

Quarterly Content Guide – Dance, Grade Fifth	
Quarter 1	Quarter 2
<p>Creative Movement</p> <ul style="list-style-type: none"> · Show a combination of locomotor movements with accurate shaping, rhythmic, and spatial clarity. · Create a 24 count sequence of locomotor steps and axial movements to include directional and body part changes. · Explore moving as a group through space, changing floor pattern, and spatial relationships. Create sequences through space using three body parts as focal points, includes volumes and lines in space, demonstrating energy changes involving body parts, directions and levels. · Explore the movement potential found in an idea, visual image, object, text, sound, or activity and create an abstract motif. Create a composition based on motif using choreographic principles <p>Strength and Conditioning</p> <ul style="list-style-type: none"> · Stretches for injury prevention · Alternative approaches such as yoga, Pilates, t'ai chi · Strength/ Circuit Training 	<p>Dance Technique</p> <ul style="list-style-type: none"> · History, famous dancer/ choreographers/ productions · Movement theories and basic movement from various techniques · Ballet, Jazz, Tap, Modern
Quarter 3	Quarter 4
<p>Social</p> <ul style="list-style-type: none"> · Learn different social dances from different cultures · Understand why they are social dances and compare and contrast social dances of different decades and cultures <p>Cultural</p> <ul style="list-style-type: none"> · Watch dances from other ethnic communities and discuss what makes it traditional dance · Watch performances of cultural dance and discuss the differences in the dance forms and the reasons they were created · Create a original folk dance based on events in the community or a ceremonial dance based on cycles of the seasons 	<p>Composition</p> <ul style="list-style-type: none"> · Basic choreographic principles (transition and dynamic change) · Structured improvisation in various groupings · Create motif, repeat and vary it, making changes in time, space, and energy

Fifth Grade	
Content: Strand A: Skills and Techniques	
Standard 1: The student identifies and demonstrates movement elements in performing dance.	
Standard 2: The student understands choreographic principles, processes, and structures.	
Content: Strand B: Creation and Communication	
Standard 1: The student understands dance is a way to create meaning.	
Content: Strand C: Cultural and Historical Connections	
Standard 1: The student demonstrates and understands dance in various cultural and historical periods.	
Content: Strand D: Aesthetic and Critical Analysis	
Standard 1: The student applies and demonstrates critical and creative thinking skills in dance.	
Content: Strand E: Applications to Life	
Standard 1: The student makes connections between dance and healthful living.	
Standard 2: The student makes connections between dance and other disciplines.	

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Q T R	I D P	SSS Grade Level Expectation	Supplemental Resources	Instructional Strategies	Assessment
Q U A R T E R	P	DA.A.1.2.3 Uses transitional movements to connect motions made at low, middle, and high levels, both in place and through space			
	P	DA.A.2.2.4 Works with others using partnering skills such as imitating, leading, following, and mirroring			
	P	DA.B.1.2.1 Knows the difference between pantomiming and abstracting a gesture and performs a gesture using each technique			

Level Key: I = Introduction D = Developing P = Proficiency

P	DA.D.1.2.2 Understands similarities and differences among various dance compositions in terms of space, time, and force			
P	DA.E.1.2.1 Creates personal improvement goals in dance and uses problem-solving techniques to achieve goals			
P	DA.E.1.2.2 Knows movement strategies that involve injury prevention (e.g., strength training, flexibility, and coordination)			
P	DA.E.1.2.3 Understands how a healthy lifestyle program, which involves proper nutrition, adequate sleep, and daily exercise, leads to enhanced dance performance			
End Quarter 1				

Q T R	I D P	SSS Grade Level Expectation	Supplemental Resources	Instructional Strategies	Assessment
Q U A R T E R 2	P	DA.A.1.2.1 Uses underlying principles of body movement (e.g., alignment, balance, imitation of movement, articulation of isolated body parts, weight shift, elevation and landing, contraction and release, and fall and recovery)			
	P	DA.A.1.2.2 Knows dance steps, positions, and patterns from dance forms or traditions (e.g., ethnic, modern, and ballet)			
	P	DA.A.2.2.2 Creates structured improvisations of dance movements in a variety of groupings			
	P	DA.B.1.2.2 Performs movement sequences to various accompaniments e.g., sound, music, and spoken text), demonstrating their effect			
End Quarter 2					

Level Key: I = Introduction D = Developing P = Proficiency

Q T R	I D P	SSS Grade Level Expectation	Supplemental Resources	Instructional Strategies	Assessment
Q U A R T E R 3	P	DA.C.1.2.1 Knows the traditions and techniques (e.g., steps and movement styles) of various dances (e.g., folk, social, and classical) in various cultures			
	P	DA.C.1.2.2 Performs folk, social, and classical dances from various cultures			
	P	DA.C.1.2.3 Understands the role of dance in different cultures			
End Quarter 3					

Q T R	I D P	SSS Grade Level Expectation	Supplemental Resources	Instructional Strategies	Assessment
Q U A R T E R	P	DA.A.2.2.1 Explores the use of basic choreographic principles (e.g., transition and dynamic change)			
	P	DA.A.2.2.3 Creates a dance phrase (i.e., a brief sequence of related movements that has a sense of rhythmic completion), repeats it and varies it (e.g., makes changes in time, space, and force/ energy)			
	P	DA.B.1.2.3 Creates a dance that communicates experiences and ideas of personal significance			

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P	DA.D.1.2.3 Knows possible aesthetic criteria for evaluating dance (e.g., skill of performers, originality, visual and emotional impact, variety, and contrast			
P	DA.E.2.2.1 Creates a movement study that illustrates a concept			
End Quarter 4				