

KPBSD Dance Curriculum – Present/Perform

3rd – 6th Grades

	Third/Fourth Grade <i><u>Underlined skills represents additional skills/concepts for fourth grade students.</u></i>	Fifth/Sixth Grades
BODY	<ul style="list-style-type: none"> • 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). • 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> • 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. • 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). • Demonstrate basic folk dance steps such as promenade, do- si- do, elbow swing, dishrag, star, schottische, <u>polka, and grapevine.</u> • Describe and demonstrate safe movement practices such as maintaining proper alignment and using basic body mechanics. • Demonstrate the partner skills of copying, leading, following, and mirroring, <u>and utilize these skills when creating movement sequences.</u> 	<ul style="list-style-type: none"> • 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). • 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. • Describe and demonstrate safe movement practices such as maintaining proper alignment and using basic body mechanics. • Combine a variety of dance concepts to demonstrate connectedness in dance (e.g., shape, level, pathway, focus, relationships, direction, speed, and rhythm). • Demonstrate the partner/ group skills of leading, following, mirroring, and flocking and utilize these skills when creating movement sequences. • Demonstrate basic folk dance steps such as cast off, allemande, pivot, and box step.
SPACE	<ul style="list-style-type: none"> • Demonstrate a variety of movements at low, middle, and high levels. • <u>Define and demonstrate the use of stage directions (e.g., upstage, downstage, stage right, and stage left).</u> • Explore movement while maintaining focus (e.g., single focus, multi-focus). • Explore moving with a partner using a variety of relationships such as near, far, over, under, around and through. • Demonstrate a variety of movements while moving in directions such as forward, backward, side, straight, curved, and zig zag. 	<ul style="list-style-type: none"> • Define and demonstrate the use of stage directions. (e.g., upstage, downstage, stage right, and stage left). • 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). • Explore moving with a partner or small group using a variety of relationships such as near/ far, over/ under, around/through. • Explore a variety of dance concepts while maintaining focus. (e.g., single focus, multi-focus).

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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 movement as in dinosaurs). • Demonstrate sudden (sharp) and sustained (smooth) movement. • <u>Use free and bound flow while moving.</u> 	<ul style="list-style-type: none"> • Use light and heavy force appropriately (e.g., light movement as in twirling snowflakes, heavy movement as in dinosaurs). • Demonstrate sudden (sharp) and sustained (smooth) movement. • Use free and bound flow while moving. • 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).
TIME	<ul style="list-style-type: none"> • Create and follow movement patterns to a given beat/ rhythm including uneven rhythms <u>and atypical time signatures.</u> • Explore movement patterns that include an accented beat <u>and pauses.</u> • Demonstrate echo rhythm patterns with a partner. (e.g., student 1 moves for 4 counts then student 2 moves for 4 counts). 	<ul style="list-style-type: none"> • Create and follow movement patterns to a given beat/rhythm including uneven rhythms and atypical time signatures. • Explore movement patterns that include an accented beat and pauses. • 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).
FORM	<ul style="list-style-type: none"> • Demonstrate multiple solutions to a given movement problem. • Create movement sequences based on own ideas and concepts from other sources, <u>and accurately repeat it.</u> • Create movement patterns such as AB, suite (ABC), and recurring theme (ABACA and ABBC). • Make group formations such as a circle (moving clockwise/ counter clockwise), cast off, line, scattered, and double line of partners, <u>trio,</u> <u>and quartet.</u> 	<ul style="list-style-type: none"> • Demonstrate multiple solutions to a given movement problem. • Create movement sequences based on own ideas and concepts from other sources and accurately repeat it. • Create movement patterns such as AB, suite (ABC), recurring theme (ABACA and ABBC), and chance dance. • Use choreographic devices such as repetition, retrograde, and accumulation to create movement sequences.