

Grade 4 Module 3

Enduring Understanding

Dances reflect the time and place where they are created and performed.

Essential Questions

- How and why do traditional and social dances reflect the time and place where they are created?
- What does this tell us about the place of dance in society?

Process		Standards
Create	Generating Exploring Improvising Creating	
Perform	Practicing and Developing Movement Skills Building Vocabulary	
Respond	Observing Responding	
Connect	Connecting Applying	<p>3.1 Perform and identify dances from various countries with different arrangements of dancers (e.g., lines, circles, couples).</p> <p>3.2 Name the musical accompaniment and explain how it relates to the dances they have studied.</p> <p><i>3.3 Perform and describe dances that reflect the geographical place in which the dances are performed (e.g., deserts, rain forests, islands).</i></p> <p>3.4 Perform and identify folk/traditional and social dances from California history.</p>

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

Developing Concepts

Rhythmic Perception

Key Idea:

- Folk/traditional dances use rhythmic locomotor step patterns.
- Music relates to the dances it accompanies.

Knowledge

Vocabulary

- Musical Accompaniment
- Locomotor Step Patterns

Skills

- Move with rhythmic accuracy to the musical accompaniment
- Describe how music relates to the dances studied
- Perform rhythmic locomotor step patterns, i.e.,

Working With Others: Group Cooperation and Awareness

Key Idea:

- Folk/traditional and social dances are group dance forms, and require cooperation on the part of the participants.

Knowledge

Vocabulary

- Cooperation
- Unison
- Self-awareness
- Group Awareness

Skills

- Work cooperatively with others while moving
- Move in unison with other dancers
- Demonstrate self-awareness while moving
- Demonstrate an awareness of others while moving

Movement Memorization

Key Idea:

- In learning folk/traditional and social dances, participants memorize steps and step patterns.

Knowledge

Vocabulary

- Memorize
- Formations
- Step Patterns
- Geography

Skills

- Identify and perform dances with different formations
- Identify and perform dances from different geographical areas of the world
- Identify and perform dances from early California

Dance Formations

Key Idea:

There are many ways to arrange a group of dancers in space. Folk/traditional dances from around the world use certain characteristic arrangements, or formations, of dancers: partner, circle, square, parallel lines, single line, or scattered formations. A particular dance may use one formation only, or the formations may change throughout the dance.

Knowledge

Vocabulary

- Formation
- Partners
- Circle
- Square
- Line (single and parallel)
- Scattered Formation

Skills

- Identify and perform folk/traditional dances with different formations
- Use changing formations within their own compositions
- Explore/improvise using changing formations

Universality of Dance

Key Idea:

Dances reflect the geography of the places in which they are created and performed.

Knowledge

Vocabulary

- Geography
- Geographical Regions

Skills

- Learn, perform and view dances from various geographical regions of the world
- Describe how geography affects the movements and styling of dances learned and viewed

Musical Accompaniment

Key Idea:

Folk/traditional dances can be identified by their musical accompaniment.

Knowledge

Vocabulary

- Musical accompaniment
- Phrasing

Skills

- Identify the musical accompaniment for folk/traditional dances learned
- Use phrasing in the music to guide performance of patterns/sequences
- Explain how the musical accompaniment relates to the dances they have studied