

Quarterly Content Guide – Dance, Grade Kindergarten	
Quarter 1	Quarter 2
<p>(A minimum of one time in any quarter or any unit, the introduction of performance analysis, performance technique, solo and ensemble performance should be provided.)</p> <p>Creative Movement</p> <ul style="list-style-type: none"> · Nonlocomotor/ axial movements (e.g., bend, twist, and swing) · Simple and Compound locomotor movements (e.g., walk, jump, leap, slide, gallop) · Articulate Body Parts · Move body to various stimuli, changing tempo and energy · Improvise patterns and transitions creating a sequence with a beginning and an ending · Move using different qualities to reflect moods and feelings 	<p>Ballet</p> <ul style="list-style-type: none"> · Coordination and Rhythm · Class etiquette (taking turn and group participation) · Basic terminology (plié, relevé, sauté, tourné) · Stretching to develop flexibility · Free dance to respond individually to different types of music
Quarter 3	Quarter 4
<p>Social Dance</p> <ul style="list-style-type: none"> · Dance in different time periods · Vocabulary and use of music · Historical events that influence movement · Compare and contrast time periods 	<p>Cultural Dance</p> <ul style="list-style-type: none"> · African · American Folk · Latin/ Mexican/ Spanish · Asian · Polynesian · Cultural music and how it relates to the dance · Compare and Contrast cultural dances

Kindergarten	
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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Quarter 3	Quarter 4

<p>Social Dance</p> <ul style="list-style-type: none"> · Dance in different time periods · Vocabulary and use of music · Historical events that influence movement · Compare and contrast time periods 	<p>Cultural Dance</p> <ul style="list-style-type: none"> · African · American Folk · Latin/ Mexican/ Spanish · Asian · Polynesian · Cultural music and how it relates to the dance · Compare and Contrast cultural dances
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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 1	I	DA.A.1.1.1 Knows basic nonlocomotor/ axial movements (e.g., bend, twist, and swing)			
	I	DA.A.1.1.2 Knows simple locomotor movements (e.g., walk, run, hop, jump, and leap) and compound locomotor movements (e.g., gallop, slide, and leap)			
	I	DA.B.1.1.1 Understands how gestures and movement communicate meaning			
	I	DA.D.1.1.2 Understands that dance is sequential with a beginning, middle, and end			
	I	DA.E.1.1.1 Knows how daily dance practice improves strength, coordination, and flexibility			
	I	DA.E.1.1.2 Understands how healthy living practices (e.g., proper nutrition, adequate sleep, and daily exercise) contribute to enhanced dance movement abilities.			
	I	DA.E.2.1.1 Knows how to express a visual image through movement (e.g., move like a cat, and ocean wave, or a cloud)			

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

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	I	DA.A.1.1.5 Moves following straight and curved pathways			
	I	DA.A.2.1.1 Creates a series of movements with a beginning, middle, and end			
	I	DA.A.2.1.2 Uses improvisation to explore and create movement ideas (e.g., walk across the room, stop two times, and charge level once)			
	I	DA.B.1.1.2 Creates a movement phrase that communicates feelings			
	I	DA.D.1.1.4 Knows a simple descriptive vocabulary of movement			
End Quarter 2					

Q T R	I D P	SSS Grade Level Expectation	Supplemental Resources	Instructional Strategies	Assessment
Q U A R T E R	I	DA.A.1.1.3 Performs movement with kinesthetic awareness (i.e., how the body moves) and concentration at high, middle, and low levels in space			
	I	DA.A.2.1.3 Creates movement patterns alone, with partners, and with groups			

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

T E R 3	I	DA.D.1.1.1 Finds multiple solutions to given movement problems			
	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 4	I	DA.A.1.1.4 Moves to various sounds, including rhythmic accompaniment, and responds to changes in tempo			
	I	DA.C.1.1.1 Understands how dance expresses and embodies elements of a cultural			
	I	DA.C.1.1.2 Explores movement in response to the sounds and music that reflect a specific cultural			
	I	DA.C.1.1.3 Knows the similarities and differences that exist between dance patterns of various cultures			
	I	DA.D.1.1.3 Understands that critical analysis of dance performances are based on personal opinion			
End Quarter 4					