

**Curriculum Development Course at a Glance
Planning For Kindergarten Dance**

Content Area	Dance	Grade Level	Kindergarten
Course Name/Course Code			
Standard	Grade Level Expectations (GLE)	GLE Code	
1. Movement, Technique, and Performance	1. Demonstrate simple phrases of movement in time and space	DA09-GR.k-S.1-GLE.1	
	2. Move with intent to music and other stimuli	DA09-GR.k-S.1-GLE.2	
2. Create, Compose, and Choreograph	1. Improvise movement to music and other stimuli	DA09-GR.k-S.2-GLE.1	
	2. Translate simple ideas and stories into movement phrases alone and with a partner	DA09-GR.k-S.2-GLE.2	
3. Historical and Cultural Context	1. Perform simple social dances that communicate an idea	DA09-GR.k-S.3-GLE.1	
4. Reflect, Connect, and Respond	1. Observe different dance styles, and describe one movement you remember	DA09-GR.k-S.4-GLE.1	
	2. Demonstrate appropriate etiquette at a dance performance	DA09-GR.k-S.4-GLE.2	

Colorado 21st 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.

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Ways of Walking	2-3 weeks or 5-10 contact hours	Instructor Choice
Making Friends Through Sharing and Exploring Movement	2-3 weeks or 5-10 contact hours	Instructor Choice
Leaps and Bounds	Semester/Quarterly/Yearly	Instructor Choice

**Curriculum Development Overview
Unit Planning for Kindergarten Dance**

Unit Title	Ways of Walking		Length of Unit	2-3 weeks or 5-10 contact hours
Focusing Lens(es)	Play and Exploration	Standards and Grade Level Expectations Addressed in this Unit	DA09-GR.k-S.1-GLE.1, DA09-GR.k-S.1-GLE.2 DA09-GR.k-S.2-GLE.1, DA09-GR.k-S.2-GLE.2 DA09-GR.k-S.3-GLE.1, DA09-GR.k-S.3-GLE.2 DA09-GR.k-S.4-GLE.1, DA09-GR.k-S.4-GLE.2	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • How many different ways can you travel through space? (DA09-GR.k-S.1-GLE.1-EO.1) and (DA09-GR.k-S.3-GLE.1-IQ.3) and (DA09-GR.k-S.4-GLE.2-IQ.1) • How do you know what is happening in a dance? • What does movement say? 			
Unit Strands	Performance Space Create Movements Cultural Context Respond with Intent			
Concepts	Space/Time/Energy, Investigate/Discovery, Improvisation, Movement, Patterns, Rhythm, Shapes, Expression, Exploration, Representation			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Exploring making shapes with the body produces creative ideas for movement (DA09-GR.k-S.1-GLE.2) and (DA09-GR.k-S.2-GLE.1) and (DA09-GR.k-S.3-GLE.2) and (DA09-GR.k-S.4-GLE.1)	What kind of shapes can one make with the body?	Why do dancers change shapes of the body?
Body movement decisions dictate use of space (DA09-GR.k-S.1-GLE.1) and (DA09-GR.k-S.2-GLE.2) and (DA09-GR.k-S.3-GLE.2) and (DA09-GR.k-S.4-GLE.1)	What's the difference between personal and general space?	Why is it important to know the difference between personal and general space?
Body movement sequences represent and reflect patterns (DA09-GR.k-S.1-GLE.1) and (DA09-GR.k-S.2-GLE.2) and (DA09-GR.k-S.3-GLE.2) and (DA09-GR.k-S.4-GLE.1)	When does a movement become a pattern?	How do dancers connect shapes?
Expression consists of rhythmic body movements (DA09-GR.k-S.1-GLE.1) and (DA09-GR.k-S.2-GLE.1) and (DA09-GR.k-S.3-GLE.2) and (DA09-GR.k-S.4-GLE.1)	Who expresses themselves with rhythm?	Where can one see rhythm in the movement?

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Unit Planning for Kindergarten Dance**

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • Examples of how to safely explore and share space by themselves, with a partner or small group (DA09-GR.k-S.1-GLE.1, 2) and (DA09-GR. k-S.2-GLE.1, 2) and (DA09-GR. k-S.3-GLE.2) and (DA09-GR. k-S.4-GLE.1) • Examples of various movement patterns (DA09-GR. k-S.1-GLE.1, 2) and (DA09-GR. k-S.2-GLE.1, 2) and (DA09-GR. k-S.4-GLE.1) • Examples of different levels and in different directions of movement (DA09-GR. k-S.1-GLE.1, 2) and (DA09-GR. k-S.2-GLE.1, 2) and (DA09-GR. k-S.4-GLE.1) 	<ul style="list-style-type: none"> • Explore body part movement in isolation and in various combinations. (DA09-GR. k-S.2-GLE.1-EO.b) • Improvise in silence to varying rhythms and to music in many tones and genres. (DA09-GR.k-S.1-GLE.2-EO.a) • Practice making body shapes and using space alone and in groups using high, middle and low levels, and travel forwards, backwards, sideways, diagonally, and turn. (DA09-GR.k-S.1-GLE.1-EO.d) • Create a one part movement phrase, beginning, middle and end. (DA09-GR.k-S.2-GLE.2-EO.b) • Enjoy participating in and observing a variety of movement styles. (DA09-GR.k-S.4-GLE.1-EO.c)

<p>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: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>I can walk in a lot of different ways and make patterns with my body like high/low, straight/corner to corner, and turning.</i></p>
<p>Academic Vocabulary:</p>	<p>Improvise, Phrase, Cooperation, Sharing, Evaluate, Observe, Practice, Explore, Composition, Expression</p>
<p>Technical Vocabulary:</p>	<p>Personal Space, General Space, Shape, Rhythm, Pattern, High Middle and Low Levels, Forward, Backwards, Sideways, Diagonally and Turning, Isolation, Movement Phrase, Walk, Run, Hop, Jump, Leap, Gallop, Slide, and Skip</p>

**Curriculum Development Overview
Unit Planning for Kindergarten Dance**

Unit Title	Making Friends Through Sharing and Exploring Movement		Length of Unit	2-3 weeks or 5-10 contact hours
Focusing Lens(es)	Creative Expression	Standards and Grade Level Expectations Addressed in this Unit	DA09-GR.k-S.1-GLE.1, DA09-GR.k-S.1-GLE.2 DA09-GR.k-S.2-GLE.1, DA09-GR.k-S.2-GLE.2 DA09-GR.k-S.3-GLE.1, DA09-GR.k-S.3-GLE.2 DA09-GR.k-S.4-GLE.1, DA09-GR.k-S.4-GLE.2	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • Where does movement come from? (DA09-GR.k-S.2-GLE. 2-EO.4) and (DA09-GR.k-S.4-GLE.2-IQ.1) and (DA09-GR.k-S.4-GLE.2-EO.4) • What does movement say? • Why is it important to watch respectfully during a live dance performance? 			
Unit Strands	Performance Preparation Create Movement Context Movement Choices Respond and Perform			
Concepts	Space/Time/Energy, Shape & Symbols, Movement, Observation, Expression			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Body shapes can represent things heard, seen, and/or felt (DA09-GR.k-S.1-GLE.1) and (DA09-GR.k-S.2-GLE.2) and (DA09-GR.k-S.3-GLE.2) and (DA09-GR.k-S.4-GLE.1)	What sounds in a name can you move to? How many syllables are there in your name? What shapes can one make that match the syllables in a name?	What makes a sound easy to move to? Can you copy movements created by others as you say their name? What is needed to copy a dance movement?
Simple, isolated movements (like body shapes) can connect to create a pattern of movements (DA09-GR.k-S.1-GLE.1) and (DA09-GR.k-S.2-GLE. 2) and (DA09-GR.k-S.3-GLE.2) and (DA09-GR.k-S.4-GLE.1)	Which parts of the body could be used to make the sounds of your name into movements? How many ways can you change your movements? What patterns can you make with your movements?	How would changing timing or space change the movement?
Patterns of movement are enhanced by choices of expression (happiness, sadness) (DA09-GR.k-S.1-GLE.1) and (DA09-GR.k-S.2-GLE.1) and (DA09-GR.k-S.3-GLE. 2) and (DA09-GR.k-S.4-GLE.1)	What movements remind you of certain feelings? What movements have you observed that were created by other students? Do their movements remind you of any feelings?	Can you perform movements created by others without changing them? How does changing the direction or use of high/low space change the feeling of a movement?

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Unit Planning for Kindergarten Dance**

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • Examples of sounds of parts of names such as syllables, hard and soft consonants, long and short vowels (DA09-GR.k-S.1-GLE.1, 2) and (DA09-GR.k-S.2-GLE.1, 2) • Examples of movement, space and timing such as walking in various directions straight, diagonal, fluid, choppy, high, low, fast, slow (DA09-GR.k-S.1-GLE.12) and (DA09-GR.k-S.2-GLE.2) and (DA09-GR.k-S.3-GLE.2) and (DA09-GR.k-S.4-GLE.1) • Examples of movements based on sounds in a name such as high hands for a hard sound and low hands for a soft sound (DA09-GR.k-S.1-GLE.1, 2) and (DA09-GR.k-S.2-GLE.1, 2) • Parts of a name illustrate parts of words and /or music (DA09-GR.k-S.1-GLE.1, 2) and (DA09-GR.k-S.2-GLE.1, 2) • Examples of movements created by others such as copying or mirroring other’s movements (DA09-GR.k-S.1-GLE.2) and (DA09-GR.k-S.2-GLE.1, 2) and (DA09-GR.k-S.3-GLE.1) and (DA09-GR.k-S.4-GLE.1, 2) 	<ul style="list-style-type: none"> • Move the body safely in time and space without endangering themselves or others such as bumping into others, turning too close, too exaggerated or lively (DA09-GR.k-S.1-GLE.1-EO.a) • Explore movement in personal and general space (DA09-GR.k-S.1-GLE.1-EO.c) • Use parts of a name to determine parts of words and/or music (DA09-GR.k-S.1-GLE.1, 2) and (DA09-GR.k-S.2-GLE.1, 2) • Explore body part movement in isolation and various combinations (DA09-GR.k-S.2-GLE.1-EO.b) • Use movement to show an expression of varied feelings to share with others. (DA09-GR.k-S.2-GLE.2-EO.c) • Dance cooperatively with others (DA09-GR.k-S.3-GLE.1-EO.a) • Enjoy participating in and observing a variety of movement styles(DA09-GR.k-S.4-GLE.1-EO.c)

<p>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: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>Dance class starts with stretching so we can warm up the muscles in our legs.</i></p>
<p>Academic Vocabulary:</p>	<p>Technique, Discipline, Practice, Pattern, Observe, Cooperate, Preparation</p>
<p>Technical Vocabulary:</p>	<p>Parallel, Preparatory, Bend, Stretch, Rise, Skip, Glide, Chassé</p>

**Curriculum Development Overview
Unit Planning for Kindergarten Dance**

Unit Title	Leaps and Bounds		Length of Unit	Semester/Quarterly/Yearly
Focusing Lens(es)	Structure and Function	Standards and Grade Level Expectations Addressed in this Unit	DA09-GR.k-S.1-GLE.1, DA09-GR.k-S.1-GLE.2 DA09-GR.k-S.2-GLE.1, DA09-GR.k-S.2-GLE.2 DA09-GR.k-S.3-GLE.1 DA09-GR.k-S.4-GLE.1, DA09-GR.k-S.4-GLE.2	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • What is the difference between moving and dancing?(DA09-GR.k-S.1-GLE.1-IQ.4) and (DA09-GR.k-S.2-GLE.2-IQ.3) and (DA09-GR.k-S.3-GLE.1-IQ.3) and (DA09-GR.k-S.4-GLE.1-IQ.3) • What do you need to do to copy someone's dance movement? • How do you know what is happening in a dance? • How do the basic elements of dance communicate feelings and thoughts? 			
Unit Strands	Performance Preparation Create Dance Movements Cultural Context Respond and Internalize			
Concepts	Observation, Patterns, Movement Technique, Order/Form, Transposition, Cooperation			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Order and form structure foundational technique. (DA09-GR.k-S.1-GLE.1, 2) and (DA09-GR.k-S.3-GLE.1)	How does dance class begin?	Why is practice important?
Patterns connect to create dance movement. (DA09-GR.k-S.1-GLE.1, 2) and (DA09-GR.k-S.2-GLE.1, 2) and (DA09-GR.k-S.3-GLE.1)	What is a skipping pattern?	What makes a dance interesting?

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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • Basic locomotor movements (DA09-GR.k-S.1-GLE.1, 2) and (DA09-GR.k-S.2-GLE.1, 2) • Foundational dance technique and terminology (DA09-GR.k-S.1-GLE.1, 2) and (DA09-GR.k-S.2-GLE.1, 2) and (DA09-GR.k-S.3-GLE.1) • Connecting movements (DA09-GR.k-S.1-GLE.1, 2) and (DA09-GR.k-S.2-GLE.1, 2) and (DA09-GR.k-S.3-GLE.1) • Personal/Literal dance observation (DA09-GR.k-S.3-GLE.1) and (DA09-GR.k-S.4-GLE.1, 2) 	<ul style="list-style-type: none"> • Identify body parts used in basic locomotor movements such as walk, run, hop, jump, leap, gallop, slide and skip (DA09-GR.k-S.1-GLE.1-EO.b) • Learn to transpose movement to different body parts (DA09-GR.k-S.2-GLE.2-EO.e) • Dance cooperatively with others (DA09-GR.k-S.3-GLE.1-EO.a) • Describe the performer's use of space in a favorite movement from a dance (DA09-GR.k-S.4-GLE.1-EO.a)

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