

## Kindergarten Module 2

### Enduring Understanding

**Foundational:** Ideas for movement are all around us.

### Essential Questions

- Where do you find ideas for movement?

Process		Standards
<b>Create</b>	Exploring Improvising Creating	<b>2.2 Respond to a variety of stimuli (e.g., sounds, words, songs, props, and images) with original movements.</b>  <b>2.1 Create movements that reflect a variety of personal experiences (e.g., recall feeling happy, sad, angry, excited).</b>  2.3 Respond spontaneously to different types of music, rhythms, and sounds.
<b>Perform</b>	Practicing and Developing Movement Skills Building Vocabulary	1.1 Build the range and capacity to move in a variety of ways.
<b>Respond</b>	Observing Responding	
<b>Connect</b>	Connecting Applying	5.1 Give examples of the relationship between everyday movement in school and dance movement.

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

## Developing Concepts

### Movement Invention (Stimuli)

#### Key Idea:

- Dancers respond to many different kinds of stimuli to help them explore and create movement.

#### Knowledge

##### Vocabulary

- Imagination
- Explore
- Improvise
- Create

#### Skills

- Respond to various stimuli with original movement (translate a stimulus into simple movements)
- Freely explore and improvise movements with teacher movement cues
- Generate a variety of movements in explorations and improvisations
- Reflect on personal experiences to understand, demonstrate and articulate how feeling states can change movement (i.e. happy skips, angry walk, sad turns, etc.)
- Respond to a variety of sounds, words, music, songs, rhythms, props, textures, and imagery

## **Sense of Sequence**

### **Key Idea:**

- A dance has a beginning, movements that change, and an ending.

### **Knowledge**

#### **Vocabulary**

- Begin
- End
- Still Shape

### **Skills**

- Begin a movement exploration/improvisation in a shape/stillness, and end it in a shape/stillness