Instructional Unit Title: Jump into Creating

Dance 5th Grade

The teacher may brainstorm different human body systems (e.g. cardiovascular, nervous, skeletal, respiratory, digestive, etc) so that students can begin to creatively explore how dance movements might provide physical/visual metaphors for the inner workings of the body.



The teacher may use examples of movement so that students can begin exploring how rhythmic patterns might augment visual/physical metaphor of human body systems (for example, heart rhythms, breathing rhythm, nervous system etc).



The teacher may lead a discussion on traveling movement aspects of body systems (e.g., blood through veins, air through lungs, food through digestion, etc.) so students that can begin to articulate how the human body systems are interrelated.



(Post Performance Task) Teacher may model performance reflection so that students can understand the significance of self-evaluation and its relationship to the creative process.



The teacher may use videotape of a dance rehearsal so students can make connections between the rehearsal process and the creation and refinement of a final dance performance.



The teacher may utilize diverse musical selections so that students can begin connecting music with the creation of movement phrases that represent physical/visual metaphors for the inner workings of the body.

PERFORMANCE ASSESSMENT: As a dance troupe, you and your fellow dancers have been asked to perform an original dance reflecting one of the human body systems (e.g. cardiovascular, nervous, skeletal, respiratory, digestive, etc.) for the 5th Grade science fair parent's night. You will need to include variations of movement elements (space, time and energy) that best exemplify the systemic nature of the body system you choose as your focus. Audience members should be able to identify at least one element of the dance that they believe reflects a component of the body system.

This unit was authored by a team of Colorado educators. 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. To see the entire instructional unit sample with possible learning experiences, resources, differentiation, and assessments visit http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples.