

KPBSD Dance Curriculum – Present/Perform Kindergarten – 2nd Grade

	Kindergarten	First Grade	Second Grade
BODY	<ul style="list-style-type: none"> • Demonstrate developmental movement patterns such as core/distal, body/side, upper/lower, cross lateral, and head/tail. • Demonstrate body awareness by naming and using different body parts in movement. • Demonstrate a variety of shapes including curved, straight, angular, twisted, wide, and narrow. • Learn the difference between movement and stillness (i.e. “Freeze” or “stop” with control). • Perform nonlocomotor/axial movements (e.g., bend, twist, stretch, and swing). • Perform eight basic locomotor movements (i.e., walk, run, hop, jump, gallop, slide, and skip traveling forward and backward). • Demonstrate the partner skills of copying, leading, and following. 	<ul style="list-style-type: none"> • Demonstrate developmental movement patterns such as core/ distal, body/ side, upper/ lower, cross lateral, and head/ tail. • Demonstrate body awareness by naming and using different body parts in movement. • Demonstrate a variety of shapes including curved, straight/ angular, twisted, wide, narrow, symmetrical, and asymmetrical. • Learn the difference between movement and stillness. (i.e. “freeze” or “stop” with control). • Perform nonlocomotor/axial movements (e.g., bend, twist, stretch, and swing). • Perform eight basic locomotor movements (i.e., walk, run, hop, jump, gallop, slide, and skip traveling forward and backward). • Demonstrate the partner skills of copying, leading, following, and mirroring. 	<ul style="list-style-type: none"> • Demonstrate developmental movement patterns such as core/ distal, body/ side, upper/ lower, cross lateral, and head/ tail. • Demonstrate body awareness by using different body parts in unison. (e.g., swinging arms while skipping). • Create a variety of shapes including curved, straight/ angular, twisted, wide, narrow, symmetrical, asymmetrical, while integrating another dance concept such as locomotor movement or levels. • Combine a variety of shapes with locomotor and nonlocomotor movements • Demonstrate basic folk dance steps such as step hop, stamp, touch, and elbow swing. • Demonstrate the partner skills of copying, leading, following, and mirroring.
SPACE	<ul style="list-style-type: none"> • Define and maintain personal and general spaces. • Demonstrate a variety of movements at low, middle, and high levels. • Identify and demonstrate big and small movements and shapes. 	<ul style="list-style-type: none"> • Define and maintain personal and general spaces. • Demonstrate a variety of movements at low, middle, and high levels. • Demonstrate a variety of movements while moving in directions such as forward, backward, and side. 	<ul style="list-style-type: none"> • Demonstrate a variety of movements at low, middle, and high levels. • Demonstrate a variety of movements while moving in directions such as forward, backward, and side. • Move using a variety of pathways such as straight, curved, and zig zag.

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FORCE	<ul style="list-style-type: none"> Use light and heavy force appropriately (e.g., light movement as in twirling snowflakes, heavy movements in dinosaurs). 	<ul style="list-style-type: none"> Use light and heavy force appropriately (e.g., light movement as in twirling snowflakes, heavy movement in dinosaurs). 	<ul style="list-style-type: none"> Use light and heavy force appropriately (e.g., light movement as in twirling snowflakes, heavy movement in dinosaurs). Demonstrate sudden (sharp) and sustained (smooth) while moving.
TIME	<ul style="list-style-type: none"> Demonstrate the difference between fast and slow using a variety of movements. Demonstrate simple movements to a steady beat (e.g., 4/4 time). 	<ul style="list-style-type: none"> Demonstrate the difference between fast, medium, and slow using a variety of movements. 	<ul style="list-style-type: none"> Demonstrate the difference between fast, medium, and slow using a variety of movements. Create and follow movement patterns to a given beat/ rhythm.
FORM	<ul style="list-style-type: none"> Move alone and with others (e.g., solo versus partner dancing). Demonstrate the difference between planned and spontaneous movement. Create simple movement sequences (e.g., walk in circle, wiggle, and hop in place). Make group formations such as circle, line, and scattered. 	<ul style="list-style-type: none"> Move alone and with others. Demonstrate the difference between planned and spontaneous movement. Create simple movement patterns such as ABA (e.g., jump, roll, jump). Demonstrate and identify a beginning, middle, and end in dance. Make group formations such as circle (moving in and out), line, and scattered (individually and with partners). 	<ul style="list-style-type: none"> Demonstrate solutions to a given movement problem. Create movement sequences based on own ideas. Create simple movement patterns such as ABA (e.g., jump, roll, jump). Demonstrate and identify a beginning, middle, and end in dance.