

## Grade 5 Module 1

### Enduring Understanding

Dancers use a wide range of dynamic movements, gestures and shapes to communicate ideas and feelings.

### Essential Questions

- What makes movement dynamic?
- How do movements, gestures and shapes become tools for communicating ideas and feelings?
- What can we communicate with dance?
- When does movement become dance?

Process		Standards
<b>Create</b>	Generating Exploring Improvising Creating	<b>2.5 Convey a wide range of feeling and expression through gestures, posture, and movement.</b>
<b>Perform</b>	Practicing and Developing Movement Skills Building Vocabulary	<b><i>1.3 Demonstrate a greater dynamic range in movement utilizing space, time, and force/energy concepts.</i></b>
<b>Respond</b>	Observing Responding	4.2 Apply specific criteria to analyze and assess the quality of a dance performance by well-known dancers or dance companies (i.e., technical skill, musicality, dynamics, mood). 4.4 Explain how outstanding dancers affect audience members emotionally or intellectually.
<b>Connect</b>	Connecting Applying	

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

## Developing Concepts

### Elements of Dance

#### Focus: Dynamics

#### Key Ideas:

- Movement becomes dynamic when a dancer varies his/her use of space, time and energy in performing movement.
- Dynamics refer to **how** the body is moving, and can be described in terms of such elements as size, use of musical phrasing, attack (sudden, gradual), energy or movement qualities, use of weight (e.g., strong or light), or flow (e.g., free, bound; tension, relaxation).
- Dynamic movement is expressive, or “colorful”.
- Dancers who have developed a strong and dynamic range of movement are better able to communicate ideas, thoughts and feelings through movement.
- Good performers are aware of and use dynamics to elevate their performance.
- Dancers practice to increase their dynamic range, or ability to move dynamically.

#### Knowledge

##### Vocabulary

- Dynamic
- Contrast
- Change
- Expressive
- Communicate
- Movement Qualities
- Laban’s Effort Actions

#### Skills

- Execute/perform a wide range of dynamic movement with intention and control
- Sequence Laban’s Effort Actions and/or Six Movement Qualities to create dynamic movement phrases
- Perform a wide range of movement opposites with clarity, intention and control, i.e., strong vs. light; free vs. bound; sudden vs. gradual
- Perform movement with a dynamic accent
- Move using sudden and gradual tempo changes
- Execute movement phrases with dynamic flow changes, i.e., free and bound
- Move with intention contrasting direct and indirect pathways
- Craft movement sequences and phrases to create dynamic change
- Perform dynamic movement combinations with clarity, intention and control
- Recognize and discuss dynamics as observed in professional dance performances.
- Incorporate dynamics as a choreographer and as a performer

## Development of Movement Skills

### Focus Areas: Weight Shift, Gravity and Momentum, Counterbalance, Shapes and Gestures

#### Key Ideas:

- Dancers need to be able to shift their weight effortlessly in order to perform expressively and dynamically.
- Being able to give into gravity and use momentum increase a dancer's dynamic movement range and capability.
- Counterbalance adds dynamic tension to choreography.
- Gesture is movement with meaning.
- Shape can communicate meaning.

#### Knowledge

##### Vocabulary

- Momentum
- Weight Shift
- Gravity
- Balance
- Center
- Counterbalance
- Shape
- Gestures
- Communicate
- Meaning

#### Skills

- Use momentum from one movement to initiate another, i.e., twist and turn; swing and turn; turn-leap and roll
- Respond to gravity with weighted movements, i.e., swing, collapse
- Execute movements through space and in place that require shifting weight (spine and pelvis)
- Execute more complex locomotor steps that involve weight shift, i.e., two-step, grapevine, step-ball-change, schottische, polka, pas de bouree
- Execute movements from the core as well as the periphery (arm, legs)
- Demonstrate principles of opposing weight and counterbalance
- Maintain center and balance while moving
- Move off-center
- Integrate core and peripheral movements
- Use gestures and shape to convey a wide range of feeling and expression
- Sequence gestures/shapes to communicate meaning
- Manipulate gestures using the elements of body, space, time and force/energy to create gestural phrases

## **Movement Invention**

### **Key Ideas:**

When dancers build their movement skills/technique, they are better able to find interesting movement possibilities.

### **Knowledge**

#### **Vocabulary**

- Technique
- Creativity

### **Skills**

- Dancers are able to apply their movement skills in solving movement problems.

## Rhythmic Perception

### Key Idea:

- The greater a dancer's rhythmic abilities, the more dynamic their movement.

### Knowledge

#### Vocabulary

- Sudden
- Gradual
- Accelerate
- Decelerate
- Accent
- Locomotor
- Meter
- Triple Meter
- 5/4

### Skills

- Move using sudden and gradual tempo changes
- Use dynamic accent
- Perform movement which accelerates and decelerates
- Execute locomotor steps with distinct rhythms, i.e, schottische, polka, two-step
- Explore triple meter using weight and momentum (swing)
- Execute movement in meters other than duple and triple meter, in particular, 5/4 meter

## Form and Structure

### Key Idea:

- Choreographers use dynamic movement to create phrases and studies that communicate meaning.

### Knowledge

#### Vocabulary

- Phrase
- Dance Study
- Contrast
- Variety
- Unity
- Communicate Meaning

### Skills

- Create and perform dance phrases or studies with dynamic changes
- Explore and incorporate the principles of variety, contrast and unity in dance studies

**Dance is a performing art.**

**Key Idea:**

- Dancers train their bodies to perform with focus and expression.

**Knowledge**

**Vocabulary**

- Focus
- Expression
- Internal Focus
- External Focus
- Intention
- Control
- Movement Flow
- Phrasing
- Awareness
- Dynamics

**Skills**

- Demonstrate focus and engagement while moving
- Explore performing with internal and external focus
- Perform with intention and control
- Execute movement with the proper flow and phrasing
- Demonstrate body control and awareness of self and others while performing
- Perform with movement with appropriate dynamics