

Grade 1 Module 1

Enduring Understanding

Foundational: Dancers use their bodies to move through space with awareness and control.

Essential Questions

- Why is space important to a dancer?
- How do dancers use the space around them?
- What must dancers do to move with control and awareness?

Process		Standards
Create	Exploring Improvising Creating	2.1 Use improvisation to discover movements in response to a specific movement problem (e.g., find a variety of ways to walk; create five types of circular movement). 2.2 Respond in movement to a wide range of stimuli (e.g., music, books, pictures, rhymes, fabrics, props). 2.8 Work with others in a group to solve a specific dance problem (e.g., design three shapes -- high, medium, and low; create slow and fast movements).
Perform	Practicing and Developing Movement Skills Building Vocabulary	<i>1.2 Perform short movement problems, emphasizing the element of space (e.g., shapes/lines, big/small, high/low).</i> 1.1 Demonstrate the ability to vary control and direct force/energy used in basic locomotor and axial movements (e.g., skip lightly, turn strongly, fall heavily).
Respond	Observing Responding	4.3 Describe how they communicate an idea or a mood in a dance (e.g., with exaggerated everyday gesture or emotional energies).
Connect	Connecting Applying	5.2 Give examples of how dance relates to other subjects

Essential standards and **supporting standards** to be assessed.

Developing Concepts

Element of Dance

Focus Element: Space

Key Idea:

- Space is a tool of the dancer. Dancers explore and use space when they move.
- Dancers need to be aware of themselves and of others in space. (**Spatial Awareness**)

Knowledge

Vocabulary

- Space
- Self Space
- General Space
- Locomotor
- Non-locomotor
- Travel
- Freeze
- Space Bubble
- Control (body control)
- Shapes
- Level
- Line
- Curved
- Straight
- Twisted
- Pathway
- Size (Big, Small)
- Directions (Forward, Backward, Sideways, Circling)

Skills

- Start and stop/freeze on cue
- Move through space with control (without touching others)
- Understand and demonstrate the difference between moving in general and self space
- Travel using simple locomotor steps: walk, run, hop, jump, leap, gallop and skip.
- Understand and demonstrate the difference between moving in general and self space
- Discriminate between high, middle and low levels; introduce middle level
- Create a variety of shapes in space alone and with a partner
- Create/design partner shapes using the same or different shapes
- Create shapes that are still, that move in self space, and shapes that travel
- Relate to a partner in space using relationship words/prepositions (over, under, around, etc.)
- Travel with movements on different levels
- Demonstrate level changes in improvised movements
- Dance in directions other than forwards
- Distinguish between and move on straight and curved pathways
- Make movements bigger or smaller in response to teacher cues

Development of Movement Skills

Key Idea:

- Our bodies can move in many ways. (**Body Awareness**)
- We explore and learn new ways of moving, and practice the movement skills we already know.
- Dancers demonstrate body control while moving through space. (**Body Control**)

Knowledge

Vocabulary

- Travel
- Freeze
- Space Bubble
- General Space
- Self-Space
- Locomotor
- Non-locomotor
- Movement Opposites
- Change
- Turn
- Circle
- Movement Quality Words (light, quiet, heavy, etc.)
- Body Control

Skills

- Travel through space using simple locomotor steps: walk, run, hop, jump, leap, gallop and skip.
- Find new ways to travel through space (e.g., travel without using your feet; on a low level, etc.)
- Demonstrate the ability to vary control and direct force/energy used in basic locomotor movements (e.g., skip lightly, jump heavily, land quietly)
- Perform locomotor and non-locomotor movements with confidence (including movement opposites)
- Move between movement opposites, changing from one to the other (fast then slow; high then low)
- Demonstrate the difference between turning and circling
- Demonstrate an appropriate level of body control while moving
- Move through and in space with control (safely and without touching others)

Form and Structure

Focus: Sense of Sequence

Key Ideas:

- A dance has a beginning, movements that change in the middle, and then an ending.

Knowledge

Vocabulary

- Still
- Shape
- Begin
- End
- Change

Skills

- Move freely within a guided exploration or improvisational structure
- Make changes in movement in response to simple verbal cues and independently.
- Begin a movement exploration/improvisation in a shape/stillness, and end it in a shape/stillness

Rhythmic Perception

Key Idea:

Dancing develops rhythmic capacity. It builds childrens' rhythmic capacity through experiences with steady beat, simple rhythmic movements (i.e., locomotor movements), tempo and musical response.

Knowledge

Vocabulary

- Steady Beat
- Tempo
- Nursery Rhymes
- Locomotor Movements (Even and Uneven)
- Pattern

Skills

- Recognize the steady beat, and move to varying tempi of steady beats
- Experience the kinesthetic feeling of moving to both duple and triple meters
- Identify tempo contrasts both conceptually and kinesthetically (long/short; fast/slow; sudden/sustained)
- Differentiate between locomotor steps with a even steady beat, and those with uneven dotted rhythms (e.g., gallop and skip)
- Change from a locomotor step with an even rhythm to a locomotor step with an uneven rhythm on the teacher's cue
- Demonstrate rhythmic accuracy in performing simple rhythmic movements or movement patterns
- Move to the rhythm of nursery rhymes
- "Sing" the rhythm of simple rhythmic steps or patterns

Movement Invention

Key Ideas:

- Dancers are always finding new ways to move.
- Our bodies can move in many ways.

Knowledge

Vocabulary

- Imagination
- Explore
- Movement Problem

Skills

- Respond to various stimuli with original movement
- Understand and demonstrate how the imagination inspires movement
- Explore movement possibilities freely
- Solve movement problems using the process of improvisation

Dance is a performing art.

Key Ideas:

- Dancers perform with focus, concentration and control.
- A "stage" is created whenever and wherever we perform.

Knowledge

Vocabulary

- Focus
- Concentration
- Control
- Perform
- Audience
- Performance Space
- Stage
- Facing and Direction
- Quiet voices-bodies-feet
- Entrance and Exit
- Beginning-Middle-End
- Music

Skills

- Perform for others (informally or formally) with concentration and focus
- Perform movement with skill and control
- Articulate the difference between an audience and performer
- Understand the concept of a performance space
- Demonstrate quiet "voices-bodies-feet" as a performer and audience member
- Understand the concept of facing in relationship to the audience
- Identify directions in the performing space (front, back, side)
- Perform a guided improvisation with a clear beginning and ending place (either exit, entrance or shape)
- Listen and respond to music while performing