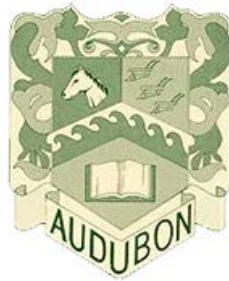


Audubon Public School District



Dance K-2

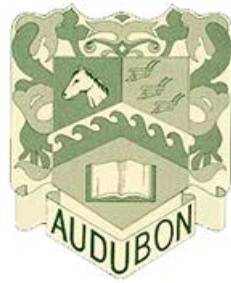
Curriculum Guide

Developed by:

August 19, 2020

Table of Contents

Cover Page	Page 1
Table of Contents	Page 2
Course Description	Page 3
Overview / Progressions	Page 4
Unit 1	Page 6
Unit 2	Page 9
Unit 3	Page 12
Unit 4	Page 14
Appendix A: Previous Curriculum Documents	Page 19



Course Description

Dance K-2 Curriculum Guide

Overview / Progressions

Overview	Creating	Performing	Responding	Connecting
Unit 1 Developing Ideas	1.1.2.Cr1a 1.1.2.Cr1b 1.1.2.Cr2a 1.1.2.Cr2b 1.1.2.Cr3a 1.1.2.Cr3b			
Unit 2 Developing Technique		1.1.2.Pr4a 1.1.2.Pr4b 1.1.2.Pr4c 1.1.2.Pr5a 1.1.2.Pr5b 1.1.2.Pr5c 1.1.2.Pr5d 1.1.2.Pr5e 1.1.2.Pr6a 1.1.2.Pr6b 1.1.2.Pr6c 1.1.2.Pr6d		
Unit 3 Interpreting Drama			1.1.2.Re7a 1.1.2.Re7b 1.1.2.Re8a 1.1.2.Re9a	

Unit 4 Connecting Drama to Self				1.1.2.Cn10a 1.1.2.Cn10b 1.1.2.Cn11a
--	--	--	--	---

Subject: Dance	Grade: K-2	Unit 1: Developing Ideas	8 weeks
Focus Standards: Performance Expectations		Critical Knowledge and Skills	
<ul style="list-style-type: none"> ● 1.1.2.Cr1a: Demonstrate movement in response to a variety of sensory stimuli (e.g., music, imagery, objects) and suggest additional sources for movement ideas. ● 1.1.2.Cr1b: Combine movements using the elements of dance to solve a movement problem. ● 1.1.2.Cr2a: Create a movement sequence with a beginning, middle and end. Incorporate the use of a choreographic device. ● 1.1.2.Cr2b: Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates nonverbally. ● 1.1.2.Cr3a: Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences. ● 1.1.2.Cr3b: Document a dance-making experience through drawing, painting, writing, symbols, mapping, collaging, photo sequencing, photo captioning, video captioning, etc. 		<ul style="list-style-type: none"> ● Explore movement ● Plan movements and steps ● Revise movements and steps 	
Formative Assessments		Summative Assessments	
<ul style="list-style-type: none"> ● Warm Up Activities ● Written and Oral Practice and Participation ● Pre-tests 		<ul style="list-style-type: none"> ● Assessments ● Projects ● Common Assessment 	
Suggested Primary Resources		Suggested Supplemental Resources	
<ul style="list-style-type: none"> ● The Dancer Prepares 		<ul style="list-style-type: none"> ● Online Resources: Quizlet, Kahoot, Utex.com, Ven Connigo online resources 	

Cross-Curricular Connections	
<ul style="list-style-type: none"> ● ELA: Speaking and Listening connections ● Physical Education Connections 	
Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> ● Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression. ● The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers. ● Choreographers analyze, evaluate, refine, and document their work to communicate meaning. 	<ul style="list-style-type: none"> ● Where do choreographers get ideas for dances? ● What influences choice-making in creating choreography? ● How do choreographers use self-reflection, feedback from others and documentation to improve the quality of their work?

Differentiation & Real World Connections		
504	<ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing
Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection ● Opportunities for self-evaluation 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals

IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors
ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning
21st Century Skills		
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking 	<ul style="list-style-type: none"> ● Problem Solving ● Communication ● Collaboration 	
Integrating Technology		

<ul style="list-style-type: none"> ● Chromebooks ● Internet research ● Online programs 	<ul style="list-style-type: none"> ● Virtual collaboration and projects ● Presentations using presentation hardware and software
Career education	
<ul style="list-style-type: none"> ● Weekly Discussions: Careers in Dance ● Weekly Discussions: Careers in movies 	<ul style="list-style-type: none"> ● Weekly Discussions: Careers in TV ● Equity Discussions: People in Dance

Subject: Dance	Grade: K-2	Unit 2: Developing Technique	8 weeks
Performance Expectations		Critical Knowledge and Skills	
<ul style="list-style-type: none"> ● 1.1.2.Pr4a: Perform planned and improvised movement sequences, with variations in direction (e.g., forward/backward, up/down, big/small, sideways, right/left, diagonal), spatial level (e.g., low, middle, high), and spatial pathways (e.g., straight, curved, circular, zigzag), alone and in small groups. ● 1.1.2.Pr4b: Perform planned and improvised movement sequences, with variations in tempo, meter, and rhythm, alone and in small groups. ● 1.1.2.Pr4c: Demonstrate contrasting dynamics and energy with accuracy (e.g., loose/tight, light/heavy, sharp/smooth). ● 1.1.2.Pr5a: Identify personal and general space to share space safely with other dancers. Categorize healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) essential for the dancer. ● 1.1.2.Pr5b: Identify basic body parts and joints (e.g., limb, bone) and joint actions (e.g., bend, rotate). Examine how basic body organs (e.g., brain, lungs, heart) relate and respond to dance movements. ● 1.1.2.Pr5c: Explore the use of spine and pursue use of elongated 		<ul style="list-style-type: none"> ● Express ● Embody ● Execute ● Present 	

<p>spine. Demonstrate body organization (e.g., core/distal, head/tail, upper/lower half lateral) and explore cross-lateral body organization. Demonstrate holding a shape in the body while traveling through space.</p> <ul style="list-style-type: none"> ● 1.1.2.Pr5d: Explore a variety of body positions requiring a range of strength, flexibility and core support. ● 1.1.2.Pr5e: Explore locomotor action vocabulary (e.g., gallop, hop, slide, skip) and non-locomotor action vocabulary (e.g., bending, stretching, twisting) and execute codified movements from various styles/genres with genre specific alignment. Demonstrate, through focused practice and repetition (e.g., breath control, body part initiations, body sequencing). 	
Ancillary Standards	
1.1.2.Cr1a 1.1.2.Cr1b 1.1.2.Cr2a	1.1.2.Cr2b 1.1.2.Cr3a 1.1.2.Cr3b
Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Warm Up Activities ● Written and Oral Practice and Participation ● Pre-tests 	<ul style="list-style-type: none"> ● Assessments ● Projects ● Common Assessment
Suggested Primary Resources	Suggested Supplemental Resources
The Dancer Prepares	<ul style="list-style-type: none"> ● Online Resources: Quizlet, Kahoot, Utex.com, Ven Connigo online resources
Cross-Curricular Connections	
<ul style="list-style-type: none"> ● ELA: Speaking and Listening connections ● Physical Education Connections 	
Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> ● Space, time and energy are basic elements of dance. ● The way the body is developed, execution of movement and movement quality vary in different dance styles, genres and traditions. ● Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression. Dance performance is an interaction between performer, production 	<ul style="list-style-type: none"> ● How do dancers work with space, time and energy to communicate artistic expression? ● How is the body used as an instrument for technical and artistic expression? ● What must a dancer do to prepare the mind and body for artistic expression? How does a dancer heighten artistry in a public performance?

elements, and audience that heightens and amplifies artistic expression.

Differentiation & Real World Connections

504	<ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing
Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection ● Opportunities for self-evaluation 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals
IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors

ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning
21st Century Skills		
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking 	<ul style="list-style-type: none"> ● Problem Solving ● Communication ● Collaboration 	
Integrating Technology		
<ul style="list-style-type: none"> ● Chromebooks ● Internet research ● Online programs 	<ul style="list-style-type: none"> ● Virtual collaboration and projects ● Presentations using presentation hardware and software 	
Career education		
<ul style="list-style-type: none"> ● Weekly Discussions: Careers in Dance ● Weekly Discussions: Careers in movies 	<ul style="list-style-type: none"> ● Weekly Discussions: Careers in TV ● Equity Discussions: People in Dance 	

Subject: Dance	Grade: K-2	Unit 3: Interpreting	8 Weeks
Performance Expectations		Critical Knowledge and Skills	
<ul style="list-style-type: none"> ● 1.1.2.Re7a: Demonstrate movements in a dance that develop patterns. ● 1.1.2.Re7b: Observe and describe performed dance movements from a specific genre or culture. ● 1.1.2.Re8a: Observe a movement from a dance or phrase and explain how the movement captures a meaning or intent using simple dance terminology. ● 1.1.2.Re9a: Describe the characteristics that make several movements in a dance interesting. Use basic dance terminology. 		<ul style="list-style-type: none"> ● Examine ● Discern ● Interpret ● Critique 	
Ancillary Standards			
1.1.2.Cr1a 1.1.2.Cr1b 1.1.2.Cr2a 1.1.2.Cr2b 1.1.2.Cr3a 1.1.2.Cr3b 1.1.2.Pr6b 1.1.2.Pr6c 1.1.2.Pr6d		1.1.2.Pr4a 1.1.2.Pr4b 1.1.2.Pr4c 1.1.2.Pr5a 1.1.2.Pr5b 1.1.2.Pr5c 1.1.2.Pr5d 1.1.2.Pr5e 1.1.2.Pr6a	
Formative Assessments		Summative Assessments	
<ul style="list-style-type: none"> ● Warm Up Activities ● Written and Oral Practice and Participation ● Pre-tests 		<ul style="list-style-type: none"> ● Assessments ● Projects ● Common Assessment 	
Suggested Primary Resources		Suggested Supplemental Resources	

The Dancer Prepares	<ul style="list-style-type: none"> ● Online Resources: Quizlet, Kahoot, Utex.com, Ven Connigo online resources
Cross-Curricular Connections	
<ul style="list-style-type: none"> ● ELA: Speaking and Listening connections ● Physical Education Connections 	
Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> ● Dance is perceived and analyzed to comprehend its meaning. ● Dance is interpreted by considering intent, meaning and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context. ● Criteria for evaluating dance vary across genres, styles and cultures. 	<ul style="list-style-type: none"> ● How is a dance understood? ● How is dance interpreted? ● What criteria are used to evaluate dance?

Differentiation & Real World Connections		
504	<ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing

Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection ● Opportunities for self-evaluation 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals
IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors
ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning
21st Century Skills		
<ul style="list-style-type: none"> ● Creativity ● Innovation 		<ul style="list-style-type: none"> ● Problem Solving ● Communication

<ul style="list-style-type: none"> ● Critical Thinking 	<ul style="list-style-type: none"> ● Collaboration
Integrating Technology	
<ul style="list-style-type: none"> ● Chromebooks ● Internet research ● Online programs 	<ul style="list-style-type: none"> ● Virtual collaboration and projects ● Presentations using presentation hardware and software
Career education	
<ul style="list-style-type: none"> ● Weekly Discussions: Careers in Dances ● Weekly Discussions: Careers in movies 	<ul style="list-style-type: none"> ● Weekly Discussions: Careers in TV ● Equity Discussions: People in Dance

Subject: Dance	Grade: 9-12	Unit 4: Connecting Art to Self	8 Weeks
Performance Expectations		Critical Knowledge and Skills	
<ul style="list-style-type: none"> ● 1.1.2.Cn10a: Examine how certain movements are used to express an emotion or experience in a dance that is observed or performed. ● 1.1.2.Cn10b: Using an inquiry-based set of questions examine global issues, including climate change as a topic for dance. ● 1.1.2.Cn11a: Observe a dance and relate the movement to the people or environment in which the dance was created and performed. 		<ul style="list-style-type: none"> ● Synthesize ● Relate 	
Ancillary Standards			

1.1.2.Cr1a 1.1.2.Cr1b 1.1.2.Cr2a 1.1.2.Cr2b 1.1.2.Cr3a 1.1.2.Cr3b 1.1.2.Pr6b 1.1.2.Pr6c 1.1.2.Pr6d 1.1.2.Re8a	1.1.2.Pr4a 1.1.2.Pr4b 1.1.2.Pr4c 1.1.2.Pr5a 1.1.2.Pr5b 1.1.2.Pr5c 1.1.2.Pr5d 1.1.2.Pr5e 1.1.2.Pr6a 1.1.2.Re7a 1.1.2.Re7b 1.1.2.Re9a
Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Warm Up Activities ● Written and Oral Practice and Participation ● Pre-tests 	<ul style="list-style-type: none"> ● Assessments ● Projects ● Common Assessment
Suggested Primary Resources	Suggested Supplemental Resources
<ul style="list-style-type: none"> ● The Dancer Prepares 	<ul style="list-style-type: none"> ● Online Resources: Quizlet, Kahoot, Utext.com, Ven Connigo online resources
Cross-Curricular Connections	
<ul style="list-style-type: none"> ● ELA: Speaking and Listening connections ● Physical Education Connections 	
Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> ● As dance is experienced, all personal experiences, knowledge and contexts are integrated and synthesized to interpret meaning. ● As dance is experienced, all personal experiences, knowledge and contexts are integrated and synthesized to interpret meaning. 	<ul style="list-style-type: none"> ● How does dance deepen our understanding of ourselves, other knowledge and events around us? ● How does knowing about societal, cultural, historical, and community experiences expand dance literacy?

Differentiation & Real World Connections

504	<ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing
Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection ● Opportunities for self-evaluation 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals
IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors
ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers

At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning
21st Century Skills		
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking 	<ul style="list-style-type: none"> ● Problem Solving ● Communication ● Collaboration 	
Integrating Technology		
<ul style="list-style-type: none"> ● Chromebooks ● Internet research ● Online programs 	<ul style="list-style-type: none"> ● Virtual collaboration and projects ● Presentations using presentation hardware and software 	
Career education		
<ul style="list-style-type: none"> ● Weekly Discussions: Careers in Dance ● Weekly Discussions: Careers in movies 	<ul style="list-style-type: none"> ● Weekly Discussions: Careers in TV ● Equity Discussions: People in Dance 	