



Recommended 6<sup>th</sup> Grade Curriculum Framework

Topic: Dance (Week 7)						
Content (What do your students need to KNOW?)	Demonstrators (What do your students need to be able to DO?)	Assessment (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)	Activities (HOW will you teach it?)	Resources (What MATERIALS will you need?)	Differentiation (How will you reach the DIVERSITY of learners?)	Literacy Connection (How will you use READING and WRITING with this material?)
<p><b>AH-M-2.1.31</b> Recognize and discuss, using appropriate dance vocabulary, how dance elements: space, time, force are used to express thoughts, ideas, and feelings in dance.</p> <p><b>AH-M-2.1.32</b> Discuss how dances are composed of a variety of locomotor (step-hop, grapevine, polka, waltz, two-step) and nonlocomotor (push, pull, rise, fall, dodge, sway) movements.</p> <p><b>AH-M-2.1.33</b> Explain dance movements and how they differ from other movements (athletic, pedestrian).</p> <p><b>AH-M-2.1.34</b> Design a warm-up exercise and explain how it prepares the body for expression.</p> <p><b>AH-M-2.1.35</b> Analyze, interpret, and evaluate the use of compositional forms (AB, ABA, call and response,</p>	<p><b>AE 1.15</b> Students make sense of ideas and communicate ideas with movement.</p> <p><b>DEMONSTRATORS</b></p> <ul style="list-style-type: none"> <li>• Demonstrate combined movement sequences that express an idea or emotion.</li> <li>• Analyze a movement sequence using appropriate terminology.</li> <li>• Create a complex movement sequence with a beginning, middle and end.</li> </ul> <p><b>AE 2.22</b> Students create products and make presentations that convey concepts and feelings in the human experience through their productions, performance or interpretations.</p> <p><b>DEMONSTRATORS</b></p> <ul style="list-style-type: none"> <li>• Plan, produce, present, and/or perform original and existing individual and group musical</li> </ul>					



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<p>narrative) in dance.</p> <p><b>AH-M-2.1.36</b> Analyze, interpret, and evaluate the skills of body alignment, balance, isolation of body parts, elevation, and landing.</p> <p><b>AH-M-2.2.31</b> Discuss contributions of dance to society as both an activity and art form.</p> <p><b>AH-M-2.2.32</b> Identify and describe dances from different cultures (Latin American, Caribbean) purposes (ceremonial-initiation; recreational-square dance, tap, social; artistic-ballet, jazz) and/or styles.</p>	<p>works using appropriate elements, concepts and principles of dance.</p> <ul style="list-style-type: none"> <li>Analyze the creative expression and technical quality of own and/or others performances using appropriate terminology and concepts.</li> </ul> <p><b>AE 2.23</b> Students analyze their own and others' artistic products and performances.</p> <p><b>DEMONSTRATORS</b></p> <ul style="list-style-type: none"> <li>Observe and explore a variety of artistic styles and forms in dance.</li> <li>Compare and contrast diverse art forms and structures in music, dance, drama and visual arts.</li> <li>Reflect on own and others' musical compositions and performances and identify influences from a wide variety of art works.</li> </ul>					



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	<p><b>POS-AH-6-Da-1</b> Students will use appropriate terminology to describe the movements, dance elements and steps in a performance.</p> <p><b>POS-AH-6-Da-2</b> Students will create a group dance with two to three people using the elements of dance (space, time, force).</p> <p><b>POS-AH-6-Da-3</b> Students will describe how the three elements of dance may be used to express feelings and emotions.</p> <p><b>POS-AH-6-Da-4</b> Students will express a wide variety of emotions and ideas through dance improvisation.</p> <p><b>POS-AH-6-Da-5</b> Students will describe how space, time and force contribute to the meaning of dance.</p> <p><b>POS-AH-6-Da-6</b> Students will demonstrate basic dance</p>					



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	<p>concepts and perform basic movements.</p> <p><b>POS-AH-6-Da-7</b> Students will create and perform a short composition featuring two movement principles (e.g., contrast, transition).</p> <p><b>POS-AH-6-Da-8</b> Students will explain how dance movement differs from other movement.</p> <p><b>POS-AH-6-Da-9</b> Students will identify and describe the role of compositional forms in dance.</p> <p><b>POS-AH-6-Da-10</b> Students will create a complex movement sequence with a beginning, middle and end.</p> <p><b>POS-AH-6-Da-11</b> Students will describe skills of body alignment, balance, isolation of body parts, elevation and landing.</p> <p><b>POS-AH-6-Da-12</b> Students will identify and describe roles and</p>					



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	<p>purposes of dance from different cultures, styles and time periods.</p> <p><b>POS-AH-6-Da-13</b> Students will describe how dance reflects culture, purpose, style and time periods.</p> <p><b>POS-AH-6-Da-14</b> Students will identify and describe movements and style characteristics of various cultures and time periods.</p> <p><b>AE 2.24</b> Students appreciate creativity and the values of the arts and the humanities.</p> <p><b>AE 2.25</b> Through their productions and performances of interpretation, students show an understanding of the influence of time, personality and society on the arts and humanities.</p> <p><b>AE 2.26</b> Students recognize differences and commonalities in the human experience</p>					



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	through their productions, performances or interpretations.					