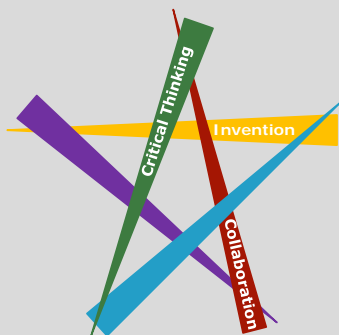


**Curriculum Development Course at a Glance
Planning For 6th Grade Dance**

Content Area	Dance	Grade Level	6 th Grade
Course Name/Course Code			
Standard	Grade Level Expectations (GLE)	GLE Code	
1. Movement, Technique, and Performance	1. Demonstrate movement originating from a strong center	DA09-GR.6-S.1-GLE.1	
	2. Perform basic movement phrases containing choreographic intent	DA09-GR.6-S.1-GLE.2	
	3. Demonstrate skills in foundational dance forms (ballet, modern, tap, jazz)	DA09-GR.6-S.1-GLE.3	
	4. Perform a basic dance warm-up	DA09-GR.6-S.1-GLE.4	
	5. Make appropriate nutritional choices for dance performance	DA09-GR.6-S.1-GLE.5	
2. Create, Compose, and Choreograph	1. Articulate creative choices required to develop choreographic intent	DA09-GR.6-S.2-GLE.1	
	2. Demonstrate basic composition skills	DA09-GR.6-S.2-GLE.2	
	3. Movement phrases are developed based on both existing knowledge and new discoveries	DA09-GR.6-S.2-GLE.3	
3. Historical and Cultural Context	1. Culture and geography are reflected in the traditional dance heritage of a people	DA09-GR.6-S.3-GLE.1	
4. Reflect, Connect, and Respond	1. Critical analysis of dance works requires specific criteria and documentation	DA09-GR.6-S.4-GLE.1	

Colorado 21st Century Skills



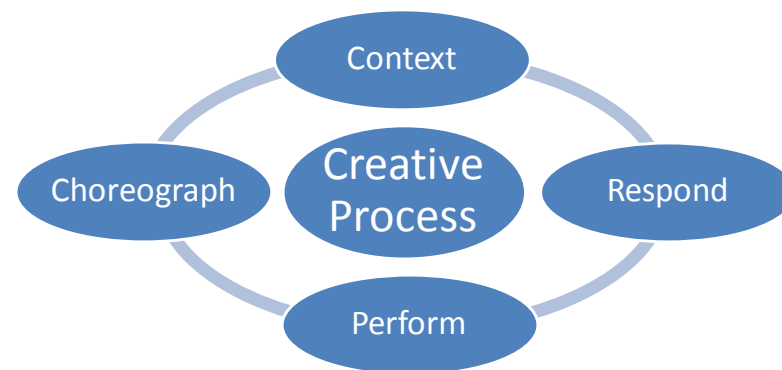
Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

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
Dancing the Aztecs	2-3 weeks	Instructor choice
Speaking With Our Feet	6 weeks/9 contact hours	Instructor choice
Steps into Stories	Minimum 3 weeks/15 contact hours	Instructor choice

**Curriculum Development Overview
Unit Planning for 6th Grade Dance**

Unit Title	Dancing the Aztecs		Length of Unit	2-3 weeks
Focusing Lens(es)	Transformation	Standards and Grade Level Expectations Addressed in this Unit	DA09-GR.6-S.1-GLE.1, DA09-GR.6-S.1-GLE.2 DA09-GR.6-S.2-GLE.2 DA09-GR.6-S.3-GLE.1 DA09-GR.6-S.4-GLE.1	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • How is a dance identified as a dance from the Aztec culture? (DA09-GR.6-S.1-GLE.1) and (DA09-GR.6-S.3-GLE.1) and (DA09-GR.6-S.4-GLE.1) • Why is it important to understand dances from the Aztec culture? • How did dancers document and keep a record of dances before video? 			
Unit Strands	Perform dances created Create with intent Use Aztec cultural context Respond to cultural traits			
Concepts	Composition, Space/Time/Energy, Culture, Investigate/Discovery, Abstract, Improvisation			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Improvisation produces transformational phrases of movement (DA09-GR.6-S.1-GLE.1) and (DA09-GR.6-S.2-GLE.2)	What does it mean to improvise based on an inspiration?	Why do dancers vary their improvisations based on different inspirations?
Cultural intent determines use of space, time and energy. (DA09-GR.6-S.1-GLE.2) and (DA09-GR.6-S.2-GLE.2) and (DA09-GR.6-S.4-GLE.1)	What does it mean to choose or select movements for a dance?	Why do the space, time and energy vary when you are working with different aspects of your inspiration?

**Curriculum Development Overview
Unit Planning for 6th Grade Dance**

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • Safely improvise by self and in groups based on aspects of the Aztec Culture. (DA09-GR.6-S.2-GLE.2) and (DA09-GR.6-S.3-GLE.1) and (DA09-GR.6-S.4-GLE.1) • Use movement elements (space, time and energy) appropriately in relation to Aztec Culture. (DA09-GR.6-S.2-GLE.2) and (DA09-GR.6-S.3-GLE.1) • Choose movements appropriate for dance based on the Aztec Culture. (DA09-GR.6-S.2-GLE.2) and (DA09-GR.6-S.3-GLE.1) • Weave movements together to create a dance based on the Aztec Culture. (DA09-GR.6-S.2-GLE.2) and (DA09-GR.6-S.3-GLE.1) and (DA09-GR.6-S.4-GLE.1) 	<ul style="list-style-type: none"> • Perform a dance phrase created by others (DA09-GR.6-S.1-GLE.2-EO.b) • Recognize and articulate the creative choices made in choreography (DA09-GR.6-S.2-GLE.1-EO.a) • Select movements that serve the intent through improvisation, experimentation, and exploration (DA09-GR.6-S.2-GLE.1-EO.b) • Organize and design sequences that reflect intent and meaning (DA09-GR.6-S.2-GLE.1-EO.c) • Create, repeat, and perform dance studies that demonstrate effective use of space, time, energy, dynamics, body shapes, and rhythm and that have a beginning, middle development, and an ending (DA09-GR.6-S.2-GLE.2-EO.a) • Manipulate personal phrase (DA09-GR.6-S.2-GLE.3-EO.b) • Demonstrate stylistic and technical differences between cultures (DA09-GR.6-S.3-GLE.1-EO.d) • Speak to orally or in writing distinctions in cultural contexts (DA09-GR.6-S.3-GLE.1-EO.e) • Understand that dance is a tool to convey concepts, ideas, feelings, and themes (DA09-GR.6-S.4-GLE.1-EO.b) • Articulate ideas presented in choreography (DA09-GR.6-S.4-GLE.1-EO.e) • Identify the use of choreographic elements and concepts in a work (DA09-GR.6-S.4-GLE.1-EO.f) • Create review criteria based on choreographic (DA09-GR.6-S.4-GLE.1-EO.h) • Evaluate the spatial qualities, time elements, relationships, and quality of a particular performance (DA09-GR.6-S.4-GLE.1-EO.k)

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>Dances derived from aspects of the Aztec culture help to teach me how to safely improvise movements with an appropriate use of the dance elements.</i>
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Academic Vocabulary:	An Analyze, Arrange, Assess, Compose, Construct, Create, Develop, Elaborate, Imagine, Improvise, Integrate, Manipulate, Problem Solve, Reorganize, Shape, Transform
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Technical Vocabulary:	Form, Phrase, Levels, Direction, Size, Qualities, Position, Timing, Duration, Shapes, Pathway, Rhythm, Beginning, Middle, End, Abstraction, Literal, Unity, Continuity, Variety, Sequence, Opposition, Unison, Arrangements, Relationships
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**Curriculum Development Overview
Unit Planning for 6th Grade Dance**

Unit Title	Speaking With Our Feet		Length of Unit	6 weeks/9 contact hours
Focusing Lens(es)	Choices	Standards and Grade Level Expectations Addressed in this Unit	DA09-GR.6-S.1-GLE.2 DA09-GR.6-S.2-GLE.3 DA09-GR.6-S.3-GLE.1 DA09-GR.6-S.4-GLE.1	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> How is performing someone else’s movement different from performing one’s own? (DA09-GR.6-S.1-GLE.2-IQ.1) and (DA09-GR.6-S.2-GLE.3-IQ.1) and (DA09-GR.6-S.3-GLE.1-IQ.2) Is it more interesting and satisfying to manipulate your own phrase or someone else’s? Why? How does learning about another culture inform your perception of your own? 			
Unit Strands	Performance (self-composed choreography) Create (individual rhythm and movement phrases) Context (establish the relationship between culture influence on individual composition) Respond (to individual compositions)			
Concepts	Composition, Rhythm, Expressions, Improvisation, Style			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Individual expression informs effective improvisation. (DA09-GR.6-S.1-GLE.2)and (DA09-GR.6-S.2-GLE.3)	Is improvisation a personal expression?	How does it feel to improvise?
Improvisation leads to rhythmic composition and development of style (DA09-GR.6-S.1-GLE.2)and (DA09-GR.6-S.2-GLE.3) and (DA09-GR.6-S.4-GLE.1)	Can you see patterns in an improvisation?	When does a dancer discover their style?
Refinement of dances rely on explicit choices based on the intent of the dancer (DA09-GR.6-S.1-GLE.2)and (DA09-GR.6-S.2-GLE.3) and (DA09-GR.6-S.4-GLE.1)	What are ways that a dancer uses choices to improve a dance?	How does a dance move from good to great?

**Curriculum Development Overview
Unit Planning for 6th Grade Dance**

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • Basic processes that lead to safe improvisation (DA09-GR.6-S.1-GLE.2)and (DA09-GR.6-S.2-GLE.3) and (DA09-GR.6-S.4-GLE.1) • The definition of improvisation (DA09-GR.6-S.1-GLE.2)and (DA09-GR.6-S.2-GLE.3) and (DA09-GR.6-S.4-GLE.1) • Appropriate responses to other dancer’s improvisations (DA09-GR.6-S.1-GLE.2)and (DA09-GR.6-S.2-GLE.3) and (DA09-GR.6-S.4-GLE.1) • Appropriate interpretation of artistic voice (DA09-GR.6-S.1-GLE.2)and (DA09-GR.6-S.2-GLE.3) • Ways that original rhythmic patterns can be manipulated to create variations (example: 2 different ways of doing a 5 count riff). (DA09-GR.6-S.1-GLE.2)and (DA09-GR.6-S.2-GLE.3) and (DA09-GR.6-S.4-GLE.1) • Ways that original rhythmic patterns can be manipulated to create progressions (example: riffs-4, 5, and 6 counts). (DA09-GR.6-S.1-GLE.2)and (DA09-GR.6-S.2-GLE.3) and (DA09-GR.6-S.4-GLE.1) 	<ul style="list-style-type: none"> • Demonstrate self-awareness through dance sequences and dance works (DA09-GR.6-S.1-GLE.2-EO.d) • Select movements that serve the intent through improvisation, experimentation, and exploration. (DA09-GR.6-S.2-GLE.1-EO.b) • Reflect upon creative process and products in dance (DA09-GR.6-S.3-GLE.1-EO.a) • Describe dance forms that developed along with musical forms (DA09-GR.6-S.4-GLE.1-EO.b)

<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>I will discover my personal, artistic voice through choices I make in dance improvisation.</i></p>
<p>Academic Vocabulary:</p>	<p>Composition, Rhythm, Expressions, Improvisation, Style, Self Advocacy, Artistic Voice</p>
<p>Technical Vocabulary:</p>	<p>Step, Stamp, Stomp, Dig, Drag, Draw, Slide, Knock, Slam, Flap, Shuffle, Spank, Brush, Crawl, Toe-Drops, Heel-Drops, Ball-Change, Riff, Para-Dittles (Paddle-N-Roll), Thirds (Triplets), Touch, Cramp Rolls, Flash-Steps, Wings, Pick-Ups (Pull-Backs), Shiggity Bops, Swaps, Straight Time, Swung Time, Syncopation, Bar Of Music, Time-Signature, Keeping Time, Groove.</p>

**Curriculum Development Overview
Unit Planning for 6th Grade Dance**

Unit Title	Steps into Stories		Length of Unit	Minimum 3 weeks/15 contact hours
Focusing Lens(es)	Transformation	Standards and Grade Level Expectations Addressed in this Unit	DA09-GR.6-S.1-GLE.1, DA09-GR.6-S.1-GLE.2, DA09-GR.6-S.1-GLE.3, DA09-GR.6-S.1-GLE.4, DA09-GR.6-S.1-GLE.5 DA09-GR.6-S.2-GLE.1, DA09-GR.6-S.2-GLE.2, DA09-GR.6-S.2-GLE.3 DA09-GR.6-S.3-GLE.1 DA09-GR.6-S.4-GLE.1	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • How does understanding a culture make learning a dance more meaningful? (DA09-GR.6-S.1-GLE.3) and (DA09-GR.6-S.3-GLE.1-IQ.3) • How does a technical form of dance influence other dance forms/styles? • Is ballet a dance form anyone can perform? Why or why not? 			
Unit Strands	Performance Technique Create Compositions Cultural Context Respond Critically			
Concepts	Abstract, Order/Form, Investigate/Discovery, Style, Body awareness			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Contemporary dance-making represents an abstraction of foundational order and form. (DA09-GR.6-S.1-GLE.1, 2, 3, 4) and (DA09-GR.6-S.2-GLE.1, 2, 3) and (DA09-GR.6-S.3-GLE.1) and (DA09-GR.6-S.4-GLE.1)	What ballet terms to describe the positions and transitions in your dance?	How is contemporary dance like contemporary painting?
Investigation and discovery of movement possibilities leads to stylistic choice-making in dance. (DA09-GR.6-S.1-GLE.1, 2, 3, 4) and (DA09-GR.6-S.2-GLE.1, 2, 3) and (DA09-GR.6-S.3-GLE.1)	What is one way to abstract an arabesque?	What makes a dance "new?" Is it more interesting and satisfying to manipulate your own phrase or someone else's? Why?
Executing technical dance movements relies upon mental focus and body line (DA09-GR.6-S.1-GLE.1, 2, 3, 4) and (DA09-GR.6-S.2-GLE.2) and (DA09-GR.6-S.3-GLE.1) and (DA09-GR.6-S.4-GLE.1)	What impact does center or core have on your ability to dance and execute steps? Why is ballet considered by many the "foundation" of dance?	Is it easier to hear the term and execute a movement, or to see the movement and think of the term? Why or why not?

**Curriculum Development Overview
Unit Planning for 6th Grade Dance**

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • Demonstrate and articulate proper form (DA09-GR.6-S.1-GLE.1, 2, 3, 4) and (DA09-GR.6-S.2-GLE.2) and (DA09-GR.6-S.3-GLE.1) and (DA09-GR.6-S.4-GLE.1) • Vary traditional steps in order to make choreographic choices (DA09-GR.6-S.1-GLE.1, 2, 3, 4) and (DA09-GR.6-S.2-GLE.1, 2, 3) and (DA09-GR.6-S.3-GLE.1) and (DA09-GR.6-S.4-GLE.1) • Understand how warming up can properly affect technique? (DA09-GR.6-S.1-GLE.1-EO.d) 	<ul style="list-style-type: none"> • Demonstrate proper body alignment (parallel and turned out positions) in a variety of foundational dance forms (DA09-GR.6-S.1-GLE.1-EO.d) • Select movements that serve the intent through improvisation, experimentation and exploration (DA09-GR.6-S.2-GLE.1-EO.b) • Demonstrate that dance is a tool to convey concepts ideas, feelings, and themes (DA09-GR.6-S.3-GLE.1-EO.b)

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<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>“After a lot of experimentation, my dance combines ballet foot positions with more angular arms”</i></p>
<p>Academic Vocabulary:</p>	<p>Center, Muscular Engagement, Abdominals, Alignment, Flexibility, Nutrition, Placement, Motif, Dynamic, Abstract</p>
<p>Technical Vocabulary:</p>	<p>Center, Core, Positions Of The Feet And Arms, Tempo, Flow, Rhythm, Accent, Variation, AB, ABA, Critique, Plie, Port de Bras, Tendu, Degage, Frappe, Battement, Fondu, Adagio, Allegro, Arabesque, Attitude, Changement, Glissade, Jete, Pas de Chat, Pas De Cheval, Pas de Basque, Pas de Deux, Pas de Trois (Etc), Mime, Developpe, Rond De Jambe, Waltz, Polonaise, Facings, Releve, Passe, Pique, Supporting Leg, Ball Change</p>