

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.