

# KPBSD Dance Curriculum – Present/Perform

## 3<sup>rd</sup> – 6<sup>th</sup> Grades

	<b>Third/Fourth Grade</b> <i><u>Underlined skills represents additional skills/concepts for fourth grade students.</u></i>	<b>Fifth/Sixth Grades</b>
<b>BODY</b>	<ul style="list-style-type: none"> <li>• Use developmental movement patterns such as core, distal, body, side, upper, lower, cross lateral, and head, tail creatively (e.g., try core, distal movement on a low level, move your lower body slow while the upper body moves fast).</li> <li>• Demonstrate body awareness by integrating body parts in unison (i.e. nod head while jumping, move torso while swinging, roll shoulders while pointing the feet) and <u>to explore concepts such as opening, closing, over, under, on, off balance, around, and through.</u></li> <li>• Create a variety of shapes including curved, straight, angular, twisted, wide, narrow, symmetrical, asymmetrical, while integrating another dance concept such as time, energy, pathway, level, or direction.</li> <li>• Combine a variety of dance concepts to demonstrate connectedness in dance (e.g., make a variety of curved shapes while moving in straight pathways, move at a low level while creating a variety of twisted shapes).</li> <li>• Demonstrate basic folk dance steps such as promenade, do- si- do, elbow swing, dishrag, star, schottische, <u>polka, and grapevine.</u></li> <li>• Describe and demonstrate safe movement practices such as maintaining proper alignment and using basic body mechanics.</li> <li>• Demonstrate the partner skills of copying, leading, following, and mirroring, <u>and utilize these skills when creating movement sequences.</u></li> </ul>	<ul style="list-style-type: none"> <li>• Use developmental movement patterns such as core/ distal, body/ side, upper/ lower, cross lateral, and head/ tail creatively. (e.g., try core/ distal movement on a low level, move your lower body slow while the upper moves fast).</li> <li>• Demonstrate body awareness by integrating body parts to explore concepts such as opening/ closing, over/ under, on/ off balance, and around/ through, gathering/ scattering, alone/ connected, meeting/ parting.</li> <li>• Describe and demonstrate safe movement practices such as maintaining proper alignment and using basic body mechanics.</li> <li>• Combine a variety of dance concepts to demonstrate connectedness in dance (e.g., shape, level, pathway, focus, relationships, direction, speed, and rhythm).</li> <li>• Demonstrate the partner/ group skills of leading, following, mirroring, and flocking and utilize these skills when creating movement sequences.</li> <li>• Demonstrate basic folk dance steps such as cast off, allemande, pivot, and box step.</li> </ul>
<b>SPACE</b>	<ul style="list-style-type: none"> <li>• Demonstrate a variety of movements at low, middle, and high levels.</li> <li>• <u>Define and demonstrate the use of stage directions (e.g., upstage, downstage, stage right, and stage left).</u></li> <li>• Explore movement while maintaining focus (e.g., single focus, multi-focus).</li> <li>• Explore moving with a partner using a variety of relationships such as near, far, over, under, around and through.</li> <li>• Demonstrate a variety of movements while moving in directions such as forward, backward, side, straight, curved, and zig zag.</li> </ul>	<ul style="list-style-type: none"> <li>• Define and demonstrate the use of stage directions. (e.g., upstage, downstage, stage right, and stage left).</li> <li>• Explore ways to transfer spatial pattern (pathway) from the visual to the kinesthetic individually or with a group (e.g., draw a spatial pattern on paper and then use the pattern to create a movement sequence).</li> <li>• Explore moving with a partner or small group using a variety of relationships such as near/ far, over/ under, around/through.</li> <li>• Explore a variety of dance concepts while maintaining focus. (e.g., single focus, multi-focus).</li> </ul>

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<b>FORCE</b>	<ul style="list-style-type: none"> <li>• Use light and heavy force appropriately (e.g., light movement as in twirling snowflakes, heavy movement as in dinosaurs).</li> <li>• Demonstrate sudden (sharp) and sustained (smooth) movement.</li> <li>• <u>Use free and bound flow while moving.</u></li> </ul>	<ul style="list-style-type: none"> <li>• Use light and heavy force appropriately (e.g., light movement as in twirling snowflakes, heavy movement as in dinosaurs).</li> <li>• Demonstrate sudden (sharp) and sustained (smooth) movement.</li> <li>• Use free and bound flow while moving.</li> <li>• Combine the elements of space, time, and weight to explore the eight effort actions. (e.g., float, punch, glide, slash, dab, wring, flick, and press).</li> </ul>
<b>TIME</b>	<ul style="list-style-type: none"> <li>• Create and follow movement patterns to a given beat/ rhythm including uneven rhythms <u>and atypical time signatures.</u></li> <li>• Explore movement patterns that include an accented beat <u>and pauses.</u></li> <li>• Demonstrate echo rhythm patterns with a partner. (e.g., student 1 moves for 4 counts then student 2 moves for 4 counts).</li> </ul>	<ul style="list-style-type: none"> <li>• Create and follow movement patterns to a given beat/rhythm including uneven rhythms and atypical time signatures.</li> <li>• Explore movement patterns that include an accented beat and pauses.</li> <li>• Explore how rhythm, tempo, and accent can enhance/detract from a movement sequence (e.g., have student perform movement sequences to different styles of music and evaluate).</li> </ul>
<b>FORM</b>	<ul style="list-style-type: none"> <li>• Demonstrate multiple solutions to a given movement problem.</li> <li>• Create movement sequences based on own ideas and concepts from other sources, <u>and accurately repeat it.</u></li> <li>• Create movement patterns such as AB, suite (ABC), and recurring theme (ABACA and ABBC).</li> <li>• Make group formations such as a circle (moving clockwise/ counter clockwise), cast off, line, scattered, and double line of partners, <u>trio, and quartet.</u></li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate multiple solutions to a given movement problem.</li> <li>• Create movement sequences based on own ideas and concepts from other sources and accurately repeat it.</li> <li>• Create movement patterns such as AB, suite (ABC), recurring theme (ABACA and ABBC), and chance dance.</li> <li>• Use choreographic devices such as repetition, retrograde, and accumulation to create movement sequences.</li> </ul>