

Fine Arts

DANCE

3 – 4 – 5 - 6

Diocese of Salt Lake City

Catholic Schools Office

Based on Utah State Office of Education Curriculum

DANCE 3-6

SKILL	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
MOVING	<p>Show a sequence of axial movements.</p> <p>Demonstrate unusual combinations of locomotor movements. Create locomotor combinations that move in several directions. Create with a partner, a repeatable locomotor pattern through space using spatial relationships.</p>	<p>Demonstrate locomotor and axial combinations created by the teacher. Create a locomotor pattern using four or more steps.</p>	<p>Demonstrate increased body conditioning.</p> <p>Show a combination of locomotor movements with accurate shaping, rhythmic, and spatial clarity. Create a 24 count sequence of locomotor steps and axial movements to include directional and body part changes.</p>	<p>Explore various conditioning methods used in dance. Show increased body conditioning.</p> <p>Create and perform complex axial movement and locomotor steps with accurate rhythms, spatial directions, and body shaping. Show how the body and mind works.</p>
INVESTIGATING	<p>Explore the dynamics of breathe rhythms.</p> <p>Move to various note values. Create a series of shapes on different levels, held varying lengths with axial transitions between them.</p> <p>Explore mirroring, shadowing and flocking movements. Show collapse explodes and suspended energy qualities.</p> <p>Brainstorm & improvise movement possibilities within a confined space.</p>	<p>Clap and move on the primary and secondary accents of 4/4 and 6/8. Identify and demonstrate positive and negative space alone and with a partner. Create off-balanced, off-centered, narrow and wide-based shapes alone, with a partner, and in a small group. Order a sequence of improvised movement to show various energy qualities.</p> <p>Improvise movements based on levels, directions, and energy qualities improvise to various musical forms.</p>	<p>Explore, in a group, a 16 count rhythm pattern, in and through space, changing floor pattern, and spatial relationships. Create a sequence in and through space using three body parts as focal points.</p> <p>Create a sequence that includes volumes and lines in space.</p> <p>Create a sequence demonstrating energy changes involving body parts, directions and levels.</p>	<p>Move in syncopation. Create an 8-count rhythm. Create unique dependent and independent shapes and movement transitions, in and through space. Create a sequence using three different body parts as focal points while changing levels, directions, and timing. Explore energy qualities using a variety of accompaniments.</p>

CREATING	<p>Explore a sequence based on an activity with a non-metric rhythm. Reorganize a sequence of locomotor steps using quarter and eighth notes. Create a short sequence of unison movement with two partners based on mirroring, shadowing or flocking. Use dance vocabulary to talk about movement situations.</p>	<p>Create simple movement phrases using simple musical forms. Create an abstract movement sequence based on pantomining an activity. Create and teach a movement sequence to two other students. Recognize the movement making choices about the spatial, timing, and qualitative aspects. Use dance vocabulary to evaluate dance.</p>	<p>Explore the movement potential found in an idea, visual image, object, text sound, or activity. Abstract it to create a motif. Explore the formal properties of choreography using a simple sequence or motif. Create a composition based on the above exploration using the elements and structures of dance. Evaluate a live performance or videotape using dance elements and principles.</p>	<p>Create a movement theme and in small groups, develop it using dance elements and the formative parts of choreography. Create sequences by recalling phrases from improvisations. Show skills in creating individual partners and group movement phrases. Respond to dance using the formal properties to dance. Create dances based on the liturgical seasons. Explore appropriate movement choices for integration into prayer services, feast day and other liturgical celebrations. Recognize that all movements are important and each movement should be carefully considered before being included in a dance.</p>
CONNECTING	<p>Watch a live performance or video of ritual and/or folk dance. Discuss the differences in these dance forms and the reasons they were created. Create an original</p> <ul style="list-style-type: none"> - folk dance based on ideas or events within the community. - ritual or ceremonial dance based on planting, harvesting or the cycles of the seasons. 	<p>Learn and perform folk dances linked to the history of Utah. Use a variety of media to create dances based on the state. Create a group folk dance to celebrate an historic event or holiday. Attend a performance or watch a video of dancers from another ethnic community. Talk about what makes it a traditional dance. Define and discuss classical dance forms.</p>	<p>Attend a live concert or observe a guest artist perform ballet, modern dance, or jazz. Discuss how the dance form developed, its style, and role it plays in culture today. Research and learn a dance of the people who have immigrated here and contributed to the rich and differing American culture. Create a composition which reflects a current or historical event.</p>	<p>Learn about the history and cultural origins of a social dance you have learned. Attend a live concert or observe a guest artist perform modern dance. Discuss the style of this American dance form and how it developed. Examine the role it plays in culture today. Create a dance based on a current event, theme, social or cultural viewpoint or ideas.</p>

