

# Kindergarten Dance Curriculum Standards

## Standard 1.0 Elements and Skills

Students will identify and demonstrate movement elements and skills in performing dance.

### Learning Expectations

The student will

- 1.1 Demonstrate non-locomotor movements (such as bend, twist, stretch, and swing).
- 1.2 Demonstrate eight basic locomotor movements (walk, run, hop, jump, leap, gallop, slide and skip) traveling forward, backward, sideward, and turning.
- 1.3 Practice movement in personal and general space.
- 1.4 Explore personal space (far-reach, mid-reach and near-reach).
- 1.5 Create a variety of body shapes (straight, angular, curved, and twisted) at low, middle and high levels.
- 1.6 Demonstrate movements in straight and curved pathways.
- 1.7 Identify selected individual body parts.
- 1.8 Explore selected qualities of energy in movement (smooth, sharp, vibratory and swinging).
- 1.9 Move to a steady beat.
- 1.10 Demonstrate a basic understanding of spatial relationships between body parts (i.e., beside, between, over, under, together and apart).

### Performance Indicators: Evidence Standard is Met

The student is able to

Level 1

- Recognize a selected group of non-locomotor movements.
- Walk, run, hop, jump, leap, gallop and slide traveling forward, backward, and sideward.
- Use movement in personal space.
- Explore far-reach.
- Create a variety of body shapes at high level in space.

- Identify movement in straight and curved pathways.
- Show selected individual body parts.
- Explore smooth and sharp movements.
- Recognize a steady beat.
- Explore spatial relationships body part to body part.

## Level 2

- Use a selected group of non-locomotor movements.
- Walk, run, hop, jump, leap, gallop, slide and skip traveling forward, backward, and sideward.
- Practice movement in personal and general space.
- Explore far-reach and near-reach.
- Create a selected group of body shapes at low and high levels in space.
- Explore movements in straight and curved pathways.
- Identify specified body parts.
- Explore smooth, sharp, vibratory and swinging movements.
- Move to a steady beat.
- Demonstrate spatial relationships body part to body part.

## Level 3

- Demonstrate a selected group of non-locomotor movements.
- Walk, run, hop, jump, leap, gallop, slide and skip traveling forward, backward, sideward, and turning.
- Demonstrate movement in personal and general space.
- Explore far-reach, mid-reach and near-reach.
- Create a variety of body shapes at low, middle and high levels in space.
- Demonstrate movements in straight and curved pathways.
- Move individual body parts.
- Demonstrate smooth, sharp, vibratory and swinging movements.
- Perform a selected group of locomotor and non-locomotor movements to a steady beat.
- Perform spatial relationships body part to body part.

## **Sample Performance Task**

Students will explore individually each of four movement qualities with teacher provided musical accompaniment. Choose music (recorded, live percussion instruments or voice) that corresponds to the movement quality. First students will move smoothly (continuous, never-ending movement) on high, middle and low levels. Next students will move sharply (stopping and starting) on high, middle and low levels. Then students will move with vibratory movement (shaking very quickly) on high, middle, and low levels. Lastly, students will move with swinging movement, showing fall and recovery on high, middle and low levels.

Assessment: The teacher will observe the students as they explore energy qualities in one large group, then in small groups for easier assessment. Individual assessment may also be made as

the teacher observes each student's exit dance when one of the energy qualities is chosen as an exit quality. (LE 1.8)

### **Integration/Linkages**

Physical Education, Math, Language Arts (Vocabulary), Problem Solving

### **Standard 2.0 Choreography**

Students will understand choreographic principles, processes, and structures.

### **Learning Expectations**

The student will

2.1 Recognize the beginning, middle, and ending of a movement sequence.

2.2 Demonstrate the following partner skills: copying, leading and following.

2.3 Respond in movement to stories and music.

### **Performance Indicators: Evidence Standard is Met**

The student is able to

#### Level 1

- Recognize the beginning shape of a movement sequence.
- Copy a partner's shape.
- Use improvised movement to explore a story.

#### Level 2

- Recognize the beginning and ending shapes of a movement sequence.
- Demonstrate leading and following with a partner.
- Use improvised movement to explore a given musical selection.

#### Level 3

- Recognize the beginning, ending, and middle parts of a movement sequence.
- Demonstrate leading and following with different partners.
- Share movement improvisations of stories and/or music selections with peers.

### **Sample Performance Task**

The teacher will read the story *Quick as a Cricket* by Audrey Wood to the students. The teacher will discuss the story with the students, highlighting various ways the students could use space, time and energy in the story. Next the students will scatter into space, make a beginning shape and then improvise as the teacher reads the story again. The teacher will encourage the students to clarify their movement. For example for the sentence “I’m as quick as a cricket,” the teacher should ask questions such as “How does a cricket move? What level in space? How fast is quick? What is the shape of a cricket?”

Assessment: The teacher assesses student performance as they explore the story. The teacher can also assess each student’s exit dance based on the task of choosing a favorite part of the story to show in movement. (LE 2.3)

### **Integration/Linkages**

Physical Education, Language Arts, Cooperative Learning

### **Standard 3.0 Creativity and Communication**

Students will understand dance as a way to create and communicate meaning.

### **Learning Expectations**

The student will

3.1 Observe how dance is different from other forms of human movement (such as sports or everyday gestures).

3.2 Create and share one’s own dances (short movement studies) with peers.

3.3 Recognize appropriate audience behavior for informal classroom dance performances.

### **Performance Indicators: Evidence Standard is Met**

The student is able to

Level 1

- Recognize everyday gestures (such as waving hello, goodbye, and pointing)
- Create a dance (short movement study).
- Practice sitting attentively with good posture.

Level 2

- Choose an everyday gesture and interpret in its true form and then in an exaggerated form.
- Share one's individual dance as part of a group performing for a peer audience.
- Recognize good audience behavior for informal settings.

### Level 3

- Choose a playground game and interpret in its true form and then in an exaggerated form.
- Share a solo dance with a peer audience.
- Demonstrate good audience behavior within one's dance classroom.

### **Sample Performance Task**

As a group activity, the students make a list of games they play on the playground. The teacher chooses one of these examples to have the students explore through movement. For example: Swinging on the swing set. Students first pantomime swinging. Then encourage students to try swinging their whole body covering more space, less space, slower, faster with different body parts and on different levels.

Assessment: The teacher will observe student performance in the large group and then divide into smaller groups so students can watch each other explore swinging while demonstrating good audience behavior. As an exit dance, each dancer can perform their favorite swing.

### **Integration/Linkages**

Problem Solving, Cooperative Learning, Physical Education, Communication Skills

### **Standard 4.0 Criticism**

Students will apply and demonstrate critical and creative thinking skills in dance.

### **Learning Expectations**

The student will

4.1 Explore a solution to a given movement problem.

4.2 Observe and describe dances.

### **Performance Indicators: Evidence Standard is Met**

The student is able to

### Level 1

- Recognize a solution to a given movement problem.
- Observe and describe one dance.

#### Level 2

- Investigate a solution to a given movement problem.
- Observe and describe two dances.

#### Level 3

- Demonstrate a solution to a given movement problem.
- Identify differences between two dances.

### **Sample Performance Task**

The movement problem is for each student to create a shape in high, middle and low levels (total of three shapes). First the students explore all kinds of shapes (such as twisted, big, small, straight, and curved) on all three levels. Then students choose their favorite on each level and put them in an order such as high, middle, and low. Allow practice time so that students can memorize their shapes. Use a drum rhythm to indicate when to change levels.

Assessment: Students perform dances in small groups with peers as an audience. Each student in the audience group chooses one dancer to watch and then describes what they observe.

### **Integration/Linkages**

Problem Solving, Communication Skills, Language Arts, Creative Thinking

### **Standard 5.0 Cultural/Historical**

Students will demonstrate and understand dance in various cultures and historical periods.

### **Learning Expectations**

The student will

5.1 Participate in a folk dance from a given culture.

5.2 Recognize and explore how people use dance as a part of ceremonies.

### **Performance Indicators: Evidence Standard is Met**

The student is able to

### Level 1

- Observe a folk dance from a given culture.
- Recognize and explore how dance is used to celebrate important events such as birth.

### Level 2

- Participate in a simple folk dance from a given culture.
- Recognize and explore how dance is used in ceremonies to celebrate birth and marriage.

### Level 3

- Practice and demonstrate a simple folk dance from a given culture.
- Recognize and explore how dance is used in ceremonies to celebrate birth, marriage, and death.

### **Sample Performance Task**

This lesson is an extension of a social studies unit on Hawaii. The students have studied the geography, people and culture of the Hawaiian Islands in their classroom. In dance, the students will view the Hawaii section of the video *Dancing in One World* from the PBS Dancing Series. The teacher and students discuss why and how Hawaiians make and perform dances. Then the teacher will teach the students the Hawaiian folk dance “Pearly Shells” using the video *Hula for Children* by Hawaiian Music Island as a resource. The students may perform this dance as part of a Hawaiian Food Day Celebration or for another Kindergarten class.

Assessment: The teacher assesses the performance by observation. (LE 5.1)

### **Integration/Linkages**

Social Studies, Communication Skills

### **Standard 6.0 Health**

Students will make connections between dance and healthful living.

### **Learning Expectations**

The student will

6.1 Discuss healthy practices.

**Performance Indicators: Evidence Standard is Met**

The student is able to

Level 1

- Discuss the importance of an adequate amount of sleep.

Level 2

- Identify a well-balanced meal.

Level 3

- Discuss the importance of being active.

### **Sample Performance Task**

The teacher will use pictures, models, or real life examples of foods on each level of the food pyramid. The teacher will discuss with the students different examples of each group and how important it is to have a variety of different kinds of foods in one's daily diet. Students choose a vegetable or fruit to explore in movement. They demonstrate the shape of the food and explore how it would move. Do the same activity with other food groups. Have the students suggest a well-balanced breakfast and ask for volunteers to perform the parts of that breakfast such as scrambled egg dance, squeezed orange juice dance, bread/toast dance and a bowl of fruit dance.

Assessment: Teacher will assess by observation as the students explore and perform their dances.

### **Integration/Linkages**

Health, Problem Solving, Communication Skills

### **Standard 7.0 Interdisciplinary Connections**

Students will make connections between dance and other disciplines.

### **Learning Expectations**

The student will

7.1 Explore ways in which the same idea can be expressed in dance and in one other art form.

7.2 Explore the connection between dance and one other academic discipline.

### **Performance Indicators: Evidence Standard is Met**



The student is able to

#### Level 1

- Explore how one characteristic of a specific piece of music or visual art can be experienced through movement.
- Explore and practice letter shapes and lines with their bodies, alone and with partners.

#### Level 2

- Explore how several characteristics of a specific piece of music or visual art can be experienced through movement.
- Explore through movement and practice, alone and with partners, patterning and sequencing.

#### Level 3

- Identify the shared characteristic between a specific piece of music or visual art and a movement phrase.
- Explore through movement and practice, alone and with partners, the concept of relationships as it applies to math.

### **Sample Performance Task**

This is a lesson on patterns and shapes. As a warm-up and an entrance task, students practice the “listening dance”. This is a simple warm-up for the student’s body and ears. The teacher plays rhythms with the drum and students move to the rhythms changing levels, directions, and using different body parts in self space and general space. When the drum stops, the dancers stop in a shape (such as twisted, curvy, straight, or pointy). When the drum begins again, the dancers resume movement. The teacher should vary the rhythms and the length and encourage students to make a different shape each time they stop. The students should stop as soon as the drum stops. This will improve listening skills. This simple warm-up dance also introduces the concept of a pattern as well as those of moving and stopping.

The next pattern dance is the “alone and together” shape dance. As a precursor to this dance, students practice making shapes. The teacher keeps a beat on a drum, and the students hold the shape for 3 beats changing to a new shape on 4. When students are comfortable with this dance, they are ready for the next step. The teacher uses the drum to beat the directions “1, 2, 3, and alone” as the dancers make a shape alone. Then “1, 2, 3 and together” as the dancers form a shape connected with another dancer. This process continues. Encourage students to use different body parts to connect with other dancers.

Assessment: The teacher divides the class in half so that one group observes while the other performs. Teacher observes the success of the performances. (LE 7.2)

### **Integration/Linkages**

Problem Solving, Creative Thinking, Language Arts