

5th Grade dance

USOE Fine Arts Rainbow Chart

Fifth - Page 1	Elements of Dance <i>with definitions</i>	Moving		Investigating		Creating	Contextualizing
		Experience/ Identify	Explore/ Contextualize	Apply/ Build Skills	Analyze/ Integrate	Research/ Create	Refine/ Contribute
<p>Previously mastered <i>grade level skills</i></p> <p>Knowledge of body Basic locomotor and axial movement skills. Listen to signals and respond to movement directions, conditioning principles (balance, strength, flexibility, endurance, alignment), duplicate movement, memorize sequences, isolation of body parts, joint articulation, relationship of bodily skills to time, space, and energy, perform learned choreographed phrase, create an original phrase</p>	<p>BODY / MIND <i>The body is the instrument of dance</i></p> <p>Warm-up <i>A series of exercises/movement to ready the mind and body</i></p> <p>Locomotor Steps <i>Steps that travel through space</i></p> <p>Axial Movement <i>Movement that revolves around the axis and is performed in place</i></p> <p>Alignment <i>Body placement or posture</i></p> <p>Agility <i>The ability to change direction</i></p>	<p>Warm-up*</p> <p>Conditioning Principles</p> <ul style="list-style-type: none"> • Strength • Flexibility • Stability • Endurance <p>Skills*</p>	<p>Explore the joy of moving the body.</p>  <p>Explore sequences using locomotor steps and axial movement (e.g. 4 counts each of skips, spirals, jumps, melting)</p>	<p>Explore increased balance, strength, flexibility, endurance, alignment, and agility in and through space.</p> <p>Practice combining locomotor steps and axial movement (e.g. skipping in a spiral pathway or sliding with arms circling). video</p>	<p>Improvise movement sequences that require increased strength, endurance, flexibility, and alignment.</p> <p>Improvise a phrase combining locomotor and axial movement.</p>	<p>Create a class warm up demonstrating challenging physical skills. video</p> <p>Create a dance based on unique combinations of locomotor and axial movement.</p>	<p>Teach and perform a class warm up.</p> <p>Perform locomotor and axial movement dance.</p>
	<p>TIME <i>Defines when one moves</i></p> <p>Duration (short/long) <i>Length of movement</i></p> <p>Tempo (fast/slow) <i>Speed of movement</i></p> <p>Metric Rhythm <i>Grouping of beats in recurring pattern</i></p> <p>Accent <i>Emphasis that results in a beat being louder or longer than another in a measure</i></p> <p>Meter <i>Measure or unit of a metrical verse</i></p>	<p>Duration Note Values Musical Structures Canon/Round*</p> <p>Tempo*</p>	<p>Explore note values and combine into 16 count repeatable phrase. video</p> <p>Explore exaggerated slow and fast tempos through the abstraction of everyday or sports actions.</p>	<p>Explore variations on a 16-count rhythm pattern in a group.</p> <p>Practice moving in slow motion with control and focus.</p>	<p>Dance the 16-count rhythm pattern in a canon/round. Analyze music and choreography that uses the canon/round as structures. video</p> <p>Improvise slow and fast motion altering the time and space. Analyze the changes in quality and energy needed with these variations</p>	<p>Create a dance in a group using the 16 count pattern, varying the cannon in time and through space.</p> <p>Create a dance alternating the contrasting exaggerated tempos and abstracted movement invented through this process alone and with a partner.</p>	<p>Perform the dance. Perceive and reflect</p> <p>Perform the tempo dance with focus, commitment, and intent.</p>

Fifth - Page 2		Moving		Investigating		Creating	Contextualizing
Previously mastered <i>grade level skills</i>	Elements of Dance <i>with definitions</i>	Experience/ Identify	Explore/ Contextualize	Apply/ Build Skills	Analyze/ Integrate	Research/ Create	Refine/ Contribute
Steady beat, tempo, changing tempos, simple rhythms, call and response, meter, accent, non-metric/breathe rhythm, rhythm patterns, note values, changing accents, musical structures cannon/round Range of movement, shape, levels, direction, symmetry and asymmetry, moving in place and through space, pathways, mapping, negative/positive space, shapes with varying bases of support, counterbalanced shapes, spatial relationships	<p>SPACE <i>Defines where one moves</i></p> <p>Shape <i>The form of the body.</i></p> <p>Direction <i>(forward, backwards sideward, up, down)</i></p> <p>Relationships <i>The body's position relative to something or someone</i></p> <p>Body bases <i>Body parts that support the rest of the body</i></p>	<p>Spatial Relationships*</p> <p>Shape*</p>	<p>Explore various spatial relationships among the dancers while meeting, parting, passing, leading, following, and mirroring</p> <p>Explore two and three-dimensional shapes alone, with a partner and in groups</p> 	<p>Practice mirroring, following, and flocking in partners and groups</p>  <p>Practice controlling the body as the shapes evolve/transition from one shape to another.</p>	<p>Combine meeting, greeting, mirroring, and passing, parting, and following in a unique movement phrase. Watch a dance video and analyze the spatial relationships.</p> <p>Combine two and three-dimensional shapes with locomotor and axial movement varying the elements.</p>	<p>Create for peers, another class, or community a dance that includes meeting, greeting, mirroring, passing, parting and following the music video</p> <p>Create a group dance of two and three-dimensions with locomotor and axial movements.</p>	<p>Perform. Perceive and reflect using dance terminology. Discuss the movement solutions of other classmates/dancers.</p> <p>Perform a group dance of two and three-dimensions with locomotor and axial movements.</p>
Performing and sequencing qualities of motion. contrasting qualities, springboard qualities from music and nature, abstraction	<p>ENERGY <i>Defines how one moves</i></p> <p>Qualities of motion <i>Characteristics of a movement</i></p> <p>Dynamics <i>The degree of energy, intensity, or power in the execution of movements</i></p>	<p>Qualities*</p> <p>Define and identify qualities of movement inherent in visual images, objects, sound, text (poetry or prose), color, and music or movement gesture.</p>	<p>Explore and abstract qualities of movement inherent in visual images, objects, sound, text (poetry or prose), color, and music or movement gesture. video</p>	<p>Create an energy movement theme based on a visual image, object, sound text, color, or movement gesture. video</p>	<p>Design a movement phrase that includes changes in space and time using the energy movement theme. View master works or world dances created from visual images, objects, sound, text (poetry or prose), color, music or activity.</p>	<p>Create a dance based on the energy theme that uses repetition, contrast, and beginning, middle, and end. video</p>	<p>Perceive and reflect using dance terminology. Discuss movement choices, dance and performance skills and compositional structures.</p>

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<p>Awareness of self to community, world; and purpose of dance in community, cultural understanding, folk dance, ritual dance, historic context and origins of ballet and modern dance</p> <p>Artistic/Creating Skills Imagination, audience skills, sequencing, creativity, aesthetic analysis</p> <p>Compositional structures Beginning, middle, end; individual, partner; call and response, canon and round, group compositions</p> <p>Performance Skills Focus, concentration, kinesthetic, visual, auditory skills increased, recall, body part articulation</p> <p>Life Skills Cooperation, respect following directions, trust, engagement in learning, self-efficacy, turn taking</p>	<p>CULTURAL <i>Individual and family</i></p> <p>Ritual/Ceremonial Dance <i>A dance that is performed as part of a, ceremony or religious event/ritual</i></p> <p>Folk Dance <i>Traditional dances of a country which reflect the social customs and norms</i></p>	<p>History and Culture of Dance*</p>	<p>Watch a video or live performance of ballet and modern dance. Research and explore the historical and cultural context in which ballet and modern dance evolved.</p>	<p>Explore the movement that is characteristic of each genre.</p>	<p>Improvise movement based on the principles discovered. Analyze and compare the aesthetic of the two genres (what do the people who do this value or think is beautiful about the dance?) e.g. symmetry, the line of the body, or being airborne in ballet; unique, expressive movement, or the articulation of the spine in modern.</p>	<p>Create a group dance based on two principles discovered (one from each genre). Using unique movement.</p>	