

<b>Quarterly Content Guide – Dance, Grade Fourth</b>	
<b>Quarter 1</b>	<b>Quarter 2</b>
<p><b>Creative Movement</b></p> <ul style="list-style-type: none"> <li>· Demonstrate axial and locomotor combinations shown by teacher and create own</li> <li>· Use positive and negative space with a partner.</li> <li>· Work on shapes dealing with balance alone and in various groupings using different energies</li> <li>· Create and teach a movement sequence to two other classmates. Reorganize the movement making choices about the spatial, timing, and qualitative aspects. Use dance vocabulary to evaluate dance.</li> </ul> <p><b>Strength and Conditioning</b></p> <ul style="list-style-type: none"> <li>· Stretches for injury prevention</li> <li>· Alternative approaches such as yoga, Pilates, t'ai chi</li> <li>· Strength/ Circuit Training</li> </ul>	<p><b>Dance Technique</b></p> <ul style="list-style-type: none"> <li>· History, famous dancer/ choreographers/ productions</li> <li>· Movement theories and basic movement from various techniques</li> <li>· Ballet, Jazz, Tap, Modern</li> </ul>
<b>Quarter 3</b>	<b>Quarter 4</b>
<p><b>Social</b></p> <ul style="list-style-type: none"> <li>· Learn different social dances from different cultures</li> <li>· Understand why they are social dances and compare and contrast social dances of different decades and cultures</li> </ul> <p><b>Cultural</b></p> <ul style="list-style-type: none"> <li>· Watch dances from other ethnic communities and discuss what makes it traditional dance</li> <li>· Watch performances of cultural dance and discuss the differences in the dance forms and the reasons they were created</li> <li>· Create a original folk dance based on events in the community or a ceremonial dance based on cycles of the seasons</li> </ul>	<p><b>Composition</b></p> <ul style="list-style-type: none"> <li>· Basic choreographic principles ( transition and dynamic change)</li> <li>· Structured improvisation in various groupings</li> <li>· Create motif, repeat and vary it, making changes in time, space, and energy</li> </ul>

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

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<b>Quarter 3</b>	<b>Quarter 4</b>
<b>Social</b>	<b>Composition</b>

<ul style="list-style-type: none"> <li>• Learn different social dances from different cultures                             <ul style="list-style-type: none"> <li>· Understand why they are social dances and compare and contrast social dances of different decades and cultures</li> </ul> </li> </ul> <p style="text-align: center;"><b>Cultural</b></p> <ul style="list-style-type: none"> <li>• Watch dances from other ethnic communities and discuss what makes it traditional dance                             <ul style="list-style-type: none"> <li>· Watch performances of cultural dance and discuss the differences in the dance forms and the reasons they were created</li> <li>· Create a original folk dance based on events in the community or a ceremonial dance based on cycles of the seasons</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Basic choreographic principles ( transition and dynamic change)                             <ul style="list-style-type: none"> <li>· Structured improvisation in various groupings</li> <li>· Create motif, repeat and vary it, making changes in time, space, and energy</li> </ul> </li> </ul>
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<b>Q T R</b>	<b>I D P</b>	<b>SSS Grade Level Expectation</b>	<b>Supplemental Resources</b>	<b>Instructional Strategies</b>	<b>Assessment</b>
<b>Q U A R T E R 1</b>	<b>D</b>	<b>DA.A.1.2.3</b> Uses transitional movements to connect motions made at low, middle, and high levels, both in place and through space			
	<b>D</b>	<b>DA.A.2.2.4</b> Works with others using partnering skills such as imitating, leading, following, and mirroring			
	<b>D</b>	<b>DA.B.1.2.1</b> Knows the difference between pantomiming and abstracting a gesture and performs a gesture using each technique			
	<b>D</b>	<b>DA.D.1.2.2</b> Understands similarities and differences among various dance compositions in terms of space, time, and force			
	<b>D</b>	<b>DA.E.1.2.1</b> Creates personal improvement goals in dance and uses problem-solving techniques to achieve goals			

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

	<b>D</b>	<b>DA.E.1.2.2</b> Knows movement strategies that involve injury prevention (e.g., strength training, flexibility, and coordination)			
	<b>D</b>	<b>DA.E.1.2.3</b> Understands how a healthy lifestyle program, which involves proper nutrition, adequate sleep, and daily exercise, leads to enhanced dance performance			
<b>End Quarter 1</b>					

<b>Q T R</b>	<b>IDP</b>	<b>SSS Grade Level Expectation</b>	<b>Supplemental Resources</b>	<b>Instructional Strategies</b>	<b>Assessment</b>
<b>Q U A R T E R  2</b>	<b>D</b>	<b>DA.A.1.2.1</b> 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)			
	<b>D</b>	<b>DA.A.1.2.2</b> Knows dance steps, positions, and patterns from dance forms or traditions (e.g., ethnic, modern, and ballet)			
	<b>D</b>	<b>DA.A.2.2.2</b> Creates structured improvisations of dance movements in a variety of groupings			
	<b>D</b>	<b>DA.B.1.2.2</b> Performs movement sequences to various accompaniments e.g., sound, music, and spoken text), demonstrating their effect			
<b>End Quarter 2</b>					

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

<b>Q T R</b>	<b>I D P</b>	<b>SSS Grade Level Expectation</b>	<b>Supplemental Resources</b>	<b>Instructional Strategies</b>	<b>Assessment</b>
<b>Q U A R T E R  4</b>	<b>D</b>	<b>DA.A.2.2.1</b> Explores the use of basic choreographic principles (e.g., transition and dynamic change)			
	<b>D</b>	<b>DA.A.2.2.3</b> 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)			
	<b>D</b>	<b>DA.B.1.2.3</b> Creates a dance that communicates experiences and ideas of personal significance			
	<b>D</b>	<b>DA.D.1.2.3</b> Knows possible aesthetic criteria for evaluating dance (e.g., skill of performers, originality, visual and emotional impact, variety, and contrast)			

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	<b>D</b> <b>DA.E.2.2.1</b> Creates a movement study that illustrates a concept			
<b>End Quarter 4</b>				