## Curriculum Development Course at a Glance
### Planning For Kindergarten Dance

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

### 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.

<table>
<thead>
<tr>
<th>Unit Titles</th>
<th>Length of Unit/Contact Hours</th>
<th>Unit Number/Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ways of Walking</td>
<td>2-3 weeks or 5-10 contact hours</td>
<td>Instructor Choice</td>
</tr>
<tr>
<td>Making Friends Through Sharing and Exploring Movement</td>
<td>2-3 weeks or 5-10 contact hours</td>
<td>Instructor Choice</td>
</tr>
<tr>
<td>Leaps and Bounds</td>
<td>Semester/Quarterly/Yearly</td>
<td>Instructor Choice</td>
</tr>
</tbody>
</table>
## Curriculum Development Overview

**Unit Planning for Kindergarten Dance**

### Unit Title
Ways of Walking

### Length of Unit
2-3 weeks or 5-10 contact hours

<table>
<thead>
<tr>
<th>Focusing Lens(es)</th>
<th>Play and Exploration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standards and Grade Level Expectations Addressed in this Unit</td>
<td></td>
</tr>
<tr>
<td>DA09-GR.k-S.1-GLE.1</td>
<td>DA09-GR.k-S.1-GLE.2</td>
</tr>
<tr>
<td>DA09-GR.k-S.2-GLE.1</td>
<td>DA09-GR.k-S.2-GLE.2</td>
</tr>
<tr>
<td>DA09-GR.k-S.3-GLE.1</td>
<td>DA09-GR.k-S.3-GLE.2</td>
</tr>
<tr>
<td>DA09-GR.k-S.4-GLE.1</td>
<td>DA09-GR.k-S.4-GLE.2</td>
</tr>
</tbody>
</table>

### Inquiry Questions (Engaging-Debatable):
- How many different ways can you travel through space? (DA09-GR.k-S.1-GLE.1 EO.1) and (DA09-GR.k-S.3-GLE.1 IQ.3) and (DA09-GR.k-S.4-GLE.2 IQ.1)
- How do you know what is happening in a dance?
- What does movement say?

### Unit Strands
- Performance Space
- Create Movements
- Cultural Context
- Respond with Intent

### Concepts
- Space/Time/Energy, Investigate/Discovery, Improvisation, Movement, Patterns, Rhythm, Shapes, Expression, Exploration, Representation

### Generalizations

**My students will Understand that...**

<table>
<thead>
<tr>
<th>Factual</th>
<th>Guiding Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exploring making shapes with the body produces creative ideas for movement (DA09-GR.k-S.1-GLE.2) and (DA09-GR.k-S.2-GLE.1) and (DA09-GR.k-S.3-GLE.2) and (DA09-GR.k-S.4-GLE.1)</td>
<td>What kind of shapes can one make with the body?</td>
</tr>
<tr>
<td>Body movement decisions dictate use of space (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)</td>
<td>What’s the difference between personal and general space?</td>
</tr>
<tr>
<td>Body movement sequences represent and reflect patterns (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)</td>
<td>When does a movement become a pattern?</td>
</tr>
<tr>
<td>Expression consists of rhythmic body movements (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)</td>
<td>Who expresses themselves with rhythm?</td>
</tr>
</tbody>
</table>
### Critical Content:
My students will **Know**...

- Examples of how to safely explore and share space by themselves, with a partner or small group (DA09-GR.k-S.1-GLE.1, 2) and (DA09-GR. k-S.2-GLE.1, 2) and (DA09-GR. k-S.3-GLE.2) and (DA09-GR. k-S.4-GLE.1)
- Examples of various movement patterns (DA09-GR. k-S.1-GLE.1, 2) and (DA09-GR. k-S.2-GLE.1, 2) and (DA09-GR. k-S.4-GLE.1)
- Examples of different levels and in different directions of movement (DA09-GR. k-S.1-GLE.1, 2) and (DA09-GR. k-S.2-GLE.1, 2) and (DA09-GR. k-S.4-GLE.1)

### Key Skills:
My students will be able to **(Do)**...

- Explore body part movement in isolation and in various combinations. (DA09-GR. k-S.2-GLE.1-EO.b)
- Improvise in silence to varying rhythms and to music in many tones and genres. (DA09-GR.k-S.1-GLE.2-EO.a)
- Practice making body shapes and using space alone and in groups using high, middle and low levels, and travel forwards, backwards, sideways, diagonally, and turn. (DA09-GR.k-S.1-GLE.1-EO.d)
- Create a one part movement phrase, beginning, middle and end. (DA09-GR.k-S.2-GLE.2-EO.b)
- Enjoy participating in and observing a variety of movement styles. (DA09-GR.k-S.4-GLE.1-EO.c)

### 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: "Mark Twain exposes the hypocrisy of slavery through the use of satire."

A student in ______________ can demonstrate the ability to apply and comprehend critical language through the following statement(s):

**I can walk in a lot of different ways and make patterns with my body like high/low, straight/corner to corner, and turning.**

<table>
<thead>
<tr>
<th><strong>Academic Vocabulary:</strong></th>
<th>Improvise, Phrase, Cooperation, Sharing, Evaluate, Observe, Practice, Explore, Composition, Expression</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Technical Vocabulary:</strong></td>
<td>Personal Space, General Space, Shape, Rhythm, Pattern, High Middle and Low Levels, Forward, Backwards, Sideways, Diagonally and Turning, Isolation, Movement Phrase, Walk, Run, Hop, Jump, Leap, Gallop, Slide, and Skip</td>
</tr>
</tbody>
</table>

Authors of the Sample: Danielle Heller (Peak Academy of Dance); Linda Marsh (St. Mary’s Academy); Sandra Minton (Littleton Public Schools); Anne O’Connor (Colorado Ballet); Briana Sprecher-Kinneer (Poudre School District)
## Curriculum Development Overview
### Unit Planning for Kindergarten Dance

<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Making Friends Through Sharing and Exploring Movement</th>
<th>Length of Unit</th>
<th>2-3 weeks or 5-10 contact hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focusing Lens(es)</td>
<td>Creative Expression</td>
<td>Standards and Grade Level Expectations Addressed in this Unit</td>
<td>DA09-GR.k-S.1-GLE.1, DA09-GR.k-S.1-GLE.2&lt;br&gt;DA09-GR.k-S.2-GLE.1, DA09-GR.k-S.2-GLE.2&lt;br&gt;DA09-GR.k-S.3-GLE.1, DA09-GR.k-S.3-GLE.2&lt;br&gt;DA09-GR.k-S.4-GLE.1, DA09-GR.k-S.4-GLE.2</td>
</tr>
</tbody>
</table>

**Inquiry Questions (Engaging-Debatable):**
- 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

<table>
<thead>
<tr>
<th><strong>My students will Understand that...</strong></th>
<th><strong>Factual</strong></th>
<th><strong>Guiding Questions</strong></th>
<th><strong>Conceptual</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>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)</td>
<td>What sounds in a name can you move to?&lt;br&gt;How many syllables are there in your name?&lt;br&gt;What shapes can one make that match the syllables in a name?</td>
<td>What makes a sound easy to move to?&lt;br&gt;Can you copy movements created by others as you say their name?&lt;br&gt;What is needed to copy a dance movement?</td>
<td></td>
</tr>
<tr>
<td>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)</td>
<td>Which parts of the body could be used to make the sounds of your name into movements?&lt;br&gt;How many ways can you change your movements?&lt;br&gt;What patterns can you make with your movements?</td>
<td>How would changing timing or space change the movement?</td>
<td></td>
</tr>
<tr>
<td>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)</td>
<td>What movements remind you of certain feelings?&lt;br&gt;What movements have you observed that were created by other students? Do their movements remind you of any feelings?</td>
<td>Can you perform movements created by others without changing them?&lt;br&gt;How does changing the direction or use of high/low space change the feeling of a movement?</td>
<td></td>
</tr>
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Kindergarten, Dance

Complete Sample Curriculum – Posted: January 31, 2013
### Critical Content:

**My students will Know...**

- 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 others’ 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)

### Key Skills:

**My students will be able to (Do)...**

- 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)

### 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: "Mark Twain exposes the hypocrisy of slavery through the use of satire."

A student in ______________ can demonstrate the ability to apply and comprehend critical language through the following statement(s):

**Dance class starts with stretching so we can warm up the muscles in our legs.**

### Academic Vocabulary:

- Technique, Discipline, Practice, Pattern, Observe, Cooperate, Preparation

### Technical Vocabulary:

- Parallel, Preparatory, Bend, Stretch, Rise, Skip, Glide, Chassé
### Unit Planning for Kindergarten Dance

#### Leaps and Bounds

<table>
<thead>
<tr>
<th><strong>Focusing Lens(es)</strong></th>
<th><strong>Standards and Grade Level Expectations Addressed in this Unit</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Structure and Function</td>
<td>DA09-GR.k-S.1-GLE.1, DA09-GR.k-S.1-GLE.2</td>
</tr>
<tr>
<td></td>
<td>DA09-GR.k-S.2-GLE.1, DA09-GR.k-S.2-GLE.2</td>
</tr>
<tr>
<td></td>
<td>DA09-GR.k-S.3-GLE.1</td>
</tr>
<tr>
<td></td>
<td>DA09-GR.k-S.4-GLE.1, DA09-GR.k-S.4-GLE.2</td>
</tr>
</tbody>
</table>

#### Inquiry Questions (Engaging-Debatable):
- What is the difference between moving and dancing? (DA09-GR.k-S.1-GLE.1-IQ.4) and (DA09-GR.k-S.2-GLE.2-IQ.3) and (DA09-GR.k-S.3-GLE.1-IQ.3) and (DA09-GR.k-S.4-GLE.1-IQ.3)
- What do you need to do to copy someone's dance movement?
- How do you know what is happening in a dance?
- How do the basic elements of dance communicate feelings and thoughts?

#### Unit Strands
- Performance Preparation
- Create Dance Movements
- Cultural Context
- Respond and Internalize

#### Concepts
- Observation, Patterns, Movement Technique, Order/Form, Transposition, Cooperation

#### Generalizations

**My students will Understand that...**
- Order and form structure foundational technique. (DA09-GR.k-S.1-GLE.1, 2) and (DA09-GR.k-S.3-GLE.1)
  - **Factual**: How does dance class begin?
  - **Guiding Questions**: Why is practice important?

- Patterns connect to create dance movement. (DA09-GR.k-S.1-GLE.1, 2) and (DA09-GR.k-S.2-GLE.1, 2) and (DA09-GR.k-S.3-GLE.1)
  - **Factual**: What is a skipping pattern?
  - **Guiding Questions**: What makes a dance interesting?
### Critical Content:
**My students will **Know...**

- Basic locomotor movements (DA09-GR.k-S.1-GLE.1, 2) and (DA09-GR.k-S.2-GLE.1, 2)
- Foundational dance technique and terminology (DA09-GR.k-S.1-GLE.1, 2) and (DA09-GR.k-S.2-GLE.1, 2) and (DA09-GR.k-S.3-GLE.1)
- Connecting movements (DA09-GR.k-S.1-GLE.1, 2) and (DA09-GR.k-S.2-GLE.1, 2) and (DA09-GR.k-S.3-GLE.1)
- Personal/Literal dance observation (DA09-GR.k-S.3-GLE.1) and (DA09-GR.k-S.4-GLE.1, 2)

### Key Skills:
**My students will be able to **Do**...

- Identify body parts used in basic locomotor movements such as walk, run, hop, jump, leap, gallop, slide and skip (DA09-GR.k-S.1-GLE.1-EO.b)
- Learn to transpose movement to different body parts (DA09-GR.k-S.2-GLE.2-EO.e)
- Dance cooperatively with others (DA09-GR.k-S.3-GLE.1-EO.a)
- Describe the performer’s use of space in a favorite movement from a dance (DA09-GR.k-S.4-GLE.1-EO.a)

### Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.

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### Academic Vocabulary:
- Technique, Discipline, Practice, Pattern, Observe, Cooperate, Preparation

### Technical Vocabulary:
- Parallel, Preparatory, Bend, Stretch, Rise, Skip, Glide, Chassé