

KPBSD Dance Curriculum – Connect – Create – Respond

Kindergarten – 6th Grades

Kindergarten – Second	
CONNECT	<ul style="list-style-type: none"> • Observe and experience dances from a variety of cultures including those that are represented in the local community (e.g., folk dance, singing games, and traditional dances such as Four White Horses, Down the River, Alabama Gal, Virginia Reel, Troika, Going to Kentucky, Simi Yadech, and The Chicken Dance). • Learn simple singing games and folk dances from a variety of cultures (e.g., Blue Bird, Seven Jumps, and Puncinella). • Observe and discuss the various roles of dance in communities, cultures, and historical periods. • Observe and discuss differences between dance and other forms of human movement, such as sports or gestures. • Participate in dance experiences that integrate other relevant content areas.
CREATE	<ul style="list-style-type: none"> • Respond to dance using another art form (e.g., create a painting, write a poem, and create a musical score). • Express ideas, feelings, and stories through movement.
RESPOND	<ul style="list-style-type: none"> • Identify factors that allow a dance to communicate meaning. • Identify similarities and differences in dance movement sequences. • Respond to dance using another art form (e.g., create a painting, write a poem, and create a musical score). • Discuss and practice appropriate performance and audience skills.

Third – Sixth Grade	
CONNECT	<ul style="list-style-type: none"> • Observe and experience dances from a variety of cultures including those that are represented in the local community (e.g., folk dances, singing games such as Draw a Bucket of Water, La Raspa, and Chimes of Dunkirk). • Observe and discuss the various roles of dance in communities, cultures, and historical periods. • Participate in dance experiences that integrate other relevant content areas.
CREATE	<ul style="list-style-type: none"> • Express ideas, feelings, and stories through movement. • Respond to dance using another art form (e.g., create a painting, write a poem, and create a musical score).
RESPOND	<ul style="list-style-type: none"> • Identify similarities and differences in dance movement sequences. • Discuss and practice appropriate audience skills. • Using dance vocabulary, compare and contrast dances or movement sequences. • Respond to dance using another art form (e.g., create a painting, write a poem, and create a musical score).