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The theme for this curriculum is "Heroes and Heroines" which occurs as five units over a ten-month period (the school year) for 5-year old pre-kindergarten students in an early learning/daycare setting. Classes meet once a week for 30 minutes (40 minutes would be ideal). Students will explore simplified, brief, and age-appropriate stories of heroes/heroines, learning about characteristics of popular and everyday heroes, and create a simple dance performance illustrating each story. Students create a simple and original story and dance for the final unit. (Three short stories are taken from The Children's Book of Heroes by William Bennett. Summaries can be found at <http://learningtogive.org/lessons/unit126/lesson3.html>)

Unit Standards to

1-5

DA:Pr4.1.Pk.a
DA:Pr4.1.Pk.b
DA:Pr4.1.Pk.c

			<p>take turns with role-playing, or the may wish to add minor characters or animals on the journey for interest and to give everyone a chance to dance. Children perform outdoors (weather permitting) and use props (backpack, climbing rope). Audience includes daycare classmates and teachers.</p>	<p>How can we make our dance exciting and tell a story well? Can children:</p> <ol style="list-style-type: none"> a. Dance for others in a designated area or space? b. Use a simple prop as part of dance? 	<p>teacher/student reflections. Teacher log of student progress (summative assessment).</p>
<p>Mar- Apr</p>	<p>DA:Re7.1.Pk.a DA:Re7.1.Pk.b DA:Re8.1.Pk.a</p>	<p>End of unit dance performance for Tashira's Turn.</p> <div style="background-color: black; width: 100px; height: 15px; margin-top: 10px;"></div>			

		<p>perseverance sometimes makes heroes. Ask the students to think of themselves as a hero, someone who has done something to make their world a better place to be.</p> <p>http://learningtogive.org/lessons/unit126/lesson3.h</p> <p>Teacher facilitates simple story creation by students showing how hero and/or heroine persevere, solve a problem, care for others, show bravery, etc. Hero/heroine can be an ordinary person: friend, family member, someone in their community, etc. When story is complete, children create dance movements for the characters, use emotional expression and clear body actions to tell the story. Performance will be for other students, teachers, friends and family. Discussion of final project will include a year review where children can briefly compare and contrast all their performances.</p>	<p>Discuss video/favorite moves and perform some of them.</p> <p>How does learning about dance help us learn about ourselves? About other people, places, happenings? Can children:</p> <ol style="list-style-type: none"> Recognize an emotion expressed in dance movement that is watched or performed Observe a dance work, identify/imitate a movement from it, ask a question about the dance? <p>How does knowing about the world around us (society, culture, history, community) help us know more about dance? Can children:</p> <ol style="list-style-type: none"> Show a dance movement done at home/elsewhere? <p>Watch you-tube video of Uganda children dancing: https://www.youtube.com/watch?v=Mw8g06Zs Discuss video / children dancing</p>	<p>/ performance playback. Photos/drawings for scrap book. Journal with teacher/student reflections. Teacher log of student progress Teacher reviews summative assessments to help create final formative assessment.</p>
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Unit	Anchor	Performance Standards ~ Grade Pre-K
	DA:Cr1.1	Anchor Standard 1: Generate and conceptualize artistic ideas and work.
	DA:Cr1.1.Pk	a. Respond in movement to a variety of sensory stimuli (for example, music/sound, visual, tactile).
		b. Find a different way to do several basic locomotor and non-locomotor movements.
		Anchor Standard 2: Organize and develop artistic ideas and work.
	DA:Cr2.1.Pk	a. Improvise dance that starts and stops on cue.
		b. Engage in dance experiences moving alone or with a partner.
		Anchor Standard 3: Refine and complete artistic work.

	DA:Cr3.1.Pk	a. Respond to suggestions for changing movement through guided improvisational experiences.
		b. Identify parts of the body and document a body shape or position by drawing a picture..
		Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.
	DA:Pr4.1.Pk	a. Identify and demonstrate directions for moving the body in general space (for example, forward, backwards, sideways, up, down, and turning) and finding and returning to a place in space.
		b. Identify speed of dance as fast or slow. Move to varied rhythmic sounds at different tempi.

Enduring Understanding: Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.

Essential Question: Where do choreographers get ideas for dances?

Grade Pk: DA:Cr1.1.Pk

- a. Respond in movement to a variety of sensory stimuli (for example, music/sound, visual, tactile).
- b. Find a different way to do several basic locomotor and non-locomotor movements.

Dance/[Creating](#): #DA:Cr2.1

Process Component: Plan

Anchor Standard 2: Organize and develop artistic ideas and work.

Enduring Understanding: The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.

Essential Question: What influences choice-making in creating choreography?

Grade Pk: DA:Cr2.1.Pk

- a. Improvise dance that starts and stops on cue.
- b. Engage in dance experiences moving alone or with a partner.

Dance/[Creating](#): #DA:Cr3.1

Process Component: Revise

Dance/**Performing**: #DA:Pr4.1

Process Component: Express

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

Enduring Understanding: Space, time, and energy are basic elements of dance.

Essential Question: How do dancers work with space, time and energy to communicate artistic expression?

Grade Pk: DA:Pr4.1.Pk

- a. Identify and demonstrate directions for moving the body in general space (for example, forward, backwards, sideways, up, down, and turning) and finding and returning to a place in space.
- b. Identify speed of dance as fast or slow. Move to varied rhythmic sounds at different tempi.
- c. Move with opposing characteristics (for example, loose/tight, light/heavy, jerky/smooth).

Dance/**Performing**: #DA:Pr5.1

Process Component: Embody

Anchor Standard 5: Develop and refine artistic technique and work for presentation.

Enduring Understanding: Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.

Essential Question: What must a dancer do to prepare the mind and body for artistic expression?

Grade Pk: DA:Pr5.1.Pk

- a. Demonstrate basic full body locomotor, non-locomotor movement, and body patterning with spatial relationships.
- b. Move in general space and start and stop on cue while maintaining personal space.
- c. Identify and move body parts and repeat movements upon request.

Dance/**Performing**: #DA:Pr6.1

Process Component: Present

Anchor Standard 6: Convey meaning through the presentation of artistic work.

Enduring Understanding: Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.

Essential Question: How does a dancer heighten artistry in a public performance?

Grade Pk: DA:Pr6.1.Pk

- a. Dance for others in a designated area or space.
- b. Use a simple prop as part of a dance.

Dance/**Responding**: #DA:Re7.1

Process Component: Analyze

Anchor Standard 7: Perceive and analyze artistic work.

Enduring Understanding: Dance is perceived and analyzed to comprehend its meaning.

Essential Question: How is a dance understood?

Grade Pk: DA:Re7.1.Pk

- a. Identify a movement in a dance by repeating it.
- b. Demonstrate an observed or performed dance movement.

Dance/**Responding**: #DA:Re8.1

Process Component: Interpret

Anchor Standard 8: Interpret intent and meaning in artistic work.

Enduring Understanding: Dance is interpreted by considering intent, meaning, and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context.

Essential Question: How is dance interpreted?

Grade Pk: DA:Re8.1.Pk

- a. Observe a movement and share impressions.

Dance/**Responding**: #DA:Re9.1

Process Component: Critique

Anchor Standard 9: Apply criteria to evaluate artistic work.

Enduring Understanding: Criteria for evaluating dance vary across genres, styles, and cultures.

Essential Question: What criteria are used to evaluate dance?

Grade Pk: DA:Re9.1.Pk

- a. Find a movement in a dance that was fun to watch. Repeat it and explain why it is fun to watch and do.

Dance/[Connecting](#): #DA:Cn10.1

Process Component: Synthesize

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

Enduring Understanding: As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.

Essential Question: How does dance deepen our understanding of ourselves, other knowledge, and events around us?

Grade Pk: DA:Cn10.1.Pk

- a. Recognize an emotion expressed in dance movement that is watched or performed.
- b. Observe a dance work. Identify and imitate a movement from the dance, and ask a question about the dance.

Dance/[Connecting](#): #DA:Cn11.1

Process Component: Relate

Anchor Standard 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Enduring Understanding: Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.

