

Unit: I Move, You Move, We All Move

Grade Level: 5th Grade



<p>Overview: <i>I Move, You Move, We All Move</i> is Unit 1 of a six-week dance course that is part of the middle school specials rotation.</p>	<p>Course/Subject: Dance</p> <p>Grade Level: 5th Grade</p>
<p>Established Goals</p> <p>The goal of this unit is to introduce students to movement by building body and spatial awareness, exploring axial and locomotor movement, and by exploring movement used in every day life. The performance standards to be addressed are as follows:</p> <p>DA:Cr1.1.5 a. Build content for choreography using several stimuli (for example, music/sound, text, objects, images, notation, observed dance, experiences, literary forms, natural phenomena, current news, social events). b. Construct and solve multiple movement problems to develop choreographic content.</p> <p>DA:Pr5.1.5 b. Demonstrate safe body-use practices during technical exercises and movement combinations. Discuss how these practices, along with healthful eating habits, promote strength, flexibility, endurance and injury prevention.</p> <p>DA:Re7.1.5 b. Describe, using basic dance terminology, the qualities and characteristics of style used in a dance from one’s own cultural movement practice. Compare them to the qualities and characteristics of style found in a different dance genre, style, or cultural movement practice, also using basic dance terminology.</p> <p>DA:Re9.1.5 a. Define the characteristics of dance that make a dance artistic and meaningful. Relate them to the elements of dance in genres, styles, or cultural movement practices. Use basic dance terminology to describe characteristics that make a dance artistic and meaningful.</p> <p>DA:Cn11.1.5 a. Describe how the movement characteristics and qualities of a dance in a specific genre or style communicate the ideas and perspectives of the culture, historical period, or community from which the genre or style originated.</p>	
<p>Students will understand that...</p> <ol style="list-style-type: none"> 1. We all move. 2. Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression. 3. Movement can be functional or artistic. <ul style="list-style-type: none"> • Criteria for evaluating dance vary across genres, styles, and cultures. • Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression • Dance is perceived and analyzed to comprehend its meaning. • Dance literacy includes deep knowledge 	<p>Essential Questions</p> <ol style="list-style-type: none"> 1. <i>How do we move every day?</i> 2. <i>How can we move safely?</i> <ul style="list-style-type: none"> • What must a dancer do to prepare the mind and body for artistic expression? 3. <i>What makes movement dance?</i> <ul style="list-style-type: none"> • Where do choreographers get ideas for dances? • How is a dance understood? • What criteria are used to evaluate dance? • How does knowing about societal, cultural, historical and community experiences expand dance literacy?

and perspectives about societal, cultural, historical, and community contexts.	
<p>Students will know...</p> <ul style="list-style-type: none"> • Safe movement practices – warm-up, activity, cool-down • Body & spatial awareness • Axial movement • Locomotor movement • Movement phrase 	<p>Students will be able to ...</p> <ul style="list-style-type: none"> • Move their bodies safely. • Move through space safely. • Perform axial and locomotor movement. • Create original movement phrases. • Relate personal & cultural movement vocabulary to basic characteristics of dance
Assessment Evidence	
<p>Performance Task – Group Task</p> <p><u>Dance Study: <i>I Move, You Move, We All Move</i></u></p> <p>Collaborate to create a dance study that demonstrates “every day” movement. Incorporate movements observed from research and those that are personal to your own movement habits. Include both axial and locomotor movements. Perform the dance study for peer audience.</p>	<p>Other Assessment Evidence</p> <p><u>Reflection:</u> Daily exit tickets reflecting on each day’s lesson</p> <p><u>Research:</u> Sit in a public place and observe the movement of others (library, park, recess, cafeteria). Jot down a list of every movements you observe. Reflect on your own daily movements. Circle the movements that you identify with and experience in your own daily life.</p> <p><u>Group Discussion:</u> How does your movement relate to the movements seen in your peers’ studies? How is it the same? How is it different? Reflect on the process of taking every day movements and creating a dance. What makes movement dance?</p>
<p>Key Criteria for Performance Assessment</p> <ul style="list-style-type: none"> • Dance study must clearly “solve” the movement problem, which is to create dance with “every day” movements. • Movement observed clearly reflects the researched / brainstormed stimuli. • Dance study demonstrates use and understanding of axial and locomotor movement. • Performance of study demonstrates safe movement practices including body & spatial awareness. 	<p>Key Criteria for Other Assessments</p> <ul style="list-style-type: none"> • Student defines elements of his/her own personal and cultural movement vocabulary. • Student identifies similarities and differences in his or her peers’ work relative to his or her own. • Student relates and compares his/her personal and cultural movement vocabulary to basic characteristics of dance. • Student understands and is able to articulate how movement becomes “dance” /artistic/meaningful.
Possible Accommodations – Performance	Possible Accommodations – other

Template adapted by Karin Hess, Center for Assessment using Wiggins & McTighe, 2004 *Understanding by Design Professional Development Workbook*

task	assessments
N/A	N/A

Learning Plan

*** See attached document.

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Learning Plan for *I Move, You Move, We All Move*

Below is the learning plan for Unit 1 of a six-week dance course for 5th grade. Dance is incorporated in the middle school specials rotation. All students will experience dance for the first time in this middle's school setting. The purpose of the lesson is to introduce dance first by recognizing that as people, we all move. Students will understand that movement can be used for function, or it can be used for artistry and expression.

Students will also gain a general understanding of body & spatial awareness. See unit plan for details on enduring understandings, essential questions, information on what students will know and be able to do, and assessment criteria.

Lesson/Task 1

Students will be led through a series of non-locomotor warm-up exercises using breath to awaken the mind-body connection. The main task of the lesson will be structured locomotor improvisations using the senses (breath, sight, smell, sound, etc.) to prompt the exploration of safe movement through the space. The cool down will mirror the warm-up using breath inspired movements. Exit Ticket: Students will reflect on ways he/she can move safely in class and reason for the structure of a dance class.

DA:Pr5.1.5

b. Demonstrate safe body-use practices during technical exercises and movement combinations. Discuss how these practices, along with healthful eating habits, promote strength, flexibility, endurance and injury prevention.

Lesson/Task 2

Students will learn about axial movement. Students will engage in improvisational movement prompts to learn the concept. Students will then learn and perform a short movement phrase involving only axial movements. Exit Ticket: Students will reflect on tasks they perform in their daily lives that use axial movement.

DA:Pr5.1.5

b. Demonstrate safe body-use practices during technical exercises and movement combinations. Discuss how these practices, along with healthful eating habits, promote strength, flexibility, endurance and injury prevention.

DA:Re7.1.5

b. Describe, using basic dance terminology, the qualities and characteristics of style used in a dance from one's own cultural movement practice. Compare them to the qualities and characteristics of style found in a different dance genre, style, or cultural movement practice, also using basic dance terminology.

Lesson/Task 3

Students will learn about locomotor movement. Students will engage in improvisational movement prompts to learn the concept. Students will collaborate to create and perform a short movement phrase incorporating a minimum of 2 axial movements and a minimum of 2 locomotor movements. Exit Ticket: Students will reflect on tasks they perform in their daily lives that use locomotor movement.

DA:Cr1.1.5

a. Build content for choreography using several stimuli (for example, music/sound, text, objects, images, notation, observed dance, experiences, literary forms, natural phenomena, current news, social events).

DA:Pr5.1.5

b. Demonstrate safe body-use practices during technical exercises and movement combinations. Discuss how these practices, along with healthful eating habits, promote strength, flexibility, endurance and injury prevention.

DA:Re7.1.5

b. Describe, using basic dance terminology, the qualities and characteristics of style used in a dance from one's own cultural movement practice. Compare them to the qualities and characteristics of style found in a different dance genre, style, or cultural movement practice, also using basic dance terminology.

Lesson/Task 4

Research: Every Day Movement

Sit in a public place and observe the movement of others (library, park, recess, cafeteria). Jot down a list of every movements you observe. Reflect on your own daily movements. Circle the movements that you identify with and experience in your own daily life. In a small group, discuss the movements you observed and the movements you identified with. Discuss similarities and differences between your own observations and connections and those of your peers.

DA:Cr1.1.5

a. Build content for choreography using several stimuli (for example, music/sound, text, objects, images, notation, observed dance, experiences, literary forms, natural phenomena, current news, social events).

DA:Re7.1.5

b. Describe, using basic dance terminology, the qualities and characteristics of style used in a dance from one's own cultural movement practice. Compare them to the qualities and characteristics of style found in a different dance genre, style, or cultural movement practice, also using basic dance terminology.

Culmination Piece of Work

Dance Study: I Move, You Move, We All Move

Collaborate to create a dance study that demonstrates “every day” movement.

Incorporate movements observed from research and those that are personal to your own movement habits. Include both axial and locomotor movements. Perform the dance study for peer audience.

DA:Cr1.1.5

a. Build content for choreography using several stimuli (for example, music/sound, text, objects, images, notation, observed dance, experiences, literary forms, natural phenomena, current news, social events).

b. Construct and solve multiple movement problems to develop choreographic content.

Showcase of Work

Students will perform their dance studies for their peers. Each group will be paired with one to two other peer groups. Within these larger peer groups each smaller group will perform their dance study twice. Each group will jot down some notes on what he or she “Sees.Thinks.Wonders.” in preparation for the class discussion.

DA:Pr5.1.5

b. Demonstrate safe body-use practices during technical exercises and movement combinations. Discuss how these practices, along with healthful eating habits, promote strength, flexibility, endurance and injury prevention.

Reflection on Work

Class discussion: How does your movement relate to the movements seen in your peers’ studies? How is it the same? How is it different? Reflect on the process of taking every day movements and creating a dance. What makes movement dance?

DA:Re9.1.5

a. Define the characteristics of dance that make a dance artistic and meaningful. Relate them to the elements of dance in genres, styles, or cultural movement practices. Use basic dance terminology to describe characteristics that make a dance artistic and meaningful.

DA:Cn11.1.5

a. Describe how the movement characteristics and qualities of a dance in a specific genre or style communicate the ideas and perspectives of the culture, historical period, or community from which the genre or style originated.

Template adapted by Karin Hess, Center for Assessment using Wiggins & McTighe, 2004 *Understanding by Design Professional Development Workbook*

The NCAS Standards in Dance Resources include lessons, units, Model Cornerstone Assessments (MCAs), and curriculum maps as well as guidance documents to help you understand and implement the National Core Arts Standards for Dance. Contributors include members of the dance standards writing and leadership teams and participants in the OPDI courses Implementing the National Core Dance Standards for Dance and Developing Cornerstone Assessments for the New Dance Standards. The contributor's name and bio is provided at the end of each document. Contributors represent all NDEO sectors, teaching in K-12, Higher Education, Private Studio, and Community and Performing Arts organizations. This cross sector representation demonstrates that the standards provide essential content to all constituents.

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Educator Bio: René Martinez has been teaching dance since 2000. She has been teaching dance at an urban public middle school in Lawrence, MA since 2015 and has served as the Specialist Curricular Coach since 2016. Most of her experience has been in designing and implementing curriculum as the Director of Dance at New Hampton School (a secondary boarding school in NH) where she taught dance for eight years. Additionally, Martinez has taught at various institutions such as Granite State Arts Academy Public Charter (NH), Plymouth State University (NH), Perkiomen School (PA), French Woods Festival of the Performing Arts (NY), Muhlenberg College Dance Center for Children and Teens (PA), and at several private dance studios. In addition to teaching and choreographing, Martinez serves on the Board of the New Hampshire Dance Alliance. Martinez has her B.A. in Dance and Business Administration from Muhlenberg College and M.Ed. in Integrated Arts with a focus in Dance from Plymouth State University.