**Rationale**

Dance skills are transferrable to any other sport or physical activity. These include psychomotor, cognitive, and social/emotional skills. One major goal of this curriculum is to keep things interesting for non-dancers. Physical education students do not often choose to do dance. They must be intrigued and enticed enough to help them decide to open their minds up to dance technique for the purpose of learning about how their body moves and interacts with it’s environment.

Motivating students to study dance requires the teacher to be passionate about dance as physical education (PE) content. This content serves the over arching purpose of PE - to get students passionate about moving for health and skillful enough to participate in any physical activity of their choice throughout the rest of their lives. Most physical educators do not have in depth knowledge of dance content and pedagogy. With this curriculum I hope to spark the passion inside of teachers so that they may pass it along to their students.

Other dance curricula focus on rhythm, multiple cultures, and the social aspect of dance. They also include counting, coordination, and exercising of the brain – especially memory. Presented here is a more comprehensive curriculum that includes movement foundations and kinesthetic awareness activities, movement concepts, rhythm and coordination activities, exposure to other cultures of dance, opportunities for students to work with others and to explore their own bodies. Following the lesson plans are activity task cards and worksheets, peer, self and teacher assessments with criteria rubrics for each, and a list of songs that accompany the lessons. There is also a list of resources for teachers to explore when adding more dance to their programs.

Curriculum value orientation - Learning process will include technology, communication, problem solving, peer and self-assessment, conceptual abilities, and application of new skills and knowledge. Moreover, this curriculum aims to develop independent and cooperative learners who respect the earth and the society in which they live.

**Standards Unpacked**

When comparing the National Physical Education standards to the National Dance Education standards much overlap was found. Both the National Association for Health Physical Education Recreation and Dance and the National Dance Association strive to provide effective teaching practices and activities that are developmentally appropriate. Standards are provided for all learning domains – psychomotor, cognitive, and affective – by both organizations. Both include grade specific benchmarks for learning and student objectives that provide a clear picture of what students must know and/or be able to do in order to meet each standard.

To design for a quality process of learning, Deborah Tannehill and Jacalyn Lund (2010) believe designing a curriculum based on the principles of backward design is best. This design process is also known as the outcomes approach or design down curriculum (Lund & Tannehill, p51), and it is the process you see here. I begin by presenting the “stuff” (Lund & Tannehill, 2010), or student outcomes, deemed important within nationally accredited dance education through the lens of national physical education standards. That is, the specific dance outcomes addressed in this dance curriculum will connect to the broad physical education standards. Learning experiences have been designed to elicit those student outcomes.

**Standard 1.** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Grade 2 benchmark (NYC Blueprint, 2013)

Physical: Self-control, refinement of gross motor skills, development of fine motor skills, and understanding of the relationship between their bodies and the space around them.

Grade 5 benchmark (NYC Blueprint, 2013)

Physical: Rhythmic patterning, fine motor control, isolation of body parts, and transitions between movements.

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| With this dance unit of instruction students will be able to: | With this dance unit of instruction students will be able to: |
| S1.a.2 demonstrate simple nonlocomotor (axial) movements (e.g., bend, twist, stretch, and swing) | S1.a.5 demonstrate combinations  of locomotor and axial movements in a repeatable sequence of five or more movements |
| S1.b.2 demonstrate simple locomotor movements (e.g., walk, run, jump, hop, slide, Chassé, and Soté) | S1.b.5 demonstrate more complex locomotor movements (e.g., Jeté, jazz slide and grapevine) |
| S1.c.2 demonstrate a variety of shapes (e.g., wide, narrow, rounded, twisted, and linear) | S1.c.5 demonstrate complex shapes, including asymmetrical and symmetrical |
| S1.d.2 demonstrate movement in both personal (self-) and general space | S1.d.5 demonstrate more complex directions (e.g., right and left, diagonal, and turning) |
| S1.e.2 demonstrate high, middle, and low levels | S1.e.5 perform locomotor movements on a combination of two or more pathways |
| S1.f.2 demonstrate basic directions (e.g., forward, backward, sideways, upward, and downward) | S1.f.5 perform spatial elements used with locomotor and nonlocomotor movements (e.g., Soté forward on a curved pathway) |
| S1.g.2 demonstrate movement on pathways (e.g., straight, curved, and zigzag) | S1.g.5 demonstrate the ability to dance alone, with a partner, and in a small group with or without props |
| S1.h.2 demonstrate the ability to dance alone, with a partner, or with a prop | S1.h.5 demonstrate accuracy in moving to a steady musical beat |
| S1.i.2 demonstrate accuracy in changes in tempo | S1.i.5 demonstrate bound and free-flow movements |

**Standard 2.** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Grade 2 benchmark (NYC Blueprint, 2013)

Cognitive: Recognizing, recalling, identifying, differentiating, and sequencing movements.

Grade 5 benchmark (NYC Blueprint, 2013)

Cognitive: Classifying, interpreting, comparing, analyzing and generating movement.

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| With this dance unit of instruction students will be able to: | With this dance unit of instruction students will be able to: |
| S2.a.2 use improvisation to discover and invent solutions to simple movement assignments | S2.a.5 use improvisation to discover and compose solutions to small-group movement assignments |
| S2.b.2 improvise, create, and perform dances based on concepts from other sources (e.g., stories, pictures, poetry, emotions, verbs, found objects, artifacts, or technology) | S2.b.5 create a dance sequence with a beginning, middle, and end |
| S2.c.2 observe two dances and discuss how they use elements (e.g., space, shape, level, and pathway) to make the dances dynamic and interesting. | S2.c.5 create a dance phrase, accurately repeat it, then vary it (e.g., making changes in the time, space, or flow) |
| S2.d.2 recognize dance skills in pictures and recall how to perform them during independent practice tasks. | S.2.d.5 observe then compare and contrast movement elements (e.g., body, space, effort, relationships) in two dance compositions |
| S2.e.2 differentiate between locomotor and non-locomotor movements. |  |

**Standard 3*. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.***

NDEO Content Standard 6. Makes connections between dance and healthful living

(There is no benchmark information for this standard in the NYC Blueprint.)

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| With this dance unit of instruction students will be able to: | With this dance unit of instruction students will be able to: |
| S3.a.2 state that dancing helps keep heart and brain healthy and strong | S3.a.5 identify two or more ways that dance is beneficial to health (e.g., flexibility, muscular strength, aerobic endurance) |

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| With this dance unit of instruction students will be able to: | With this dance unit of instruction students will be able to: |
| S4.a.2 demonstrate appropriate audience behavior in formal and informal performance situations (e.g., respect for performers, applause at the end, and constructive feedback) | S4.a.5 discuss opinions about dances with peers in supportive and positive ways |
| S4.b.2 cooperate with a partner to create a dance | S4.b.5 cooperate in a small group to create a dance |
|  | S.4.c.5 practice safe, legal, and responsible use of technology and digital information |

**Standard 4.** The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Grade 5 benchmark (NYC Blueprint, 2013)

Social/affective: Initiating, cooperating, co-planning, and respecting others’ opinions.

Grade 2 benchmark (NYC Blueprint, 2013)

Social/affective: Listening, responding, taking turns and working cooperatively in a group.

**Standard 5.** The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Grade 5 benchmark (NYC Blueprint, 2013)

Aesthetic: Revising and refining movements, and recognizing varied notions of beauty in dance.

Metacognitive: Reflecting on their own dancing in a wider cross- cultural context.

Grade 2 benchmark (NYC Blueprint, 2013)

Aesthetic: Choosing and expressing preference for dance movements.

Metacognitive: Reflecting on their own and classmates’ dancing.

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| With this dance unit of instruction students will be able to: | With this dance unit of instruction students will be able to: |
| S5.a.2 use improvisation to discover and invent solutions to simple movement assignments | S5.a.5 create a dance that communicates topics of personal significance |
| S5.b.2 improvise, create, and perform dances based on personal ideas. | S5.b.5 discuss in small or large groups interpretations and reactions to  a dance (e.g., listening, speaking, or writing) |

**Developmental Analysis Chart**

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| Concept to be learned  Standard addressed | Extension | Refinement | Application |
| Self space:  Center floor  S1.d.2 | Find a space you can call your own. | * Make sure when you stretch your body out as big as you can, you are not in any one else’s space and no one is in yours. |  |
|  | Free dance in self space. | * Stay in your self space while moving all your body parts at the same time. | How do you feel when you move like this? |
| Shape  S1.c.2 | Spell the alphabet with your body: lines and curves | * Notice which body parts are in a line and which ones are curved. * Your body does not have to make the same shape as another, even when it’s the same letter. Every body is different. | Use the letters of your name to make a dance. |
|  | Look at shapes and copy them by using your body. | * Notice which body parts are straight lines and which ones are curved. |  |
| S1.c.5 | Creating multiple shapes with different body parts at the same time. | Arm makes circle, arm makes triangle, legs make diamond. |  |
| Body parts:  Joints | Song and dance in self space. Shoulders, hips, knees and ankles. Elbows, wrists and core and nose. | * Same tune as head shoulders knees and toes, but different words. |  |
| Non-locomotor dance skills | Plié in parallel 1st position | * Bending at your joints: hips, knees, ankles * Like squats | Do 8 in a row to the beat of the music. |
|  | Plié turned out 1st position | * Make diamonds. | Do 8 in a row to the beat of the music. |
|  | Plié turned out 2nd position | * Knees over ankles * Like squats | Do 8 in a row to the beat of the music. |
|  | Passé turned out and parallel | * Toe to inside of knee * Leg makes triangle. | Passé turned out, turn in, turn out return foot to turned out 1st position 4 in a row to the beat of the music. |
|  | Releve parallel 1st position | * Like calf raises * Stretch body in a straight line * Heels all the way to the floor afterward. | Do 4 in a row to the beat of the music. |
|  | Releve turned out 1st position | * Like calf raises * Stretch * Heels all the way to the floor afterward. | Do 4 in a row to the beat of the music. |
|  | Releve turned out 2nd position | * Like calf raises * Stretch * Heels all the way to the floor afterward. | Do 4 in a row to the beat of the music. |
| Extension  Lower body | Battments front, side and back | * Extend legs away from core * Maintain balance at core * Return to center afterward. | Battment to all sides; front side back side; to the beat of the music. |
| Combination (center floor)  S1.a.2  S1.a.5 | Plié stretch relevé and down, Plié stretch relevé and down, passé right count 2,3 and down, passé left count 2,3 and down, right, left, battment right- front, side, back, side, battment left- front, side, back, side then closhes 7 on the right, close count 8 and 7 on the left, close count 8. | * Use refinements from above for individual skills | Practice combination of skills to the beat of the music. |
| Notion of transfer  Bound versus free flow  S1.j.5  S5.b.2  S5.a.5 | Different body parts lead movement in self-space to draw shapes. (sport connection: arm circles used to throw and pitch in softball.) | * Different shapes create different flow: square = sharp Circle = smooth * Different flows elicit different feelings | Choose two feelings (of how you are today) and dance, in self space, leading movement with the body part of your choice, to draw shapes that match your feelings. |
| Relationships to others: designated group space  S4.b.2  S4.b.5 | Work with a group to create the letters of three words with your bodies. How much space should be between you and your partners so that the word is legible? | * Make sure you stay in your group space and don’t go into others’ group space. * If you have four in a group you create a four letter word, five in a group create a five letter word. * Stay balanced in your shapes so an audience can see the word. | Perform balance for 10 counts while teacher takes a picture to add to your portfolio. |
| General space  Levels  S5.a.2 | Free Dance | * Watch out for others * Move your body how you feel. | Move when the music is on and freeze at different levels when the music stops. |
| Locomotor dance skills:  Across the floor through general space in a straight line pathway  S1.b.2  S1.b.5 | Chasse across the floor with one foot in front and then back with the other in front | * Just like a gallop * Feet apart in step, together in the air and apart for the next step |  |
|  | Sote with free leg lifted straight and behind the body (a tail) | * Just like a hop * With the body making a purposeful shape. |  |
|  | 1 jete: right or left | * Start running and make your steps bigger until you have to leap of the river or fire. * Which leg was lifted in front during your leap? |  |
|  | Several leaps across floor | * Take two runs and then leap * Should leap alternating leading leg. |  |
|  | Jazz Slide | * Like a glide * Step to the side with the leg in plié * Drag the opposite toes on the ground in the direction of the step with that leg straight |  |
| Pathways  S1.g.2 | Locomotor on a curvy pathway: your choice of learned dance movements | * Weave through cones * Rounded turns |  |
|  | Locomotor on a zig zag pathway: your choice of learned dance movements | * Weave through cones * Sharp turns |  |
|  | Move through general space without running into anyone else | * Travel using curvy and sharp turns * Look out for others | Travel through general space when the music is going, stop when you hear the music stop without running into anyone. |
| Cardiovascular health  S3.a.2  S3.a.5 | Feel your heart beat | * Why does your heart beat faster? * How does dance benefit your health? | Show how fast your heart is beating with your hand |
| Create  S5.a.2 | Find a friend: getting from one place to another. “Your best friend is on the other side of the room (ocean)! Create a pathway and a way to travel to get to your partner without running into anyone else.” | * Look out for others * Make it creative! “I see people walking and running outside ALL of the time. I want to see something interesting, different!” | Teach your friend your created pathway and movement on that pathway. |
| Create  S1.e.5 | Locomotor on a variety of other pathways: | * Look out for others | Choose 3 pathways to connect and travel on with locomotor movements. Draw your chosen pathway. |
| Cross-lateral  S1.a.2 | Mix the upper right body movement with lower left body movement. Repeat opposite. | * Called opposition in dance. * Non-locomotor | Twisting to the beat of music. |
| Force  Weight | Closhes: left and right | * Swing leg to front and then back * Return leg to turned out 1st position in between each; heels meet on the floor * Where does the weight of the leg seem heaviest? * Movement should feel free | Do 8 leg swings in a row to the beat of the music and then switch legs. |
| Flexibility  S3.a.5 | Hips and hamstrings loosen from battments and closhes | * What fitness components can dance help you to improve? |  |
| Upper body  Shape | Port de bra arms 1st, 2nd, high 5th and low 5th positions. | * Arms make a circle * Catch the ball * Drop the ball * Frame the face * Frame the belly button. * Do not flex at the wrists. * This movement should feel free | Move arms through all positions to the beat of the music. |
| Bound versus free  S1.j.5 | Move arms to each position and stop there for a moment. | * Does this movement feel bound or free? * What feelings does the movement elicit? |  |
| Coordination  Upper and lower body  S1.a.5 | Port de bra arms while doing battments right then left to the front, side, back, and repeat side. | * Leg front = arms in 1st * Leg side = arms in 2nd * Leg back = arms in 5th * Leg side = arms in 2nd * Feel extension of limbs from the core then return to center turned out 1st position standing on legs in between each battment. | Do the whole sequence twice to the beat of the music. |
| Compare and contrast elements in two dances  S2.c.2  S2.e.2  S2.d.5 | Recognize and identify the movement concepts | * These are choreographic elements * Variety makes the dance interesting and dynamic * Do you see   + Cooperation   + Space in relation to others   + Levels   + Bound/free flow   + Shape   + Locomotor or non- locomotor   + Pathways |  |
| Culture/style  S4.a.2  S4.a.5  S5.b.5 | Watch videos and pick out dance elements you have learned in this dance unit. | * What different feelings do you get from watching? * Do you think the performers intended this? |  |
| Form  S2.b.2  S2.b.5 | Narrative | * Tells a story * Events * Places * Feelings |  |
| Make changes in time, space, and flow  S2.c.5 | Create 2 counts of 8 of movement in combination, practice and then perform them for another group | * Changes in time = change in speed * Changes in space = levels, relationship to others * Changes in flow = bound or free | Partner group chooses a movement element for the performing group to alter  Performers dance again with the new solution.  Groups switch roles. |
| Create, practice, perform  S4.a.2  S4.b.2  S4.b.5 | With a group, create combinations of movements | * Use locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) * Choose intended feelings and use concepts learned to portray those | Perform your creation to the beat of music for another group and ask them for feedback |