critique and discuss live and video dance performances 5. Express ideas and emotions through movement <ol style="list-style-type: none"> a. teacher demonstrated movements b. improvisation 6. Discuss basic stage/theatre terminology <ol style="list-style-type: none"> a. onstage b. offstage c. wings d. backstage e. audience f. blocking g. stage left h. stage right i. cue j. upstage k. downstage l. centerstage 	<p>The Student will:</p> <p>1.6 Demonstrate movements in straight and curved pathways.</p> <p>1.7 Identify selected individual body parts.</p> <p>1.8 Explore selected qualities of energy in movement (smooth, sharp, vibratory and swinging).</p> <p>1.9 Move to a steady beat.</p> <p>1.10 Demonstrate a basic understanding of spatial relationships between body parts (i.e., beside, between, over, under, together and apart).</p>	<p>Visual/Aural Observation</p> <p>Demonstration</p> <p>Formative, Structured Experience</p>	<p>Contribute to a class list of the reasons people dance, sharing personal dance experiences.</p> <p>Explore questions such as: How does it feel to dance with sharp movements? Smooth movements? In what ways do these movements affect our feelings when we watch them?</p> <p>What else moves as sharply or as smoothly as the dancers observed? What images did watching the dancers bring to mind?</p> <p>Contribute to a class dance folder. Contribute to the class "word wall". Participate in a dance activity with motif symbols used individually and in combination.</p> <p>Develop guidelines with peers and teacher for expressing opinions about dance, and follow them during class discussions.</p> <p>Write and draw in response to participating in dance, display responses on a school bulletin board.</p> <p>Design and display a student</p>

Knowledge and Skills	Outcomes	Assessments	Instructional Menu
			choreography board with pictures and quoted thoughts about choreography process. Respond verbally and in movement to works by Agnes de Mille (<i>Rodeo</i>), George Balanchine (<i>Nutcracker</i>), Donald McKayle (<i>Games</i>).

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<p>Third Nine Weeks</p>			
<p>PERFORMANCE SKILL</p>			
<p>A. Health</p> <ol style="list-style-type: none"> 1. Discuss and prepare a “food pyramid” of the four food groups 2. Identify at least three personal goals to improve themselves as dancers 3. Explain how healthy practices (such as nutrition, and safety) enhance their ability to dance 4. Discuss personal hygiene <ol style="list-style-type: none"> a. cleanliness b. proper rest 5. Observe and discuss basic bones of the skeletal system <ol style="list-style-type: none"> a. skull b. shoulder (clavicle and scapula) c. ribs d. arm (upper – humerus; lower – ulna and radius) e. hand (metacarpal and phalanges) f. vertebrae g. pelvis h. leg (femur, patella, tibia, fibula) i. foot (metatarsals and phalanges) 	<p>The student will:</p> <ol style="list-style-type: none"> 6.1 Identify and name the parts of the skeleton relevant to dance. 6.2 Describe healthy practices that enhance the ability to dance. 6.3 Identify ways dance can improve one’s general health and wellness. 	<p>Projects</p> <p>Class discussion</p> <p>Group critique</p>	<p>Health, Science, & P. E. Curriculum correlation:</p> <p>Class skeletal posters/videos to display the skeletal system</p> <p>Lectures by Nutrition specialist, staff nurse, and performing artists to demonstrate the importance of health care.</p>

<p>Elements and Skills</p> <ul style="list-style-type: none"> • Practice an effective warm-up and cool-down using elements of proper conditioning • Explore basic dance steps, positions, and patterns for dance from different techniques/styles <ul style="list-style-type: none"> ○ ballet ○ modern ○ jazz ○ tap ○ ethnic/cultural • Transfer a rhythmic pattern from the aural to the kinesthetic • Demonstrate increasing kinesthetic awareness, concentration, and focus in performing movement skills • Explore the following movement skills: <ul style="list-style-type: none"> ○ alignment ○ balance ○ initiation of movement ○ articulation of body parts ○ weight shift ○ fall and recovery • Describe and critique the action and movement elements observed in dance (live and/or video performances) using appropriate movement/dance vocabulary • Identify and demonstrate eight basic locomotor movements (such as walk, run, hop, jump, leap, gallop, slide, and skip) • Identify and demonstrate nonlocomotor/axial movements (such as bend, twist, stretch, swing) • Demonstrate locomotor movements traveling forward, backward, sideward, and diagonally focusing on personal space in relation to whole group activity 	<p>The Student will:</p> <ul style="list-style-type: none"> * Demonstrate a selected group of non-locomotor movements using more refined motor skills. <ul style="list-style-type: none"> * Demonstrate and compare walk, run, leap, jump and hop while traveling forward, backward, sideward, and diagonally. * Demonstrate the difference between personal and general space. * Compare and demonstrate far-reach to mid-reach and near-reach to mid-reach. * Create and perform a variety of body shapes (straight, angular, curved, and twisted) individually and with a partner at low, middle, and high levels. * Create movements in straight, curved, and zigzag pathways. * Create movement using two individual body parts. * Create and perform a series of still and moving shapes. * Create and perform a movement phrase showing contrasting energy qualities. * Execute duple patterns in movement at varying tempos. * Demonstrate spatial relationships individual to group. 	<p>On-demand Performance</p> <p>Embedded Assessment</p> <p>Demonstration</p> <p>Visual/Aural Observation</p> <p>Group assessment on quality of job done</p> <p>Oral response to viewing of dances</p> <p>Dance vocabulary test (movement based)</p>	<p>Interview classmates and find out whether and in what ways dance in a regular part of their family Experience.</p> <p>Find examples outside the classroom of different types of movement.</p> <p>Create a movement wall with all the examples.</p> <p>Learn dance marking holidays, celebrations, and traditions of different cultures.</p> <p>Understand dance concepts by learning or inventing dances using: Music: rhythms Visual Art: movement, color, spatial design in a painting (e.g. Van Gogh's <i>Starry, Starry Night</i>) Theatre: character-based movement Language Arts: actions, dynamics, or pathways from words or images in a book (e.g. <i>Going for a Walk with a Line</i> by Douglas and Elizabeth MacAgy, <i>My Mama had a Dancing Heart</i> by Libba Moore Gray); tense; grammar. Math: geometric shapes in the body or group formation Science: movement qualities found in natural elements indifferent seasons; movement qualities of various animals; life cycles</p> <p>View and respond to a video recording of a class session. Share a video of a class</p>
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			<p>performance with the school, contributing comments about the process. Discuss questions such as: Why does dance look different on a video than it does live?</p> <p>Describe the feelings created by a dance warm-up and cool down. Chart how they are similar and different. Contribute to a list of favorite foods; discuss the relationship between food, energy, and exercise.</p>
<p>ANALYSIS/RESPONSE</p> <ul style="list-style-type: none"> Practice proper personal hygiene everyday Participate in all class discussions Identify and bring proper materials to every class session Demonstrate clarity in performing technical skills Perform movement combinations to music in a variety of meters and styles Identify and use the proper stage/theatre terminology Use proper warm-up procedures 	<p>The student will:</p> <ul style="list-style-type: none"> * Identify and name the spine, vertebrae, skull, and coccyx. * Describe how the proper amount of rest enhances one's ability to dance. * Identify one way that dance can improve one's general health and wellness. 	<p>Formative, Structured Experience</p>	
<p>Fourth Nine Weeks</p>			
<p>PERFORMANCE SKILL</p> <p>A. Cultural/Historical Contexts</p> <ol style="list-style-type: none"> Practice an effective warm-up and cool-down, using elements of proper conditioning Discuss and compare/contrast the characteristics from several styles of dance <ol style="list-style-type: none"> ballet modern jazz tap Explore basic dance steps, positions, and patterns from several styles of 	<p>The student will:</p> <ul style="list-style-type: none"> * Demonstrate how the same idea can be expressed in a dance and in visual art. * Identify and explore connections between dance and math and dance and language arts. * Demonstrate and explain how the same idea can be expressed in dance and visual art or dance and music. 	<p>Visual/Aural Observation</p> <p>Embedded Assessment</p>	<p>Interview a dance teacher. Ask the dance teacher about his/her own dance career and how and why they decided to dance. As a group brainstorm questions to ask the Role-play dance-related professions with</p>

<p>dance</p> <ol style="list-style-type: none"> 4. Execute steps and movements from each technique/style of dance to create a 16-count choreographic piece 5. Discuss and answer questions about dance in a particular culture and time period (i.e., Colonial America, what did the dances look like?) 6. Observe and analyze the characteristics from several techniques/styles of dance <ol style="list-style-type: none"> a. ballet b. modern c. tap d. jazz <p>B. Linking the performing arts to other disciplines C. Demonstrate proper usage of stage/theatrical terminology in a production D. Perform movement combinations for an audience E. Use correct grammatical skills in preparing research reports and/or projects in the fine arts</p> <p>Identify and respond to how dance is related to other academic areas such as language arts, science, math, history, etc.</p>	<p>* Explore and demonstrate connections between dance and math, dance and social studies, and dance and science.</p>	<p>Participate in class taught by a guest teacher. Before the visit, as a class make a list of questions you would like to ask your guest teacher.</p> <p>Participate in hands on workshop by a professional in a dance related field like music, lighting, or costumes.</p> <p>Create a class chart with definitions and examples of dance professional including: Dancers Choreographers Dance Teachers Composers Costume Designers</p> <p>Find pictures of a baby in motion, a toddler playing, children dancing, and adult dancers in performance. Create a story how you imagine yourself dancing when you are older.</p> <p>Contribute to class portfolio of student drawings and writings about dance.</p> <p>Discuss the challenges of</p>
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<p>ANALYSIS/RESPONSE</p> <ul style="list-style-type: none"> Identify differences in dance expression throughout the world Explore dance forms in their historical context Categorize dance works as classical, theatrical, or contemporary forms Explore movement through improvisation Use proper warm-up procedures Relate connections among the various art forms and other disciplines Analyze ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of the arts Develop strategies for becoming an informed consumer of the arts 	<p>The student will:</p> <p>Demonstrate and explain how the same idea can be expressed in dance and theater (storytelling).</p> <p>Create and perform a dance that reveals a specific concept in math, language arts, science, or social studies.</p>	<p>Visual/Aural Observation</p> <p>Formative, Structured Product</p>	