Grade 4 Dance Year at a Glance

The following color-coded concepts/learning objectives should all be embedded in the Grade 4 Dance class.

The succeeding summative assessment tasks should be chosen by the teacher.

The suggested length of time is 3-5 lessons for each task. The teacher should complete at least two summative assessment tasks per semester.

<table>
<thead>
<tr>
<th>Duration</th>
<th>Mindful Dance Practices</th>
<th>Dance as Communication</th>
<th>Dance as Composition</th>
<th>Dance as Literacy</th>
<th>Rhythm in Dance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creating</td>
<td>● Develop a dance study that expresses and communicates relaxation techniques.</td>
<td>● Create a movement phrase influenced by a variety of stimuli.</td>
<td>● Create static and dynamic shapes with use of positive and negative space.</td>
<td>● Create a study based on locomotor movement vocabulary.</td>
<td>● Create rhythm tempos to be used for accompanying movement.</td>
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<tr>
<td>Performing</td>
<td>● Execute technique that extends movement range, builds strength, and develops endurance.</td>
<td>● Collect and perform movement in a specific genre or style.</td>
<td>● Identify and move through the main areas of a performance space using production terms such as down stage, upstage, stage right, and stage left.</td>
<td>● Present a movement study based on the spelling of one’s own name.</td>
<td>● Perform various tempos with use of percussive instruments and body movements.</td>
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<tr>
<td>Responding</td>
<td>● Revise movement based on teacher and peer feedback. ● Analyze movement and phrases for use of energy and dynamic changes using adjectives and adverbs to describe movement.</td>
<td>● Demonstrate and explain how dance styles differ within a genre or within a cultural movement practice.</td>
<td>● Develop a movement problem and manipulate the elements of dance as a tool to find a solution. ● Revise movement based on peer feedback and self-reflection to improve communication of artistic intent in a short dance study. ● Manipulate or modify choreographic devices to expand movement possibilities and create a variety of movement patterns and structures.</td>
<td>● Depict the relationship between two or more dancers/characters in a movement phrase.</td>
<td>● Accompany other dancers using a variety of percussive instruments and sounds. Respond to even and uneven rhythms. ● Recognize and comply to tempo changes as they occur.</td>
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<td>Connecting</td>
<td>● Research relaxation and mindfulness techniques. ● Relate mind-body practices to decipher meaning in a dance using vocabulary.</td>
<td>● Explain how the movements of a genre or style relate to the culture, society, historical period, or community from which is originated. ● Relate the main idea or content in a dance to other experience or art forms.</td>
<td>● Collect, explore, and experiment with a variety of production elements to heighten the artistic intent and audience experience.</td>
<td>● Research and develop questions related to a movement study.</td>
<td>● Find patterns of movement in dance works that creates a style/theme.</td>
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<td>Mindfulness in the dance practice is used in Grade 4 Dance to recognize emotional stimuli from other art forms and its relationship to dance. Furthermore, student will look deeper into the use of their own body parts from an anatomical standpoint; studying how each body part moves and can be manipulated.</td>
<td>Dance is interpreted as ways of communicating with others. Exploration of how to communicate nonverbally to express intent will be emphasized to discuss cultural influences. Students will study how social injustices may be communicated through cultural dance and why they are expressed through movement. Students will discover how movement can communicate and express the issues in a current time in order to understand the importance of dance in the societal context.</td>
<td>BEST is taught to influence choices in compositional studies. Students will learn more about space and its relation to choreographic intent. In their exploration, students will discover how space can communicate different intents in choreography while analyzing their choreography and that of their peers. The analysis and use of BEST should allow students to better understand and communicate their personal aesthetic for dance.</td>
<td>Movement vocabulary and anatomical vocabulary are taught to increase students’ dance literacy. Dancers will use a variety of vocabulary words to discuss and create dance. Focus should be given to how students respond to dance work and the ways in which they discuss movement phrases.</td>
<td>Rhythm is an important study in the field of dance in order to relate movement to music. The study of rhythm is used to explore tempo and rhythmic meter. Dancers will use this information to make informed decisions about how music should be used to accompany dance movement phrases.</td>
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### Enduring Understanding

- **How do we recognize emotion in varying art forms?**
- **In what ways can we safely move our joints and body parts?**

### Essential Questions

- **How may a dancer express written language through dance?**
- **How can a cultural dance speak to societal issues?**
- **How might change of space change choreographic intent?**
- **How can one apply BEST to their own movement?**
- **How does a dancer express intent in movement?**
- **How can a dancer use language in movement?**
- **How does tempo and rhythm affect movement?**
- **How can dancers create music with their bodies?**

### Assessment Tasks (Select at least two per semester as Summative Assessments)

- **Poetry in Movement**  
  Students will choose their own poem and decipher the emotion the author used. They will then create their own movement phrases based on the emotion in the original text.

- **Isolations in Hip Hop (Schoology)**  
  Students will study all the individual ways body parts can move in isolation. This will the used as the

- **Folk Dance**  
  Students will perform the American Folk Dance, The Virginia Reel. They will describe the way in which movement was used to communicate with others.

- **Musical Theater**  
  Students will analyze a text from a Broadway musical song. After analyzing the text, they will create movement that

- **Stage Travel (Schoology)**  
  Students will use the dance production terms upstage, downstage, stage right, and stage left to manipulate movement to move through space. They will create their own floor patterns to move along.

- **Chance Dance (Schoology)**  
  Students will learn four movement phrases and use chance to decide the order of the movement. The group will place the movement in the

- **Autobiographical Dance (Schoology)**  
  Students will associate the first letter of a movement to the letters in a known dancer’s name. They will create a movement phrase connecting all letters and movements in the name together.

- **Bucket Drums (Schoology)**  
  Students will learn rhythms through the use of bucket drums. They will accompany other dancers with the use of percussive instruments.

- **Charleston (Schoology)**  
  Students will learn and study the Charleston. They will describe how the movement related to the

- **Ribbon Writing**  
  Students will utilize their knowledge of handwriting to create total body
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<td>inspiration for a movement phrase or teacher combination.</td>
<td>communicates the main idea of the song.</td>
<td>chance order and form transitions to create the piece.</td>
<td>movement inspired by letters using ribbon wands, scarves or just their bodies.</td>
<td>social justice issues of the time period.</td>
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<tr>
<td><strong>Abstract Shapes</strong></td>
<td></td>
<td><strong>Rhythm in Dance</strong></td>
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<td>Students will observe visual art and decide the difference between basic shapes and abstract shapes. After selecting/creating abstract shapes, students will work with a partner to embody their shapes and create movement from them.</td>
<td><strong>Traveling Through Space</strong></td>
<td><strong>Poetry in Movement</strong> Cr1A, Cr2A, Pr5A, Pr5B, Pr5D, Re7A</td>
<td><strong>Isolations in Hip Hop</strong> Pr5A, Pr5B, Pr5C, Re7B, Co11B</td>
<td><strong>Penny Tap Dance</strong> Students will create their own tap shoes by attaching pennies to old tennis shoes (potential collaboration with art teacher) to learn and perform basic tap skills/steps.</td>
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<td><strong>Folk Dance</strong> Re8A, Co10A, Co11A, Co11B, Co11C</td>
<td><strong>Musical Theater</strong> Cr1A, Cr2A, Cr3A, Re7A, Re8A, Co11C</td>
<td><strong>Traveling Through Space</strong> Cr1B, Cr2A, Cr2B, Cr3A, Cr3B, Pr4A</td>
<td><strong>Autobiographical Dance</strong> Cr1A, Pr6A, Re8A, Co10B, Co11A</td>
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<tr>
<td><strong>Chance Dance</strong> Cr1A, Cr1B, Cr2B, Cr3A, Cr3B, Re7A</td>
<td><strong>Abstract Shapes</strong> Cr1A, Re9A</td>
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<td><strong>Bucket Drums</strong> Cr2A, Pr6B, Co11A</td>
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<td><strong>Penny Tap Dance</strong> Pr5A, Pr5C</td>
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<td><strong>Charleston</strong> Re8A, Co11A, Co11B, Co11C</td>
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## Standards Aligned to Assessment

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<tr>
<th>Maryland Fine Arts Standards for Dance</th>
<th>Poetry in Movement Cr1A, Cr2A, Pr5A, Pr5B, Pr5D, Re7B, Co11B</th>
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<td><strong>Chance Dance</strong> Cr1A, Cr1B, Cr2B, Cr3A, Cr3B, Re7A</td>
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## Literacy Skills

- • Develop original movement that is driven by an intent or stimuli.
- • Choreograph in the style of a given choreographer, genre, period, etc.
- • Create a movement study, phrase, or composition.
- • Demonstrate evidence of creativity, innovation, collaboration, problem-solving, and communication in created movement.
- • Demonstrate skills and technique in performance-based assessment.

## P21 Standards Skills

- Communicated effectively in diverse environments.
- Interpret information and draw conclusions based on the best analysis.
- Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts.
- Synthesize and make connections between information and arguments.
- Act on creative ideas to make a tangible and useful to the field.