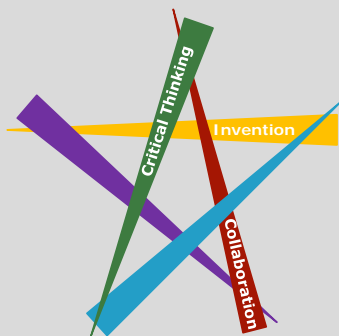


**Curriculum Development Course at a Glance  
Planning For 4<sup>th</sup> Grade Dance**

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

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



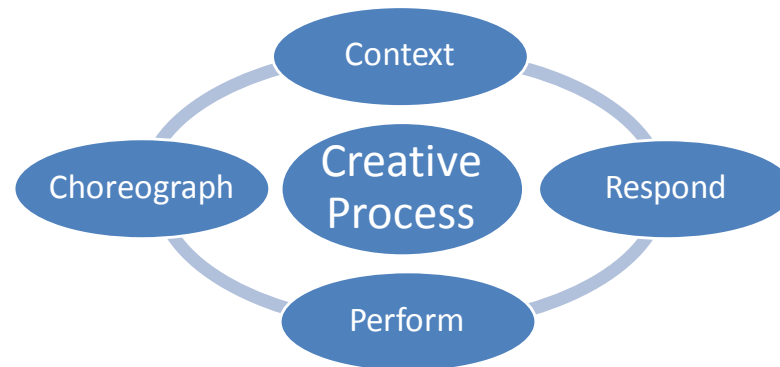
**Critical Thinking and Reasoning:** *Thinking Deeply, Thinking Differently*

**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>
Dancing a Map	2 weeks	Instructor Choice
Rhythmic Feet and Dynamic Bodies	3 weeks – 15 contact hours	Instructor Choice
On Your Toes	3 weeks/15 contact hours	Instructor Choice

**Curriculum Development Overview  
Unit Planning for 4<sup>th</sup> Grade Dance**

<b>Unit Title</b>	Dancing a Map		<b>Length of Unit</b>	2 weeks
<b>Focusing Lens(es)</b>	Relationships Patterns	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	DA09-GR.4-S.1-GLE.1 DA09-GR.4-S.2-GLE.1, DA09-GR.4-S.2-GLE.2 DA09-GR.4-S.3-GLE.1 DA09-GR.4-S.4-GLE.1	
<b>Inquiry Questions (Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>• How is it different dancing alone, in a pair and in groups? (DA09-GR.4-S.1-GLE.1-IQ.2) and (DA09-GR.4-S.2-GLE.1,2-IQ.2) and (DA09-GR.4-S.2-GLE.2-IQ.2)</li> <li>• How does composing a dance help you to create and solve problems?</li> <li>• What do you do to structure a dance?</li> <li>• How is mapping a dance similar or different to geographic mapping?</li> </ul>			
<b>Unit Strands</b>	Perform in spatial locations Create group shapes and transitions Context Cultural Maps Respond to group shape relationships			
<b>Concepts</b>	Exploration, Space/Time/Energy, Order/Form, Shapes, Symbols, Inspiration			

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	<b>Factual</b>	<b>Conceptual</b>
Mapping a dance using symbols and landmarks determines creation of group shapes and positions (DA09-GR.4-S.1-GLE.1) and (DA09-GR.4-S.2-GLE.2) and (DA09-GR.4-S.3-GLE.1) and (DA09-GR.4-S.4-GLE.1)	What kinds of group shapes can you make with your bodies? What does it mean to position or arrange your group shapes in space? Where on the map is your group shape located?	Why would group shapes in your dance change? Why would the group shapes in your dance be performed in different locations in space?
Transitional movements, i.e. traveling from one point to another, can create variety. (DA09-GR.4-S.1-GLE.1) and (DA09-GR.4-S.2-GLE.2) and (DA09-GR.4-S.3-GLE.1) and (DA09-GR.4-S.4-GLE.1)	What types of movements could be transitions between group shapes?	How could you vary the movement transitions between group shapes in your dance?
A map can often result in multiple dance interpretations. (DA09-GR.4-S.2-GLE.1, 2) and (DA09-GR.4-S.3-GLE.1) and (DA09-GR.4-S.4-GLE.1)	What does it mean to create different dances from the same map or idea?	How can you compare differences in dances based on the same map or on maps from different parts of the world?

**Curriculum Development Overview  
Unit Planning for 4<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>• A safe definition of creative group shapes (DA09-GR.4-S.3-GLE.1) and (DA09-GR.4-S.4-GLE.1)</li> <li>• The relationships between inspiration, intent, and created movements (DA09-GR.4-S.2-GLE.2) and (DA09-GR.4-S.3-GLE.1) and (DA09-GR.4-S.4-GLE.1)</li> <li>• Examples of mapping a dance (DA09-GR.4-S.1-GLE.1) and (DA09-GR.4-S.2-GLE.2) and (DA09-GR.4-S.3-GLE.1) and (DA09-GR.4-S.4-GLE.1)</li> <li>• The relationships of body positions in a dance space, such as upright and off-center. (DA09-GR.4-S.2-GLE.2) and (DA09-GR.4-S.4-GLE.1)</li> <li>• A variety of movements inspired by multiple stimuli, such as nature and inanimate objects. (DA09-GR.4-S.1-GLE.1) and (DA09-GR.4-S.2-GLE.2) and (DA09-GR.4-S.4-GLE.1)</li> <li>• Contrasts and comparisons of dances created by different groups, such as in modern dance forms, or African cultures. (DA09-GR.4-S.2-GLE.1, 2) and (DA09-GR.4-S.3-GLE.1) and (DA09-GR.4-S.4-GLE.1)</li> </ul>	<ul style="list-style-type: none"> <li>• Perform simple dance phrases of varying lengths. (DA09-GR.4-S.1-GLE.1-EO.a)</li> <li>• Perform alone, in pairs, and with group formations. (DA09-GR.4-S.1-GLE.1-EO.b)</li> <li>• Share work in progress for feedback to improve. (DA09-GR.4-S.2-GLE.1-EO.c)</li> <li>• Use both stillness and motion as expressive tools. (DA09-GR.4-S.2-GLE.2-EO.a)</li> <li>• Edit and refine a dance to clarify the intent. (DA09-GR.4-S.2-GLE.2-EO.d)</li> <li>• Perform for an audience (DA09-GR.4-S.2-GLE.2-EO.e)</li> <li>• Demonstrate distinguishing characteristics such as basic postures, footwork, and gestures from different dance forms. (DA09-GR.4-S.3-GLE.1-EO.e)</li> <li>• Compare and contrast dances with similar themes. (DA09-GR.4-S.3-GLE.1-EO.f)</li> <li>• Identify elements of dance (space, time, and energy) in a work. (DA09-GR.4-S.4-GLE.1-EO.b)</li> <li>• Compare and contrast dance mapping to geographic mapping (DA09-GR.4-S.1-GLE.1) and (DA09-GR.4-S.2-GLE.2) and (DA09-GR.4-S.3-GLE.1) and (DA09-GR.4-S.4-GLE.1)</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 created a dance map by using symbols that identified dance phrases and group formations.</i></p>
<p><b>Academic Vocabulary:</b></p>	<p>Improvise, Create, Shape, Vary, Cooperate, Observe, Transform, Share, Choose, Order, Analyze, Phrase, Evaluate, Recognize</p>
<p><b>Technical Vocabulary:</b></p>	<p>Space, Time, Energy, Shape, Phrasing, Pathway, Balance, Levels, Direction, Size, Position, Rhythm, Shape Landmark</p>

**Curriculum Development Overview  
Unit Planning for 4<sup>th</sup> Grade Dance**

<b>Unit Title</b>	Rhythmic Feet and Dynamic Bodies		<b>Length of Unit</b>	3 weeks – 15 contact hours
<b>Focusing Lens(es)</b>	Exploration of Dynamics/Force	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	DA09-GR.4-S.1-GLE.1, DA09-GR.4-S.1-GLE.2 DA09-GR.4-S.2-GLE.1, DA09-GR.4-S.2-GLE.2 DA09-GR.4-S.3-GLE.1, DA09-GR.4-S.3-GLE.2 DA09-GR.4-S.4-GLE.2	
<b>Inquiry Questions (Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>• How do the elements of dance give meaning to the movement? (DA09-GR.4-S.1-GLE.1-IQ.1)</li> <li>• How is exploring dance elements important in understanding the dance discipline? (DA09-GR.4-S.1-GLE.2)</li> <li>• How is it different dancing alone, in a pair and in a group? (DA09-GR.4-S.1-GLE.1-IQ.2)</li> </ul>			
<b>Unit Strands</b>	Performance Technique Create Movement Historical Context Respond Critically			
<b>Concepts</b>	Rhythm, Space/Time/Energy, Observation, Expressions, Technique, Style, Movement, Ideas, Line			

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	<b>Factual</b>	<b>Conceptual</b>
Use of rhythm, timing and dynamics can communicate a meaning in dance. (DA09-GR.4-S.1-GLE.1) and (DA09-GR.4-S.2-GLE.2) and (DA09-GR.4-S.3-GLE.2) and (DA09-GR.4-S.4-GLE.2)	How do rhythms communicate? How are rhythms different when dancing alone, in a pair and in groups?	How do different rhythms provide meaning and interest to movement?
Using improvisation of dance elements produces new movement ideas. (DA09-GR.4-S.1-GLE. 1) and (DA09-GR.4-S.1-GLE. 2) and (DA09-GR.4-S.2-GLE. 2) and (DA09-GR.4-S.4-GLE.2)	What are ways a dance phrase can be modified to change the rhythm?	Why would you choose a different rhythm to communicate different ideas?
Rhythm and dynamic changes produce expressive movement. (DA09-GR.4-S.1-GLE.1) and (DA09-GR.4-S.2-GLE.2) and (DA09-GR.4-S.3-GLE.2) and (DA09-GR.4-S.4-GLE.2)	How is rhythm and/or dynamic used within a dance work to express an idea?	How does the rhythm or dynamic of the music influence your movement? Does dance have boundaries?

**Curriculum Development Overview  
Unit Planning for 4<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>• Examples of dance forms that mirror musical forms (DA09-GR.4-S.1-GLE.1) and (DA09-GR.4-S.2-GLE.2) and (DA09-GR.4-S.3-GLE.2) and (DA09-GR.4-S.4-GLE.2)</li> <li>• That the application of creativity, technique and an understanding of the elements of dance are necessary to compose a dance (DA09-GR.4-S.1-GLE.2) and (DA09-GR.4-S.2-GLE.2) and (DA09-GR.4-S.4-GLE.2)</li> <li>• The concepts of style and interpretation can be affected by cultural influences (DA09-GR.4-S.1-GLE.2) and (DA09-GR.4-S.3-GLE.1) and (DA09-GR.4-S.3-GLE.2)</li> <li>• Technique defines/determines the dancer’s performance style (DA09-GR.4-S.1-GLE.1) and (DA09-GR.4-S.2-GLE.2) and (DA09-GR.4-S.3-GLE.2) and (DA09-GR.4-S.4-GLE.2)</li> </ul>	<ul style="list-style-type: none"> <li>• Perform with skill and the knowledge that style produces a distinct form in a dance (DA09-GR.4-S.1-GLE.2-EO.a)</li> <li>• Use the choreographic process to solve problems (DA09-GR.4-S.2-GLE.1-EO.b)</li> <li>• Learn vocabularies from selected genres in dance (DA09-GR.4-S.3-GLE.2-EO.b)</li> <li>• Compare and contrast works by different choreographers (DA09-GR.4-S.4-GLE.1-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>I was able to create my own dance by exploring movements, refining techniques and discovering movements that were strong examples of my feelings and ideas.</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, 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) Tap-Step, Ball-Heel, Spring-Step, Tap-Spring, Shuffle-Step, Toe-Hop, Elements of Construction/Principles of Design: Repetition, Highlight, Proportion, Retrograde, Balance, Transition, Logical Development, Unity</p>

**Curriculum Development Overview  
Unit Planning for 4<sup>th</sup> Grade Dance**

<b>Unit Title</b>	On Your Toes		<b>Length of Unit</b>	Minimum 3 weeks/15 contact hours
<b>Focusing Lens(es)</b>	Perspective Design	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	DA09-GR.4-S.1-GLE.1, DA09-GR.4-S.1-GLE.2 DA09-GR.4-S.2-GLE.1, DA09-GR.4-S.2-GLE.2 DA09-GR.4-S.3-GLE.1, DA09-GR.4-S.3-GLE.2 DA09-GR.4-S.4-GLE.1, DA09-GR.4-S.4-GLE.2	
<b>Inquiry Questions (Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>How is composing a dance a way to problem solve? (DA09-GR.4-S.2-GLE.1-IQ.2)</li> <li>How is a dancer a composer, choreographer and designer all in one? (DA09-GR.4-S.2-GLE.2)</li> </ul>			
<b>Unit Strands</b>	Performance Technique Create with Style Cultural Context Respond Selectively			
<b>Concepts</b>	Style, Composition, Culture, Influence, Observation, Stylized dance, Technique, Perspective, Choice, Technical Elements			

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	<b>Factual</b>	<b>Conceptual</b>
Observing and executing stylized dance works and techniques builds a dancer's sense of personal style in composition. (DA09-GR.4-S.1-GLE.1, 2) and (DA09-GR.4-S.2-GLE.1, 2) and (DA09-GR.4-S.3-GLE.1, 2) and (DA09-GR.4-S.4-GLE.1, 2)	What is the style of a dance (viewed)?	Which unique trait of the dance would you choose to incorporate into a work of your own?
Cultural influences define dance styles. (DA09-GR.4-S.1-GLE.2) and (DA09-GR.4-S.2-GLE.2) and (DA09-GR.4-S.3-GLE.1) and (DA09-GR.4-S.4-GLE.2)	What are the origins of popular dance today?	Why is dance an important part of many ceremonies and celebrations?
A dancer's personal perspective is often derived from influences, personal choice, and technical elements. (DA09-GR.4-S.1-GLE.2) and (DA09-GR.4-S.2-GLE.2) and (DA09-GR.4-S.3-GLE.1) and (DA09-GR.4-S.4-GLE.2)	What do you do to structure a dance? Do you see dance differently when you know dance vocabulary?	How do the commonalities of a style or genre give a distinct form to a dance?

**Curriculum Development Overview  
Unit Planning for 4<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>• Foundational techniques in the creative process, such as the terms of composition and form (DA09-GR.4-S.1-GLE.1, 2) and (DA09-GR.4-S.2-GLE.1, 2) and (DA09-GR.4-S.3-GLE.1, 2) and (DA09-GR.4-S.4-GLE.1, 2)</li> <li>• Examples of where dance comes from (DA09-GR.4-S.1-GLE.2) and (DA09-GR.4-S.2-GLE.1, 2) and (DA09-GR.4-S.3-GLE.1, 2) and (DA09-GR.4-S.4-GLE.1, 2)</li> <li>• The basics of identifying personal style (DA09-GR.4-S.1-GLE.2) and (DA09-GR.4-S.2-GLE.1, 2) and (DA09-GR.4-S.3-GLE.1, 2) and (DA09-GR.4-S.4-GLE.1, 2)</li> </ul>	<ul style="list-style-type: none"> <li>• Make traditional dance movements your own (DA09-GR.4-S.2-GLE.1, 2) and (DA09-GR.4-S.3-GLE.2) and (DA09-GR.4-S.4-GLE.2)</li> <li>• Identify stylistic choices in choreography (DA09-GR.4-S.1-GLE.2) and (DA09-GR.4-S.2-GLE.1, 2) and (DA09-GR.4-S.3-GLE.1, 2) and (DA09-GR.4-S.4-GLE.1, 2)</li> <li>• Create short dances with form, expression, and personal style (DA09-GR.4-S.1-GLE.1, 2) and (DA09-GR.4-S.2-GLE.1, 2) and (DA09-GR.4-S.3-GLE.1, 2) and (DA09-GR.4-S.4-GLE.2)</li> <li>• Self-edit and give constructive feedback to others in the creative and performance processes (DA09-GR.4-S.1-GLE.2) and (DA09-GR.4-S.2-GLE.1, 2) and (DA09-GR.4-S.3-GLE.1, 2) and (DA09-GR.4-S.4-GLE.1, 2)</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>“After I watched the performance, I tried using ideas from the performance to build my own dance phrase.”</i></p>
<p><b>Academic Vocabulary:</b></p>	<p>Style, Observation, Appreciation, Tradition, Unique, Self-correction, Constructive Criticism, Contemporary, Modern</p>
<p><b>Technical Vocabulary:</b></p>	<p>Turnout/In, Relevé/Lift, Grounded, Swing, Inversion, Leap, Prance, One-to-Two, Tilt</p>