

Pre-Assessment: *What do students know already? What are they ready to learn?*

Pre-school students (ages 4-5) are reasonably self-aware, able to express personal preferences when it comes to playtime activities, and should be getting better at deciphering social cues regarding other playmates’ feelings (empathy) and personal preferences, as evidenced through facial expressions, body language, and verbal communication. These students are becoming more confident in displaying physical strength and skills and enjoy large locomotor movements that incorporate high energy. They’re also becoming more adept at performing axial moves, and experimenting with varying speeds, levels, pathways, directions, etc. Pre-schoolers are preparing to enter kindergarten, with its increasing responsibilities and independence, focus on improving academic and social skills, knowledge acquisition, behavioral expectations, and the need to express oneself in appropriate ways. This can be a time of both excitement and trepidation, so creating a dance experience that will be fun, challenging, and build on existing skills is essential.

Content Standards for: Pre-school Dance Project

<p>Unit or Topic: “My Favorite Toy” (For the purposes of this unit, the toy should be small enough so each student can hold it safely and comfortably while dancing with it.)</p>	<p>Course/Subject: Dance/creative movement Grade Level: Pre-school (ages 4-5) in an early learning/daycare facility. Approximately 5-8 students. Five week unit, ½ hour class. (40-45 minutes would be optimal if possible.)</p>
<p>Established Goals</p> <p><i>Create:</i> Anchor Standard 1: Generate and conceptualize artistic ideas and work. Anchor Standard 2: Organize and develop artistic ideas and work. Anchor Standard 3: Refine and complete artistic work.</p> <p><i>Perform:</i> Anchor Standard 6: Convey meaning through the presentation of artistic work.</p> <p><i>Connect:</i> Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</p>	
<p>Enduring Understanding: Students will understand that...</p> <p>DA:Cr1.1 -- explore: Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.</p> <p>DA:Cr2.1 – plan: The elements of a dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.</p> <p>DA:Cr3.1 – revise: Choreographers analyze, evaluate, refine, and document their work to communicate meaning.</p> <p>DA:Pr6.1 – present: Dance performance is an interaction between performer, production elements, and audience that heightens and</p>	<p>Essential Questions to Guide Learning & Inquiry</p> <p>DA:Cr1.1 -- explore: Where do choreographers get their ideas from?</p> <p>DA:Cr2.1 – plan: What influences choice-making in creating choreography?</p> <p>DA:Cr3.1 – revise: How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?</p> <p>DA:Pr6.1 – present: How does a dancer heighten artistry in a public performance?</p> <p>DA:Cn10.1 -- synthesize: How does dance deepen our understanding of ourselves, our knowledge, and events around us?</p>

<p>amplifies artistic expression. DA:Cn10.1 – synthesize: As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.</p>	
<p>Students will know...how to express affection for and create representational movements of an object (their favorite toy) through dance, facial expression, and body language. Movement responses will be explored using a prop (toy) accompanied by music/sound, working alone and in a group. Students will receive/offer feedback as they revise movements. Students will know how to dance in a designated area, observing visual boundaries while maintaining personal space appropriately and safely. Students will take turns watching each other perform brief solos, and identify / interpret facial and bodily expressions representative of the dances.</p>	<p>Students will be able to... DA:Cr1.1 -- explore: a. respond in movement to a variety of sensory stimuli (music/sound, visual, tactile). DA:Cr2.1 – plan: a. improvise dance that starts and stops on cue. DA:Cr3.1 – revise: a. respond to suggestions for changing movement through guided improvisational experiences. DA:Pr6.1 – present: a. dance for others in a designated area or space. b. use a simple prop as part of a dance. DA:Cn10.1 – synthesize: a. recognize an emotion expressed in dance movement that is watched and performed.</p>
Assessment Evidence	
<p>Performance Task – Group Task: Students will be assessed on acquisition and display of simple dance skills and how well they work alone and with others. Their final performance will be assessed on how well each component (solos) is performed, and how well the ensemble performs together.</p>	<p>Other Assessment Evidence (formative, summative): Over the course of five weeks, students will be assessed on progress in dance skill acquisition, ability to recall the prior week’s exercises, relationship/team building, and awareness of self (confidence) and others (empathy). At the end of the unit, each student’s skills/abilities will be compared to the first week’s unit for signs of improvement.</p>
<p>Key Criteria for Performance Assessment Week 1: Do children experiment with a variety of dance elements? Are they able to create a simple solo (about 20 seconds) that incorporates 3-4 of their favorite movements? Do they cooperate through brainstorming for the group segment (the toy parade)? Week 2: Do children have trouble selecting favorite movements for their solos, or do they want to include too many? Are they able to sequence their movements in a beginning, middle, and end? Can they start/end on time? In the group parade, are they aware of their personal space, timing, and rhythm? Week 3: Are children satisfied with their</p>	<p>Key Criteria for Other Assessments Week 1: Ask students: Where can we get ideas for dances? Examples: stories, feelings, putting favorite movements together, etc. Week 2: Ask students: How do we decide / choose the best dance moves that will tell our story, express our feelings, etc.? Examples: others will understand the story of the dance when they watch it; they also may have had those same feelings or experiences and will feel a personal connection to the dance. Week 3: Ask students: What dance moves or steps should we change that will make the dance better, clearer, smoother, etc. so that we can perform them well and everyone who</p>

<p>final choices? Do they accept feedback graciously? Do they offer feedback that is constructive and meaningful?</p> <p>Week 4: During the performance, do children smile and make eye contact with the audience? Can they remember their steps and do them well? How does the audience respond?</p> <p>Week 5: Discuss how the performance went. Watch a video of the performance (if video-taping is permitted). Could they tell what feelings were being expressed? Are they satisfied with their solos and the group dance? Would they change anything?</p> <p>The assessment system for the above criteria would use these ratings: Not evident, Needs improvement, Meets standard, or Outstanding.</p>	<p>watches will understand its meaning? How can we give helpful suggestions? What should we do with suggestions others give to us? Examples: try different solutions and decide which one works best. Use specific and meaningful suggestions during feedback.</p> <p>Week 4: Ask students: How do we want to present ourselves to our audience when we're dancing? Examples: ensure movements and props can be seen by audience; dancers know where they need to be, when they need to move, what they need to do without hesitation; show expression as needed in the dance; look at audience; curtsy or bow during applause.</p> <p>Week 5: Ask students: when you dance alone/with others, how do you feel about yourself/others? What have you learned by dancing? What other stories would you like to create dances for?</p>
<p>Possible accommodations – performance task: Accommodations may be required depending on each child's level of maturity (emotional, social, physical, cognitive). Some children may need additional prompts, cues, or reminders to stay on task, extra time to practice dance moves, positive behavioral supports, brief rest or "time-out" breaks, additional praise and encouragement, etc.</p>	<p>Possible accommodations – other assessments: There may be 1 or 2 students who seem shy or uninterested in participating, as this is an optional activity. Student can still learn by observing. If a student decides in week 3 or 4 that he or she would rather not perform, ensure the dance and dancers can accommodate and adapt to changes with flexibility and creativity. Example: let students repeat their solos, increase the group dance march/parade segment, end the dance sooner by fading out the music, etc.</p>

Learning Plan

WEEK 1: Create - Explore

Solo dance: dance with a toy and express care, affection, pride, nurturing, etc. Dance elements could include locomotor/axial moves, levels, pathways, speeds, tempos, and energy/dynamics relating to each type of toy. Dance near the toy, taking on its characteristics. Examples: train – chugging motion, variable speeds; doll – dances, flies, swims, etc.; car – wheels spinning, going fast/slow, turning corners; stuffed animal – cozy, strong, soft, bouncy, etc.

Group dance: students can create a “parade of toys” that might include brief highlights of each dancer and his/her toy. Work on spacing between dancers and pacing/rhythm.

WEEK 2: Create - Plan

Solo dance: each dancer should select 3-4 favorite dance moves for his/her solo, put them in order, and practice them. Each solo should be about 20 seconds.

Group dance: Students can enter in parade formation, take turns doing solos, then exit in parade formation. Students can brainstorm regarding any special “parade” moves, such as quick or slow march, turning in place, marching in a circle, etc.

WEEK 3: Create - Revise

Students will take turns watching each other’s solos and offer suggestions and ask questions. Students will work on the group parade, and decide what changes need to be made so that it flows smoothly. (If videotaping is allowed, the class can watch a video of themselves and add revisions if needed.)

WEEK 4: Perform - Present

Students will have time to rehearse a few times before performing. Deep breathing/stretching will help alleviate pre-performance jitters. Students will perform for a small group of family and friends. Students can wear favorite outfits if they wish (as long as they’re comfortable). After the performance a quick de-brief will occur while thoughts and feelings are still fresh. (Did you enjoy performing? How do you think you did? Would you like to do this again?)

WEEK 5. Connect - Synthesize

Discuss how we display our feelings that tell stories about ourselves (using facial/body expressions, creating dances, etc.) What are good (acceptable, appropriate) ways to tell someone how we feel or that we like something or someone? What are ways to show feelings that aren’t as helpful (yell, hit, pout, temper tantrums)? How can you tell what a person is feeling (empathy)? Dance activity: create movements or a dance that show feelings: affection, love, sadness, fear, anger, etc. Try with and without music, with and without a partner.

Student self-assessment: Because of children’s attention spans at this age, it would be best for children to self-assess during the last few minutes of each class for this unit.

“My Favorite Toy” Dance Student:	It was easy for me to do this	I could do this after a few tries	I had a hard time doing this	I couldn’t do this at all
Week 1: Create dance moves showing how I feel about my toy.				
Week 1: Create dance moves that my toy makes (with or without my help)				
Week 1: Work with my friends to create a dance.				
Week 2: Choose favorite dance moves for my solo.				
Week 2: Put solo moves in order, remember them, and know when to start/stop.				
Week 2: Keep personal space in group dance; don’t go too fast or too slow.				
Week 3: I like my final choices of dance moves.				
Week 3: I like to hear suggestions from friends.				
Week 3: I like to give suggestions to my friends.				
Week 4: During the performance I smiled and looked at the audience.				
Week 4: During the performance I remembered my dance steps.				
Week 4: During the performance I did my dance steps well.				
Week 5: I talked with my friends and teacher about the performance.				
Week 5: After seeing the video, I could tell what the feelings in the dance were.				
Week 5: I’m happy with my solo and group dance. I wouldn’t change a thing.				

Resources: children's small (and safe) toys, music player, song choices below:

- Leave it to Beaver TV show theme with lyrics sung as “The Toy Parade” (1958):
<https://www.youtube.com/watch?v=OYaDR0WV-vs> (1:37)
- Bert Kaempfert and his Orchestra, Toy Parade instrumental (1963):
https://www.youtube.com/watch?v=2Vykf_y5Yj4 (2:35)
- Randy Newman, Toy Story movie song, You've Got a Friend in Me (1995):
<https://www.youtube.com/watch?v=Zy4uiiy0qgA> (2:02)
- Marc Jungermann, Forgotten Toys' Parade instrumental (2014) – this song may be more appropriate for older children: <https://www.youtube.com/watch?v=Jl3H3x8f7-4> (2:18)
- Eric Chappelle, *Music for Creative Dance*, music CD series, assorted instrumentals.

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: Lisa R. Moran began her dance training in the Boston, Massachusetts area in 1977, attending multiple studios and studying many genres and styles. She received her teacher training certification through Dance Masters of America and taught ballet to elementary age students. After moving to New Hampshire, she resumed studies in ballet, modern, and tap while cultivating an interest in folk dance. In 2001 she co-founded an adaptive dance program for individuals with disabilities and continues teaching in that domain. She also leads a creative dance and movement group at an assisted living community for seniors. Ms. Moran completed her NDEO Certificate in Dance Education in 2016 and plans to continue professional development through coursework, conferences, workshops, and webinars to gain further insight and training in the field of inclusive, adaptive, and integrated dance. In addition to a CiDE, Ms. Moran has a Bachelor's Degree in Business Administration from Northeastern University.