

## USOE Fine Arts Rainbow Chart

Second - Page 1		Moving		Investigating		Creating	Contextualizing
<b>Previously Mastered</b>	Elements of Dance	Experience/	Explore/	Experience/	Analyze/	Research/	Refine/
Grade Level Skills	with Definitions	Identify	Contextualize	Identify	Integrate	Create	Contribute
Knowledge of body	BODY / MIND	Warm-up*	Explore the joy of	Practice a warm –	Improvise using	Create a dance	Create a dance with
Basic locomotor	The body is the	Body parts	moving the body.	up series that	segments	with a partner	a partner based on
and axial	instrument of	Conditioning principles	Warm the body for	builds strength,	movement that	based on one	one conditioning
movement skills.	dance.	<ul> <li>Strength</li> </ul>	movement. Identify	flexibility, and	build on one	conditioning	principle.
Listen to signals	Warm-up:	Flexibility	and move body	balance.	aspect of	principle (e.g.	
and respond to	A series of	Stability	parts and the		conditioning.	balance dance).	
movement	exercises/movement	Endurance	whole body.			,	
directions	to ready the mind	- Endurance	ĺ				
	and body	Skills*					
	Locomotor steps:		Explore axial				Perform the
	Steps that travel	Axial movement	movements of	Practice axial	Improvise a phrase	Create a	movement
	through space	Locomotor steps	bending, twisting,	movements	of adding axial	movement	sequence that
	Axial movement:		turning and tilting	(bending, twisting,	movements to the	sequence that	includes locomotor
	Movement that		and the locomotor	turning, tilting) and	locomotor	includes locomotor	and axial
	revolves around the		steps walking,	locomotor steps	movements.	and axial	movements.
	axis and is performed		running, leaping,	(walking, running,	Example: skipping	movements.	Perceive and
	-					movements.	
	in place		galloping, skipping,	leaping, galloping,	and turning, tilting		reflect.
			sliding, jumping video	skipping, sliding,	and leaping,		
			VIGEO	jumping).	twisting and		
					jumping. video		
Steady beat,	TIME	Beat*	Clap then move to	Investigate	Improvise to a	Create and	Perform the eight-
tempo, changing	Defines when one	2001	the rhythm of a	clapping then	simple eight-count	memorize an	count rhythm
tempos	moves		changing beat.	moving on the	rhythm pattern.	eight-count rhythm	pattern phrase.
tompoo	<b>Duration</b> (short/long):		onanging boat	beat, faster than	video	pattern phrase.	Perceive and
	Length of movement			the beat, slower	1.000	pattern pinase.	reflect.
	Tempo (fast/slow):			than the beat and			1011001.
	Speed of movement			returning to the			
Simple rhythms,	Metric rhythm:			beat.			
call and response,	Grouping of beats in			video			
meter, accent	recurring pattern	Accent*	Hear and clap the	VIGEO	Improvise a simple	Create and	Perform a 16-count
meter, accent	Accent:		accented or first	Move while	phrase of four	memorize a 16-	accent phrase in
	Emphasis that results in		beat of every	accenting the first	measures or 16	count accent	4/4, 2/4 or 3/4 time.
	a beat being louder or		measure in 4/4, 2/4	beat of every	counts of 4/4, 2/4	phrase in 4/4, 2/4	Perceive and
	longer than another in a		and 3/4 time.	measure in 4/4, 2/4	and 3/4. In	or 3/4 time.	reflect.
	measure			and 3/4 time.	movement, accent	video	
	Meter:				the first beat of		
	Measure or unit of a metrical verse				every measure.		
Range of	SPACE	Pathways*	Explore spatial	Demonstrate four	As a group,	Individually, create	Perform the map
movement,	Defines where one	Spatial relationship	pathways including	different pathways,	improvise a map	and memorize a map	seguence. Perceive
shape, levels,	moves	ar and relationship	straight, zigzag,	and four different	sequence using	sequence using	and reflect.
direction, symmetry	Shape:		and curved.	locomotor steps.	four different	locomotor, pathways,	a 10110011
aoodon, oynninod y	The form of the body		our rour	.550motor otopo.	. Jan amoron	and shapes.	

Second - Page 2		Moving		Investigating		Creating	Contextualizing
<b>Previously Mastered</b>	Elements of Dance	Experience/	Explore/	Experience/	Analyze/	Research/	Refine/
Grade Level Skills	with Definitions	Identify	Contextualize	Identify	Integrate	Create	Contribute
and asymmetry, moving in place and through space, pathways, mapping	Levels: (low/medium/high) Direction: (forward, backwards sideward, up, down) Size: The continuum from small to large Pathways: Patterns or designs created on the floor or in the air Asymmetry: Uneven, irregular design Relationships: The body's position relative to something or someone		Explore changing the shape of the body with level, direction, size, symmetry and asymmetry. video		pathways, four different locomotor steps, and four different finishing shapes. video		
Performing and sequencing, qualities of motion, contrasting qualities	ENERGY Defines how one moves Qualities of motion: Characteristics of a movement Dynamics: The degree of energy, intensity, or power in the execution of movements	Qualities*	Explore energies or qualities of movement that include percussive, sustained, swinging, vibratory, exploding, rebounding and suspending. video	Practice and refine qualities of movement. Find something in nature or everyday life that is percussive, sustained, swinging, vibratory, exploding, and rebounding (e.g. a dragonfly moves percussively).	Identify two contrasting energy qualities and improvise a short movement phrase.	Create and memorize a movement phrase that combines two contrasting energy qualities.	Perform energy phrase for classmates. Perceive and reflect. Did we see two contrasting energy qualities?
Awareness of self to community, world; purpose of dance in community Artistic/Creating Skills: Creativity, imagination, audience skills Compositional structures: Beginning, middle, end; individual, partner; call and response Performance skills: Focus, concentration, kinesthetic, visual, auditory skills increased Life skills: Cooperation, respect following directions, engagement in learning, self-efficacy, turn taking	CULTURAL Individual and family  Ritual/ceremonial dance: A dance that is performed as part of a community celebration, ceremony or religious event/ritual	Ceremonial dance Ritual dance*	Watch a video or live performance of a ritual or ceremonial dance from an authentic culture.	Learn a simple ritual or ceremonial dance from a culture.	Analyze the dance as it relates to the culture. Improvise using elements based on the culture.	Create a simple ceremonial or ritual dance. video	Perform a simple ritual or ceremonial dance. Perceive and reflect.