

Unit Title: Making Friends Through Sharing and Exploring Movement

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BASED ON A CURRICULUM

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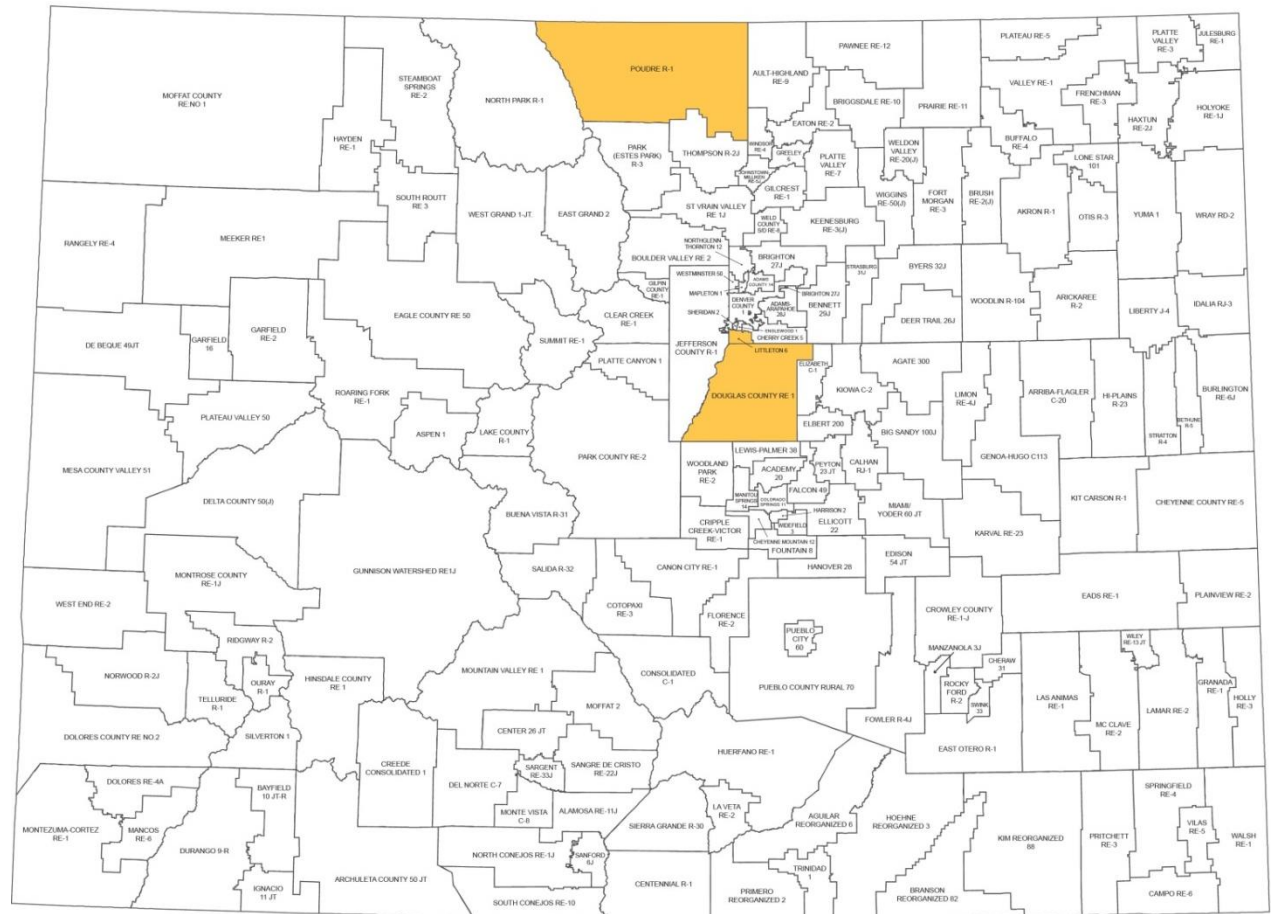
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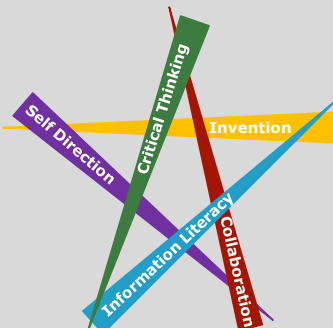
Dance samples represent collaboration between Colorado k-12 educators and community partners in Dance. For more information about community partners in your region, refer to the [Arts Education Guidebook](http://www.cde.state.co.us/coarts/ArtGuidebook.asp) (<http://www.cde.state.co.us/coarts/ArtGuidebook.asp>).

This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students.

Colorado Teacher-Authored Sample Instructional Unit

Content Area	Dance	Grade Level	Kindergarten
Course Name/Course Code			
Standard	Grade Level Expectations (GLE)	GLE Code	
1. Movement, Technique, and Performance	1. Demonstrate simple phrases of movement in time and space	DA09-GR.k-S.1-GLE.1	
	2. Move with intent to music and other stimuli	DA09-GR.k-S.1-GLE.2	
2. Create, Compose, and Choreograph	1. Improvise movement to music and other stimuli	DA09-GR.k-S.2-GLE.1	
	2. Translate simple ideas and stories into movement phrases alone and with a partner	DA09-GR.k-S.2-GLE.2	
3. Historical and Cultural Context	1. Perform simple social dances that communicate an idea	DA09-GR.k-S.3-GLE.1	
4. Reflect, Connect, and Respond	1. Observe different dance styles, and describe one movement you remember	DA09-GR.k-S.4-GLE.1	
	2. Demonstrate appropriate etiquette at a dance performance	DA09-GR.k-S.4-GLE.2	

Colorado 21st Century Skills



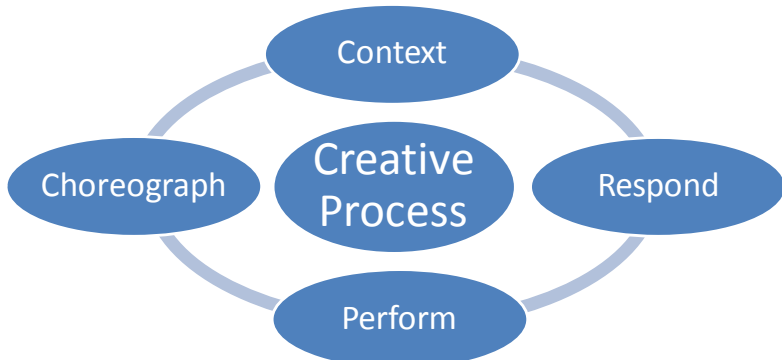
Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*



The Colorado Academic Standards for Dance are not intended to be taught in a linear (checklist of coverage) fashion, but rather should be implemented as a cyclical creative process. Each unit within this sample blueprint intentionally includes standards from all four dance standards to illustrate this process-based philosophy.

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Making Friends Through Sharing and Exploring Movement	2-3 weeks or 5-10 contact hours	Instructor Choice

Colorado Teacher-Authored Sample Instructional Unit

Unit Title	Making Friends Through Sharing and Exploring Movement		Length of Unit	2-3 weeks or 5-10 contact hours
Focusing Lens(es)	Creative Expression	Standards and Grade Level Expectations Addressed in this Unit	DA09-GR.k-S.1-GLE.1, DA09-GR.k-S.1-GLE.2 DA09-GR.k-S.2-GLE.1, DA09-GR.k-S.2-GLE.2 DA09-GR.k-S.3-GLE.1, DA09-GR.k-S.3-GLE.2 DA09-GR.k-S.4-GLE.1, DA09-GR.k-S.4-GLE.2	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • Where does movement come from? (DA09-GR.k-S.2-GLE. 2-EO.4) and (DA09-GR.k-S.4-GLE.2-IQ.1) and (DA09-GR.k-S.4-GLE.2-EO.4) • What does movement say? • Why is it important to watch respectfully during a live dance performance? 			
Unit Strands	Performance Preparation Create Movement Context Movement Choices Respond and Perform			
Concepts	Space/Time/Energy, Shape & Symbols, Movement, Observation, Expression			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Body shapes can represent things heard, seen, and/or felt (DA09-GR.k-S.1-GLE.1) and (DA09-GR.k-S.2-GLE.2) and (DA09-GR.k-S.3-GLE.2) and (DA09-GR.k-S.4-GLE.1)	What sounds in a name can you move to? How many syllables are there in your name? What shapes can one make that match the syllables in a name?	What makes a sound easy to move to? Can you copy movements created by others as you say their name? What is needed to copy a dance movement?
Simple, isolated movements (like body shapes) can connect to create a pattern of movements (DA09-GR.k-S.1-GLE.1) and (DA09-GR.k-S.2-GLE. 2) and (DA09-GR.k-S.3-GLE.2) and (DA09-GR.k-S.4-GLE.1)	Which parts of the body could be used to make the sounds of your name into movements? How many ways can you change your movements? What patterns can you make with your movements?	How would changing timing or space change the movement?
Patterns of movement are enhanced by choices of expression (happiness, sadness) (DA09-GR.k-S.1-GLE.1) and (DA09-GR.k-S.2-GLE.1) and (DA09-GR.k-S.3-GLE. 2) and (DA09-GR.k-S.4-GLE.1)	What movements remind you of certain feelings? What movements have you observed that were created by other students? Do their movements remind you of any feelings?	Can you perform movements created by others without changing them? How does changing the direction or use of high/low space change the feeling of a movement?

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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • Examples of sounds of parts of names such as syllables, hard and soft consonants, long and short vowels (DA09-GR.k-S.1-GLE.1, 2) and (DA09-GR.k-S.2-GLE.1, 2) • Examples of movement, space and timing such as walking in various directions straight, diagonal, fluid, choppy, high, low, fast, slow (DA09-GR.k-S.1-GLE.12) and (DA09-GR.k-S.2-GLE.2) and (DA09-GR.k-S.3-GLE.2) and (DA09-GR.k-S.4-GLE.1) • Examples of movements based on sounds in a name such as high hands for a hard sound and low hands for a soft sound (DA09-GR.k-S.1-GLE.1, 2) and (DA09-GR.k-S.2-GLE.1, 2) • Parts of a name illustrate parts of words and /or music (DA09-GR.k-S.1-GLE.1, 2) and (DA09-GR.k-S.2-GLE.1, 2) • Examples of movements created by others such as copying or mirroring other’s movements (DA09-GR.k-S.1-GLE.2) and (DA09-GR.k-S.2-GLE.1, 2) and (DA09-GR.k-S.3-GLE.1) and (DA09-GR.k-S.4-GLE.1, 2) 	<ul style="list-style-type: none"> • Move the body safely in time and space without endangering themselves or others such as bumping into others, turning too close, too exaggerated or lively (DA09-GR.k-S.1-GLE.1-EO.a) • Explore movement in personal and general space (DA09-GR.k-S.1-GLE.1-EO.c) • Use parts of a name to determine parts of words and/or music (DA09-GR.k-S.1-GLE.1, 2) and (DA09-GR.k-S.2-GLE.1, 2) • Explore body part movement in isolation and various combinations (DA09-GR.k-S.2-GLE.1-EO.b) • Use movement to show an expression of varied feelings to share with others. (DA09-GR.k-S.2-GLE.2-EO.c) • Dance cooperatively with others (DA09-GR.k-S.3-GLE.1-EO.a) • Enjoy participating in and observing a variety of movement styles(DA09-GR.k-S.4-GLE.1-EO.c)

<p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>Dance class starts with stretching so we can warm up the muscles in our legs.</i></p>
<p>Academic Vocabulary:</p>	<p>Technique, Discipline, Practice, Pattern, Observe, Cooperate, Preparation</p>
<p>Technical Vocabulary:</p>	<p>Parallel, Preparatory, Bend, Stretch, Rise, Skip, Glide, Chassé</p>

Colorado Teacher-Authored Sample Instructional Unit

Unit Description:	This unit uses the body to communicate ideas through movement. Across the unit students will share ideas with each other as they create simple movement phrases, while learning to safely move in personal and general space. Students will learn to express themselves to others through movement patterns and shapes. This unit culminates in a basic dance performance of student partners sharing movements learned with the class.
Considerations:	This unit explores basic forms of body movement as means of expressing emotion. As an introductory unit, it connects authentically with the kindergarten unit, <i>The People You See</i> , which has students exploring the emotional aspects of facial expressions, body language, and vocal intonations. Resources and learning experiences in both units could be combined and/or integrated in multiple ways.
Unit Generalizations	
Key Generalization:	Body Shapes can represent things heard, seen, and/or felt
Supporting Generalizations:	Simple isolated movements (like body shapes) can connect to create a pattern of movements
	Patterns of movement are enhanced by choices of expression (happiness, sadness)

Performance Assessment: The capstone/summative assessment for this unit.	
Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Body shapes can represent things heard, seen and/or felt.
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	Your school and class are always getting new students! So, your teacher has decided to form a “new kids” welcome committee! As a member of this committee your work will be to demonstrate to other students how you would use body movements and shapes to help tell new students/friends about yourself. You will explore safe forms of movement and share personal patterns (rhythms) and unique ways of walking, jumping, hopping, etc. You will also demonstrate how you would invite new friends/classmates to join in your movements to express themselves and move together to create new movements together.
Product/Evidence: (Expected product from students)	Students will work independently and in small groups to explore body movements and shapes with the intent to share information about who they are with a friend/peer. Teacher should use observational data collection (<i>*see below</i>) to determine the use of: <ul style="list-style-type: none"> • Loco motor skills (walk/step, run, leap, hop, and jump) • Ability to move safely through a given space • How students problem solve with various body shapes they use to communicate an idea about themselves *Observational note ideas here: http://tccl.rit.albany.edu/knilt/index.php/Unit_Four:_How_to_incorporate_play_observations_in_the_kindergarten_classroom
Differentiation: (Multiple modes for student expression)	Students may <ul style="list-style-type: none"> • Use different props and objects, such as Hula Hoops or Bosu Balls to demonstrate personal space (<i>*see below</i>) or different ways body parts can move • Use rhythmic games to explore movements *Personal space resources: http://room8-adventuresinkindergarten.blogspot.com/2013/02/personal-space.html http://misssciamanna.blogspot.com/2013/10/personal-space.html **Movement Game Ideas for Kindergarten including lesson and assessment guides http://www.sandi.net/cms/lib/CA01001235/Centricity/Domain/176/New%20D.D%20page/DD_D_GrK_all_for_printing_108.9.10.12.pdf

Colorado Teacher-Authored Sample Instructional Unit

Texts for independent reading or for class read aloud to support the content	
Informational/Non-Fiction	Fiction
<p><i>Brain Compatible Dance Education</i> – Anne Green Gilbert <i>Dance with Me</i> – Charles R. Smith and Noah Z. Jones <i>Creative Dance for All Ages</i> – Anne Green Gilbert; <i>Building Dances - 2E: A Guide to Putting Movements Together</i> -Susan McGreevy-Nichols, Helen Scheff and Marty Sprague <i>Using Movement to Teach Academics</i> – Sandra Minton <i>Cake Baking & the Creative Process: Recipes for Imagination! a Resource for Educators</i>- Judi Hofmeister</p>	<p><i>Chicka, Chicka. Boom, Boom</i>- Bill Martin Jr. (AD530L Lexile level) <i>Josephine Wants to Dance</i>- Jackie French(AD400L Lexile level) <i>Doing the Animal Bop</i>- Jan Ormerod <i>Sleepy Little Yoga</i>- Rebecca Whitford and Martina Selway <i>Under the Sea Adventure: Fun Sea Animals and Marine Life Rhymes</i>-Louise Folger <i>The Falling Leaves</i>- Steve Metzger (250L Lexile level) <i>The Very Hungry Caterpillar</i>- Eric Carle (AD460L Lexile level)</p>

Learning Experiences # 1 – 10
Instructional Timeframe: Teacher Determined

Learning Experience # 1		
<p>The teacher may introduce the principles of safety, along with personal and general space so the students can practice maintaining personal space while moving in general space with others.</p>		
Generalization Connection(s):	Simple, isolated movements can connect to create a pattern of movements	
Teacher Resources:	http://msue.anr.msu.edu/news/personal_space_a_social_skill_children_need_and_adults_can_teach (Personal Space) <i>Cake Baking & the Creative Process: Recipes for Imagination! A Resource for Educators</i> - Judi Hofmeister	
Student Resources:	The teacher may use Hula Hoops to demonstrate personal space http://www.youtube.com/watch?v=7NEjjq2BW54 (Four Kids Chicken Dance)	
Assessment:	Students will maintain safe, personal space when traveling around the room. The teacher may videotape the students performing the Chicken Dance. Do students maintain personal space while traveling and respect other’s personal space? *Observational note ideas here: http://tccl.rit.albany.edu/knilt/index.php/Unit_Four:_How_to_incorporate_play_observations_in_the_kindergarten_classroom	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.youtube.com/watch?v=RKVF-h38z2U (Loco motor Presentation)	Students may use visual aids to imitate loco motor movement. Students may work with a partner to move in space without bumping into one another

Colorado Teacher-Authored Sample Instructional Unit

Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.schools.utah.gov/CURR/fineart/Elementary/Kindergarten/Dance-Teaching-Map_Kgarten.aspx (Kindergarten Dance Teaching Map)	Students may travel in groups or partners using various loco motor movements with intentional changes in direction and speed.
Critical Content:	<ul style="list-style-type: none"> • Examples of movement, space and timing such as walking in various directions, speeds and levels 	
Key Skills:	<ul style="list-style-type: none"> • Move the body safely in time and space without endangering themselves or others such as bumping into others, turning too closely, too exaggerated or lively • Explore movement in personal and general space 	
Critical Language:	Pattern, practice, locomotor movements (traveling), space, observe, cooperate	

Learning Experience # 2

The teacher may demonstrate how various body parts move so students can explore how to make shapes in one's personal space.

Generalization Connection(s):	Simple isolated movements (like body shapes) can connect to create a pattern of movements	
Teacher Resources:	Teachers Pay Teachers; Teaching Children Dance 3rd ed – Theresa Purcell Cone and Stephen Cone <i>Cake Baking & the Creative Process: Recipes for Imagination! A Resource for Educators-</i> Judi Hofmeister	
Student Resources:	https://itunes.apple.com/us/app/human-body-puzzles-for-kids/id476508186?mt=8 (Body Puzzle App from iTunes) http://supersimplelearning.com/songs/original-series/two/the-hokey-pokey-shake-sing-it/ (Hokey Pokey) http://www.youtube.com/watch?v=DkTNN8k7tYk (Seven Jumps Dance) http://musactivities.bandcamp.com/track/balancing-act (Balancing Act, Musactivities)	
Assessment:	Students will participate in in a simple dance (e.g. the Hokey Pokey Dance or the Seven Jumps Song) and change the words to name different body parts and/or focus on balancing on different body parts. Students will demonstrate ability to balance, identify body parts and body shapes. *Observational note ideas here: http://tccl.rit.albany.edu/knilt/index.php/Unit_Four:_How_to_incorporate_play_observations_in_the_kindergarten_classroom	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://nspt4kids.com/therapy/how-to-use-a-bosu-for-exercise-with-children/ (Using a Bosu Ball) http://www.thekidsyogaresource.com/yoga-games-for-kids/ (Yoga Games for Kids)	Students may use different props and objects to demonstrate how the various body parts move differently with the objects
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://kinderclass2.blogspot.com/2012/11/circle-time-facial-expressions.html (Facial Expressions)	Students may communicate their body movements to express feelings without talking

Colorado Teacher-Authored Sample Instructional Unit

Critical Content:	<ul style="list-style-type: none"> • Learning various body parts • Explore movement of various body parts
Key Skills:	<ul style="list-style-type: none"> • Explore body part movement in isolation and in various combinations
Critical Language:	Improvise, phrase, cooperation, sharing, evaluate, observe

Learning Experience # 3

The teacher may model movement mirroring so that students can experience moving together in general space.

Generalization Connection(s):	Simple isolated movements (like body shapes) can connect to create a pattern of movements Patterns of movement are enhanced by choices of expression (happiness, sadness)
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Teacher Resources:	https://www.teachingchannel.org/videos/teaching-non-verbal-communication ; (Music from Around the World Chris Riley iTunes) https://www.teachingchannel.org/videos/body-movement-and-space (Body movements and Space) <i>Dance with Me</i> –Charles R. Smith and Noah Z. Jones <i>Cake Baking & the Creative Process: Recipes for Imagination! A Resource for Educators-</i> Judi Hofmeister
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Student Resources:	N/A
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Assessment:	<p>Student will share a basic body shape with the partner which the partner will then mirror. The teacher may alter the assessment in the following ways:</p> <ul style="list-style-type: none"> • Students may copy a shape and freeze in that shape using a clap/whistle/chime/buzzer than another student mirrors the shape to “unfreeze” • Students may be asked to share what the shape means, a possible prompt could be: “Can you guess your partners emotion?” <p>*Observational note ideas here: http://tccl.rit.albany.edu/knilt/index.php/Unit Four: How to incorporate play observations in the kindergarten classroom </p>
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Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://kinderclass2.blogspot.com/2012/11/circle-time-facial-expressions.html (Facial Expressions) http://supersimplelearning.com/free-resources/free-flashcards/ (ESL flashcards for feelings)	Students may match a flashcard with a body shape that expresses the feeling

Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A

Colorado Teacher-Authored Sample Instructional Unit

Critical Content:	<ul style="list-style-type: none"> • Examples of movements based on sounds in a name such as high hands for a hard sound and low hands for a soft sound • Examples of movement space and timing such as walking in various directions straight, diagonal, fluid, choppy, high, low, fast slow
Key Skills:	<ul style="list-style-type: none"> • Enjoy participating in and observing a variety of movement styles
Critical Language:	Technique, discipline, practice, pattern, observe, cooperate, preparation, skip, chasse', glide

Learning Experience # 4

The teacher may demonstrate even and uneven rhythms through loco motor movements so students can share and communicate non-verbally with rhythm in general space.

Generalization Connection(s):	Expression consists of rhythmic body movements	
Teacher Resources:	https://www.teachingchannel.org/videos/elementary-music-teaching-techniques (Teaching Rhythm) <i>Cake Baking & the Creative Process: Recipes for Imagination! a Resource for Educators-</i> Judi Hofmeister	
Student Resources:	N/A	
Assessment:	Students will move to even and uneven beats as the teacher plays a drum to guide rhythm tempos and patterns. Teachers will use observation data collection to determine level of confidence in matching beat/tempo and body control. *Observational note ideas here: http://tccl.rit.albany.edu/knilt/index.php/Unit_Four:_How_to_incorporate_play_observations_in_the_kindergarten_classroom	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://kinderclass2.blogspot.com/2012/11/circle-time-facial-expressions.html (Facial Expressions) http://supersimplelearning.com/free-resources/free-flashcards/ (ESL flashcards for feelings)	Students may match a flashcard with a body shape that expresses the feeling
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may use costumes, puppet center, picture boxes to augment their body movement.
Critical Content:	<ul style="list-style-type: none"> • Examples of movements created by others such as copying or mirroring 	
Key Skills:	<ul style="list-style-type: none"> • Use movement to show an expression of varied feelings to share with others 	
Critical Language:	Bend, twist, rise, stretch, shapes, levels, copy, observe	

Colorado Teacher-Authored Sample Instructional Unit

Learning Experience # 5		
The teacher may encourage exploration of rhythmic movement patterns so that students can learn how to collaboratively develop simple patterns in dance.		
Generalization Connection(s):	Expression consists of rhythmic body movements Simple isolated movements (like body shapes) can connect to create a pattern of movements	
Teacher Resources:	<i>Creative Dance for All Ages</i> – Anne Green Gilbert https://www.teachingchannel.org/videos/reinforcing-concepts-with-dance (4 basic moves to combine dance and academics) <i>Building Dances - 2E: A Guide to Putting Movements Together</i> - Susan McGreevy-Nichols, Helen Scheff and Marty Sprague <i>Cake Baking & the Creative Process: Recipes for Imagination! a Resource for Educators-</i> Judi Hofmeister	
Student Resources:	<i>Dance with Me</i> –Charles R. Smith and Noah Z. Jones	
Assessment:	Students will explore a variety of rhythmic movement patterns, having students mirror and repeat patterns. The teacher may observe if students are taking turns and sharing. The teacher may instruct the class to switch partners. *Observational note ideas here: http://tccl.rit.albany.edu/knilt/index.php/Unit_Four:_How_to_incorporate_play_observations_in_the_kindergarten_classroom	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may perform movement phrases in front of mirrors
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may over from one shape to another in a smooth transition
Critical Content:	<ul style="list-style-type: none"> Examples of movements created by others such as copying or mirroring other’s movements 	
Key Skills:	<ul style="list-style-type: none"> Dance cooperatively with others Explore body part movement in isolations and various combinations 	
Critical Language:	Pattern, practice, locomotor movements (traveling), rhythm, space, observe, cooperate	

Learning Experience # 6	
The teacher may lead a discussion about appropriate ways to cooperate so students can safely work together to create a travel pattern.	
Generalization Connection(s):	Body Shapes can represent things heard, seen, and/or felt Simple isolated movements (like body shapes) can connect to create a pattern of movements

Colorado Teacher-Authored Sample Instructional Unit

Teacher Resources:	<i>Brain Compatible Dance Education</i> – Anne Green Gilbert <i>Using Movement to Teach Academics</i> – Sandra Minton <i>Dance About Anything</i> – Marty Sprague, Helene Scheff and Susan McGreevy-Nichols http://www.slideshare.net/njbotor/classroom-layout-and-collaborative-learning-10637555 (Collaborative Strategies Slide Show) <i>Cake Baking & the Creative Process: Recipes for Imagination! a Resource for Educators-</i> Judi Hofmeister	
Student Resources:	<i>Join in and Play</i> – Cheri Joiner	
Assessment:	Students will move in small groups incorporating loco motor movements and using different directions, pathways and levels in general space. The teacher may observe if the students are cooperating appropriately while maintaining the proper spacing while traveling. *Observational note ideas here: http://tccl.rit.albany.edu/knilt/index.php/Unit_Four:_How_to_incorporate_play_observations_in_the_kindergarten_classroom	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may demonstrate to peers by leading and following other students
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.youtube.com/watch?v=0uq4VBcdVFU (Building the Human Machine)	Students may make a human machine where each student becomes a part of the machine
Critical Content:	<ul style="list-style-type: none"> Examples of movement, space, timing such as walking in various directions straight, diagonal, fluid, choppy, high, low, fast, slow 	
Key Skills:	<ul style="list-style-type: none"> Dance cooperatively with others 	
Critical Language:	Technique, discipline, pattern, cooperate, practice, relationship	

Learning Experience # 7	
The teacher may guide students to work with partners to mirror and match movements so students can demonstrate understanding of movement in response to others.	
Generalization Connection(s):	Body Shapes can represent things heard, seen and felt
Teacher Resources:	http://sites.uci.edu/class/kindergarten/dance/ (Kindergarten movement lessons) https://www.teachingchannel.org/videos/body-movement-and-space (Body movements and Space) <i>Cake Baking & the Creative Process: Recipes for Imagination! a Resource for Educators-</i> Judi Hofmeister
Student Resources:	<i>Dance With Me-</i> Charles T Jones

Colorado Teacher-Authored Sample Instructional Unit

Assessment:	<p>Students will work with partners and respond to others by leading and following while cooperating with others. The teacher may ask guiding questions such as: What is needed to copy a dance movement? Can you perform movements created by others without changing them? What are ways of cooperating appropriately with a partner?</p> <p>*Observational note ideas here: http://tccl.rit.albany.edu/knilt/index.php/Unit_Four:_How_to_incorporate_play_observations_in_the_kindergarten_classroom</p>	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	<p>Students may work with classroom teacher to draw pictures so students can share information and ask questions</p> <p>Students may convert pictures to shapes that express feelings</p> <p>Students may discuss movements that were liked and disliked</p>
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	<p>http://lifeprint.com (Sign Language)</p> <p>http://www.nurseryrhymes.com (Nursery Rhymes)</p>	<p>Students may use sign language to express emotions and communicate</p> <p>Students may make rhythm patterns to reflect sounds, words and phrases</p> <p>Students may make a dance to nursery rhymes</p>
Critical Content:	<ul style="list-style-type: none"> • Examples of parts of names such as syllables 	
Key Skills:	<ul style="list-style-type: none"> • Use movement to show an expression of varied feelings to share with others • Explore body part movement and various combinations 	
Critical Language:	Shapes, expression, pattern	

Learning Experience # 8	
<p>The teacher may provide additional examples of movements and shapes that symbolize emotions so students can think creatively together to complete a simple movement phrase.</p>	
Generalization Connection(s):	<p>Patterns of movement are enhanced by choices of expression</p> <p>Body Shapes can represent things heard, seen, and/or felt</p> <p>Simple isolated movements (like body shapes) can connect to create a pattern of movements</p>
Teacher Resources:	<p><i>Dance</i> – Bill T. Jones and Susan Kuklin</p> <p><i>Choreography</i> - Sandra Minton</p> <p><i>Building Dances</i> – Susan McGreevy Nichols</p> <p><i>Cake Baking & the Creative Process: Recipes for Imagination! a Resource for Educators-</i> Judi Hofmeister</p>

Colorado Teacher-Authored Sample Instructional Unit

Student Resources:	<i>Making Friends</i> – Fred Rogers <i>How to Be A Friend</i> – Laurie Brown http://kinderclass2.blogspot.com/2012/11/circle-time-facial-expressions.html (Facial Expressions) http://supersimplelearning.com/free-resources/free-flashcards/ (ESL flashcards for feelings)	
Assessment:	Students will explore through a guided discovery exercise, which will clarify if movement shapes reflect who they are. The teacher may ask guiding questions such as: What movements remind you of certain feelings? What movements have you observed that were created by other students? Do their movements remind you of any feelings? *Observational note ideas here: http://tccl.rit.albany.edu/knilt/index.php/Unit_Four:_How_to_incorporate_play_observations_in_the_kindergarten_classroom	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may use movement phrases with beginning, middle and end to make a pattern of 3 eight-count phrases to perform for students
Critical Content:	<ul style="list-style-type: none"> Examples of movement, space and timing such as walking in various directions straight, diagonal, fluid, choppy, high, low, fast, slow 	
Key Skills:	<ul style="list-style-type: none"> Dance cooperatively with others Use movement to show an expression of varied feelings to share with others 	
Critical Language:	Prepare, cooperate, discipline, share	

Learning Experience # 9		
The teacher may provide opportunities for practicing movements so that students can gain confidence in dancing cooperatively.		
Generalization Connection(s):	Patterns of movement are enhanced by choices of expression Body Shapes can represent things heard, seen, and/or felt Simple isolated movements (like body shapes) can connect to create a pattern of movements	
Teacher Resources:	http://penonpointe.wordpress.com/2011/09/22/its-rehearsal-time-preparing-your-young-dancer/ (General overview for teachers on the rehearsal process for young dancers) <i>Cake Baking & the Creative Process: Recipes for Imagination! a Resource for Educators-</i> Judi Hofmeister	
Student Resources:	N/A	

Colorado Teacher-Authored Sample Instructional Unit

Assessment:	Student partners will work through a basic, structured rehearsal process including multiple repetitions of short movement phrases. *Observational note ideas here: http://tccl.rit.albany.edu/knilt/index.php/Unit_Four:_How_to_incorporate_play_observations_in_the_kindergarten_classroom	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Critical Content:	<ul style="list-style-type: none"> Examples of movements created by others such as copying or mirroring 	
Key Skills:	<ul style="list-style-type: none"> Enjoy participating and observing a variety of movement styles. 	
Critical Language:	Observe, practice, rehearse, repeat, pattern	

Learning Experience # 10		
The teacher may discuss how to respectfully watch a live dance performance so the students can observe and appreciate the creativity of others.		
Generalization Connection(s):	Patterns of movement are enhanced by choices of expression Body Shapes can represent things heard, seen, and/or felt Simple isolated movements (like body shapes) can connect to create a pattern of movements	
Teacher Resources:	http://www.kitetails.org/theatre/how-to-be-a-good-audience/ (How to be a good audience) <i>Cake Baking & the Creative Process: Recipes for Imagination! a Resource for Educators-</i> Judi Hofmeister	
Student Resources:	N/A	
Assessment:	Students will demonstrate an understanding of proper audience etiquette. The teacher may ask the class guiding questions and have the students demonstrate how to be a good audience. Examples of guiding questions are: How would you listen appropriately to a performance? How would you applaud appropriately for a performance? *Observational note ideas here: http://tccl.rit.albany.edu/knilt/index.php/Unit_Four:_How_to_incorporate_play_observations_in_the_kindergarten_classroom	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A

Colorado Teacher-Authored Sample Instructional Unit

Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Invite another class to watch performances Perhaps have older students work with the Kindergarten students
Critical Content:	<ul style="list-style-type: none"> • Examples of movement space and timing such as walking in various directions straight, diagonal, fluid, choppy, high, low, fast slow • Examples of movements created by others such as copying or mirroring other’s movements 	
Key Skills:	<ul style="list-style-type: none"> • Enjoy participating and observing a variety of movement styles 	
Critical Language:	Pattern, practice, locomotor movements (traveling), space, observe, cooperate	