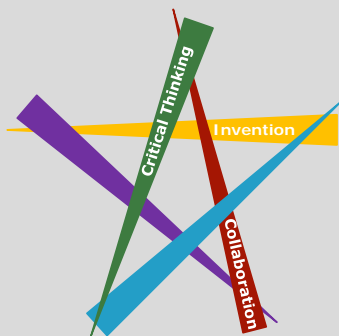


**Curriculum Development Course at a Glance  
Planning For 5<sup>th</sup> Grade Dance**

<b>Content Area</b>	Dance	<b>Grade Level</b>	5 <sup>th</sup> Grade
<b>Course Name/Course Code</b>			
<b>Standard</b>	<b>Grade Level Expectations (GLE)</b>	<b>GLE Code</b>	
1. Movement, Technique, and Performance	1. Perform basic dance movements	DA09-GR.5-S.1-GLE.1	
	2. Perform a movement phrase, or dance with a variety of intent	DA09-GR.5-S.1-GLE.2	
2. Create, Compose, and Choreograph	1. Create group studies	DA09-GR.5-S.2-GLE.1	
	2. Create a dance incorporating compositional elements	DA09-GR.5-S.2-GLE.2	
3. Historical and Cultural Context	1. Dances from different cultures have similarities and differences	DA09-GR.5-S.3-GLE.1	
	2. Observe dances from different historical periods	DA09-GR.5-S.3-GLE.2	
4. Reflect, Connect, and Respond	1. Analyze and evaluate dance works	DA09-GR.5-S.4-GLE.1	
	2. Use basic dance vocabulary to analyze dance work	DA09-GR.5-S.4-GLE.2	

**Colorado 21<sup>st</sup> Century Skills**



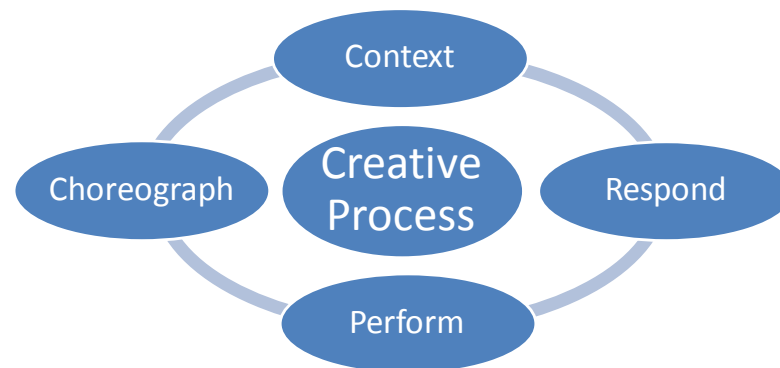
**Critical Thinking and Reasoning:** *Thinking Deeply, Thinking Differently*

**Information Literacy:** *Untangling the Web*

**Collaboration:** *Working Together, Learning Together*

**Self-Direction:** *Own Your Learning*

**Invention:** *Creating Solutions*



The Colorado Academic Standards for Dance are not intended to be taught in a linear (checklist of coverage) fashion, but rather should be implemented as a cyclical creative process. Each unit within this sample blueprint intentionally includes standards from all four dance standards to illustrate this process-based philosophy.

<b>Unit Titles</b>	<b>Length of Unit/Contact Hours</b>	<b>Unit Number/Sequence</b>
Jump into Creating	3 weeks – 15 contact hours	Instructor choice
The Symbols Are Dancing	2 weeks	Mid term
To the Pointe	3 weeks/15 contact hours	Instructor Choice

**Curriculum Development Overview  
Unit Planning for 5<sup>th</sup> Grade Dance**

<b>Unit Title</b>	Jump into Creating		<b>Length of Unit</b>	3 weeks – 15 contact hours
<b>Focusing Lens(es)</b>	Innovation	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	DA09-GR.5-S.1-GLE.1, DA09-GR.5-S.1-GLE.2 DA09-GR.5-S.2-GLE.1, DA09-GR.5-S.2-GLE.2 DA09-GR.5-S.3-GLE.1, DA09-GR.5-S.3-GLE.2 DA09-GR.5-S.4-GLE.1, DA09-GR.5-S.4-GLE.2	
<b>Inquiry Questions (Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>• Can a dance be constructed of rhythmic elements only? Why or why not? (DA09-GR.5-S.1-GLE.1, 2) and (DA09-GR.5-S.2-GLE.1,2) and (DA09-GR.5-S.4-GLE.1, 2)</li> <li>• What does the phrase “actions speak louder than words” mean?</li> <li>• How does dance illustrate music?</li> </ul>			
<b>Unit Strands</b>	Performance Technique Create Movement Historical Context Respond Critically			
<b>Concepts</b>	Traditional Patterns, Rhythmic Movement, Space/Time/Energy, Cultural Symbols, Expressions, Style			

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	<b>Factual</b>	<b>Conceptual</b>
Rhythm and style can enhance performance. (DA09-GR.5-S.1-GLE.1, 2) and (DA09-GR.5-S.2-GLE.1) and (DA09-GR.5-S.3-GLE.1) and (DA09-GR.5-S.4-GLE.1)	What does it mean to dance with a sense of rhythm and style?	How do rhythmic sequences add interest in a dance performance?
Development and exploration of space, time, and energy (movement elements) inspires originality in composition. (DA09-GR.5-S.1-GLE.1, 2) and (DA09-GR.5-S.2-GLE.1, 2) and (DA09-GR.5-S.3-GLE.1) and (DA09-GR.5-S.4-GLE. 2)	How do the movement elements make up the vocabulary of a dance?	How does movement notation aid in understanding the vocabulary of a dance?
Cultural dances provide the basis from which new dance styles and dance works emerge. (DA09-GR.5-S.1-GLE.1, 2) and (DA09-GR.5-S.2-GLE.1, 2) and (DA09-GR.5-S.3-GLE.1, 2) and (DA09-GR.5-S.4-GLE.1)	How do cultural dances and dance styles of the past influence popular dance styles of the present?	What do patterns in social dance tell us about a culture, past and present?
Music and rhythmic patterns can inspire expression in dance. (DA09-GR.5-S.1-GLE.2) and (DA09-GR.5-S.2-GLE.1, 2) and (DA09-GR.5-S.3-GLE.2) and (DA09-GR.5-S.4-GLE.1)	How does music and rhythm influence the intent of a dance work?	How does dance communicate without words?

**Curriculum Development Overview  
Unit Planning for 5<sup>th</sup> Grade Dance**

<b>Critical Content:</b> <b>My students will Know...</b>	<b>Key Skills:</b> <b>My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>• An understanding of a sense of style in order to create and perform dance. (DA09-GR.5-S.1-GLE.1, 2) and (DA09-GR.5-S.2-GLE.1) and (DA09-GR.5-S.3-GLE.1) and (DA09-GR.5-S.4-GLE.1)</li> <li>• Culture provides many answers to the mysteries of composition (DA09-GR.5-S.1-GLE.1, 2) and (DA09-GR.5-S.2-GLE.1, 2) and (DA09-GR.5-S.3-GLE.1, 2) and (DA09-GR.5-S.4-GLE.1)</li> <li>• Examples of dances that illustrate musical phrases/themes (DA09-GR.5-S.1-GLE.2) and (DA09-GR.5-S.2-GLE.1, 2) and (DA09-GR.5-S.3-GLE.2) and (DA09-GR.5-S.4-GLE.1)</li> <li>• To dance to the beat of the mind and body (DA09-GR.5-S.1-GLE.1, 2) and (DA09-GR.5-S.2-GLE.1) and (DA09-GR.5-S.3-GLE.1) and (DA09-GR.5-S.4-GLE.1)</li> <li>• Examples of rhythmic based dances; i.e.: clogging, Stomp, jump rope sequences (DA09-GR.5-S.1-GLE.1, 2) and (DA09-GR.5-S.2-GLE.1) and (DA09-GR.5-S.3-GLE.1) and (DA09-GR.5-S.4-GLE.1)</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate a dance, and then identify its basic dance movements (DA09-GR.5-S.1-GLE.1-EO.a)</li> <li>• Demonstrate a dance inspired by musical elements (See the music in the movement and understand the intent) (DA09-GR.5-S.1-GLE.1-EO.a)</li> <li>• Perform a movement phrase, or a dance with a variety of intent (DA09-GR.5-S.2-GLE.2-EO.a)</li> <li>• Dances from different cultures have similarities and differences (DA09-GR.5-S.3-GLE.1-EO.b)</li> <li>• Use basic dance vocabulary to analyze dance works (DA09-GR.5-S.4-GLE.2-EO.a)</li> </ul>

<p><b>Critical Language:</b> includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.          EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p><b>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</b></p>	<p><i>The choices of hand and feet movements for rhythmic dance works rely on many variables such as tempo, energy, flow, and transfer</i></p>
<p><b>Academic Vocabulary:</b></p>	<p>Choreograph, Process, Product, Practice, Perform, Appreciate, Critique, Analyze, Interpret, Feel and Reason</p>
<p><b>Technical Vocabulary:</b></p>	<p>Three Dimensional Space, Time, Energy, Effort, Weight, Flow, Balance, Stillness, Transfer Of Weight, Spring Step, Bunny Jumps, Can Can, Syncopated, Accented, Principles Of Choreography, Movement Motif, Movement Phrase, Movement Sequence, Binary Form (AB), Ternary Form (ABA) Rondo Form (ABACAD), Theme And Variation: Development Of Original Statement, Narrative, Canon Or Fugue (Themes Are Repeated) Elements Of Construction/Principles Of Design: Repetition, Highlight, Proportion, Retrograde, Balance, Transition, Logical Development, Unity: Selection, Refinement, Technical Precision, Practice, Presentation, Athleticism, Artistry.</p>

**Curriculum Development Overview  
Unit Planning for 5<sup>th</sup> Grade Dance**

<b>Unit Title</b>	The Symbols Are Dancing		<b>Length of Unit</b>	2 weeks
<b>Focusing Lens(es)</b>	Transformations	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	DA09-GR.5-S.1-GLE.1, DA09-GR.5-S.1-GLE.2 DA09-GR.5-S.2-GLE.1, DA09-GR.5-S.2-GLE.2 DA09-GR.5-S.3-GLE.1 DA09-GR.5-S.4-GLE.1, DA09-GR.5-S.4-GLE.2	
<b>Inquiry Questions (Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>How is reading a dance similar or different to reading a book? (DA09-GR.5-S.1-GLE.1) and (DA09-GR.5-S.2-GLE.1,2) and (DA09-GR.5-S.4-GLE.1)</li> <li>When is movement a dance?</li> </ul>			
<b>Unit Strands</b>	Perform symbol-based movements Create symbol-based movements, phrases and dances Context Language of Dance symbols Respond with intent			
<b>Concepts</b>	Space/Time/Energy, Improvisation, Investigate/Discover, Symbols, Movement, Movement Phrases			

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	<b>Factual</b>	<b>Conceptual</b>
Written symbols transform into movements (DA09-GR.5-S.1-GLE.2) and (DA09-GR.5-S.2-GLE.2) and (DA09-GR.5-S.3-GLE.1) and (DA09-GR.5-S.4-GLE.2)	What is the connection between written symbols and the creation of movements?	Why do movements vary and change when based on different written symbols?
Movement patterns can develop into phrases or movement sequences) (DA09-GR.5-S.1-GLE.2) and (DA09-GR.5-S.2-GLE.2) and (DA09-GR.5-S.3-GLE.1) and (DA09-GR.5-S.4-GLE.2)	What is a movement phrase?	What is the role of movement phrases in a whole dance?
Dances connect movement phrases (DA09-GR.5-S.1-GLE.2) and (DA09-GR.5-S.2-GLE.2) and (DA09-GR.5-S.3-GLE.1) and (DA09-GR.5-S.4-GLE.2)	What is the connection between written symbols and movement phrases?	How can written symbols be used to record dance?
Observation of dances created by others evoke emotional responses (DA09-GR.5-S.1-GLE.2) and (DA09-GR.5-S.2-GLE.2) and (DA09-GR.5-S.3-GLE.1) and (DA09-GR.5-S.4-GLE.2)	How would you respond to a dance using written symbols?	How can you compare dances using written symbols?

**Curriculum Development Overview  
Unit Planning for 5<sup>th</sup> Grade Dance**

<b>Critical Content:</b> <b>My students will Know...</b>	<b>Key Skills:</b> <b>My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>• The correct interpretation of movement-based Language of Dance symbols, such as in place, travelling and level changes (DA09-GR.5-S.1-GLE.2) and (DA09-GR.5-S.4-GLE.2)</li> <li>• A safe process to explore and create movements (DA09-GR.5-S.2-GLE.1) and (DA09-GR.5-S.3-GLE.1)</li> <li>• Variations of symbol-based movements, such as in place, travelling and level changes (DA09-GR.5-S.4-GLE.1, 2)</li> <li>• The creative process for fashioning singular movements into phrases (DA09-GR.5-S.2-GLE.2) and (DA09-GR.5-S.4-GLE.1)</li> <li>• Ways that movement phrases weave into dances (DA09-GR.5-S.2-GLE.2) and (DA09-GR.5-S.4-GLE.1, 2)</li> <li>• Appropriate responses to dances created by others (DA09-GR.5-S.3-GLE.1) and (DA09-GR.5-S.4-GLE.1, 2)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify how the intent of phrases or a dance can be altered by stimuli (DA09-GR.5-S.1-GLE.2-EO.b)</li> <li>• Create various group shapes and spatial settings (DA09-GR.5-S.2-GLE.1-EO.a)</li> <li>• Create movement phrases using each of the compositional elements (DA09-GR.5-S.2-GLE.2-EO.a)</li> <li>• Consider the aesthetic quality of the design when composing (DA09-GR.5-S.2-GLE.2-EO.b)</li> <li>• Discuss the distinguishing characteristics such as vocabulary, basic postures, footwork, and gestures from different dance forms (DA09-GR.5-S.3-GLE.1-EO.e)</li> <li>• Assess the suitability of a movement, the number of dancers participating, and the length of the work to determine whether the choreographer’s intent is clear (DA09-GR.5-S.4-GLE.1-EO.b)</li> <li>• Describe the movement content of a particular dance work and the effect each component has on the work (DA09-GR.5-S.4-GLE.1-EO.e)</li> <li>• Use traditional dance vocabulary to describe aspects of space, time, and energy in a particular dance (DA09-GR.5-S.4-GLE.2-EO.b)</li> <li>• Recognize how the aesthetic principles of design (sequence, contrast, repetition, and unity) increase artistic clarity (DA09-GR.5-S.4-GLE.2-EO.c)</li> <li>• Describe and analyze a sequence in a dance based on basic Laban or Benesh language of dance concepts, symbols, and vocabulary (DA09-GR.5-S.4-GLE.2-EO.e)</li> </ul>

**Critical Language:** includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.  
 EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”*

<b>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</b>	<i>Reading the Language of Dance symbols to notate levels, duration, position etc. helps me to perform dances and create dances that others can follow.</i>
<b>Academic Vocabulary:</b>	Acquire, Adapt, Analyze, Arrange, Assemble, Communicate, Compose, Construct, Convert, Cooperate, Create, Decide, Design, Develop, Discover, Evaluate, Experiment, Generate, Identify, Imagine, Improvise, Learn, Listen To, Manipulate, Negotiate, Observe, Organize, Order, Perform, Problem Solve, Produce, Select, Share, Speak, Structure, Transform
<b>Technical Vocabulary:</b>	Direction, Level, Size, Shape, Timing, Duration, Rhythm, Position, Energy Quality, Pathway, Movement Phrase, Form, Transition, Improvise, Movement Variation, Stillness

**Curriculum Development Overview  
Unit Planning for 5<sup>th</sup> Grade Dance**

<b>Unit Title</b>	To the Pointe		<b>Length of Unit</b>	3 weeks/15 contact hours
<b>Focusing Lens(es)</b>	Aesthetic	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	DA09-GR.5-S.1-GLE.1, DA09-GR.5-S.1-GLE.2 DA09-GR.5-S.2-GLE.1, DA09-GR.5-S.2-GLE.2 DA09-GR.5-S.3-GLE.1, DA09-GR.5-S.3-GLE.2 DA09-GR.5-S.4-GLE.1, DA09-GR.5-S.4-GLE.2	
<b>Inquiry Questions (Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>How is it possible to communicate without words? (DA09-GR.5-S.1-GLE.2-IQ.4)</li> <li>What influences society's value of dance works? (DA09-GR.5-S.3-GLE.1, 2)</li> </ul>			
<b>Unit Strands</b>	Performance Technique Create with Intent Cultural Context Respond Analytically			
<b>Concepts</b>	Law/Rules, Technique, Influence, Value, Audience, Line			

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	<b>Factual</b>	<b>Conceptual</b>
Time-tested kinesthetic laws and rules guide the development of good dance technique. (DA09-GR.5-S.1-GLE.1) and (DA09-GR.5-S.3-GLE.1) and (DA09-GR.5-S.4-GLE.1)	In any style of dance, where does the force of a jump come from?	What are the components of good dance technique?
Performers, choreographers and observers influence and are influenced by dance technique. (DA09-GR.5-S.1-GLE.1, 2) and (DA09-GR.5-S.2-GLE.1, 2) and (DA09-GR.5-S.3-GLE.1, 2) and (DA09-GR.5-S.4-GLE.1, 2)	What is the role of the choreographer, dancers, and audience?	How is a live performance influenced by all of these roles?
The worth or value of a dance is determined by both dancers and audience. (DA09-GR.5-S.1-GLE.1, 2) and (DA09-GR.5-S.2-GLE.1, 2) and (DA09-GR.5-S.3-GLE.1, 2) and (DA09-GR.5-S.4-GLE.1, 2)	What are possible influences that would shape a person's like or dislike for a dance work? What does it mean to withstand the test of time?	Why are some dances popular from generation to generation (Nutcracker) and others are not?

**Curriculum Development Overview  
Unit Planning for 5<sup>th</sup> Grade Dance**

<b>Critical Content:</b> <b>My students will Know...</b>	<b>Key Skills:</b> <b>My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>• Dance-making requires collaboration (DA09-GR.5-S.1-GLE.2) and (DA09-GR.5-S.2-GLE.1, 2) and (DA09-GR.5-S.3-GLE.1) and (DA09-GR.5-S.4-GLE.1, 2)</li> <li>• Composing with a group means considering a horizontal and vertical palette (DA09-GR.5-S.1-GLE.1) and (DA09-GR.5-S.2-GLE.1, 2) and (DA09-GR.5-S.3-GLE.1) and (DA09-GR.5-S.4-GLE.1, 2)</li> <li>• Choreographic choices all relate to the past (DA09-GR.5-S.1-GLE.1) and (DA09-GR.5-S.3-GLE.1, 2) and (DA09-GR.5-S.4-GLE.1, 2)</li> <li>• Examples of influences or preferences of dance works (DA09-GR.5-S.1-GLE.1, 2) and (DA09-GR.5-S.2-GLE.1, 2) and (DA09-GR.5-S.3-GLE.1, 2) and (DA09-GR.5-S.4-GLE.1, 2)</li> </ul>	<ul style="list-style-type: none"> <li>• Create a dance by using group shapes and spatial settings. (DA09-GR.5-S.2-GLE.1-EO.b)</li> <li>• Consider the aesthetic quality of design when composing. (DA09-GR.5-S.2-GLE.2-EO.b)</li> <li>• Discuss distinguishing characteristics such as vocabulary, basic postures, footwork, and gestures from different dance forms. (DA09-GR.5-S.3-GLE.1-EO.e)</li> <li>• Assess the suitability of a movement, the number of dancers participating, and the length of the work to determine whether the choreographer's intent is clear. (DA09-GR.5-S.3-GLE.1-EO.b)</li> <li>• Recognize how the aesthetic principles of design (sequence, contrast, repetition and unity) increase artistic clarity. (DA09-GR.5-S.4-GLE.2-EO.c)</li> </ul>

<p><b>Critical Language:</b> includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.          EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p><b>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</b></p>	<p><i>“My group helped me take a big idea and make it into a story we could tell with the amount of people and space we had.”</i></p>
<p><b>Academic Vocabulary:</b></p>	<p>Notation, Stimuli, Spatial, Proportion, Aesthetics, Theme, Replicate, Collaboration, Horizontal, Vertical, Inspiration, Horizontal, Vertical, Palette</p>
<p><b>Technical Vocabulary:</b></p>	<p>Footwork, Posture, Gesture, "Major Works," Principles Of Design, Laban Notation, Benesh Notation, Kinesthetic, Force, Plie/Bend</p>