

Grade 4 Module 1

Enduring Understanding

Foundational: In dance, the body is an instrument of expression.

Essential Questions:

- What makes movement expressive?
- How can we move expressively? How does the body become an instrument of expression?
- What are expressive tools of the dancer?

Process		Standards
Create	Generating Exploring Improvising Creating	2.6 Perform improvised movement and dance studies with focus and expression.
Perform	Practicing and Developing Movement Skills Building Vocabulary	1.6 Identify, define, and use phrasing in dances learned or observed. 1.2 Demonstrate the ability to use smooth transitions when connecting one movement phrase to another.
Respond	Observing Responding	
Connect	Connecting Applying	

Essential standards and **supporting standards** to be assessed.

Developing Concepts

Elements of Dance

Focus Element: Energy/Force

Key Ideas:

Understanding Laban's idea of Effort and his eight Effort Actions helps dancers to channel their energy into expressive movements and performances.

Instructional Note: Laban described the way movement is done with his theory of Effort, which includes eight Effort Actions. The four subcategories of Effort include:

Space: Direct/Indirect

Time: Sudden/Sustained

Weight: Strong/Light

Flow: Bound/Free

Combinations of the Space, Time and Weight comprise the Eight Effort Actions: Float, Punch (Thrust), Glide, Slash, Dab, Wring, Flick and Press.

Knowledge

Vocabulary

- Laban
- Effort
- Bound vs. Free Flow
- Direct/Indirect
- Strong/Light
- Sudden/Sustained
- Effort Actions: Float, Punch (Thrust), Glide, Slash, Dab, Wring, Flick and Press

Skills

- Use bound and free flow in executing dance movements and phrases
- Explore the eight Laban Effort Actions; use in creating expressive dance phrases
- Demonstrates muscular control of the body in modulating its output of energy, e.g., capable of bursts of power as well as quiet moments, etc.

Development of Movement Skills

Focus Areas: Kinesthetic Sense, Focus, Center/Off-Center, Weight Shift

Key Idea:

- Dancers practice and take risks in order to develop their movement skills, or technique.
- Dancers need to develop their kinesthetic sense in order to perform expressively.
- Focus is of great importance in performing.
- Dancers need to find their center in order to take risks and move off-center.
- Dancers need to be able to shift their weight effortlessly in order to perform expressively and with proper flow.

Knowledge

Vocabulary

- Focus
- Kinesthetic
- Kinesthetic Sense
- Balance
- Centered
- Off-Center
- Technique
- Risk
- Turns: Quarter, Half, Whole
- Shifting Weight
- Positive/Negative Space
- Shape/Design

Skills

- Explore single vs. multiple focus
- Change focus while moving in space
- Explore the aesthetic potential of focus and shape
- Identify and kinesthetically sense movement that is centered and off-center
- Demonstrate a kinesthetic sense of center
- Execute simple movement phrases contrasting centered and off-centered movements
- Articulate the concept of "kinesthetic sense" and its importance to dancers
- Execute more complex locomotor steps that involve weight shift, i.e., two-step, grapevine, step-ball-change, schottische, polka, pas de bouree
- Accurately reproduce movements in space with proper timing and dynamic modulation
- Demonstrate a sense of "body connections"; ie, move using both the upper and lower body; execute lateral as well as cross-lateral movements
- Execute quarter, half and whole turns (i.e., pivoting, jumping in place, in the air)
- Execute pivot turns
- Design shapes individually or with others focusing on the use of positive and negative space (ie, Shape-Add-On activity)

Form and Structure:

Focus Areas: Building Phrases, Transitions, Variety, Contrast and Unity

Key Ideas:

- Dance phrases are created around a thought or movement idea.
- Transitions connect one movement phrase to another.
- Choreographers develop movement phrases and sequences using the principles of variety, contrast and unity.

Knowledge

Vocabulary

- Phrase
- Transition
- Movement Idea
- Variety
- Contrast
- Unity

Skills

- Identify and develop a movement idea
- Create a phrase with meaning, based on a thought or movement idea
- Execute smooth transitions between individual movements or shapes, and between movement phrases
- Explore and apply the principles of variety, contrast and unity to movement sequences and phrases

Rhythmic Perception
Focus: Musical Phrasing

Key Idea:

- **Musical phrasing gives expressive quality to movements.**

Knowledge

Vocabulary

- Musical Phrasing
- Internal Rhythm (Kinetic)
- Non-metered music
- Pulse
- External Rhythm (Metric)
- Metered Music
- Duration
- Note Value
- Music Visualization
- Expressive Movement
- Contrast
- Group Awareness
- Sense the Group

Skills

- Use internal body rhythms to perform various gaits and non-metered motions. (kinetic phrasing)
- Understand and be able to replicate and create movement based on the concept of *metric*, or *external rhythm* (duration)
- Use both metric and kinetic phrasing in creating movement phrases
- Hear and respond with movement to phrasing in a piece of music (music visualization)
- Experience different lengths of phrases in a piece of music
- Hear and respond to different/contrasting tempo layers in a piece of music
- Move in unison: 1) to a beat or rhythm, or 2) by sensing the timing of the group

Movement Invention

Key Idea:

- When dancers build their movement skills/technique, they are better able to find interesting movement possibilities.

Knowledge

Vocabulary

- Technique
- Creativity

Skills

- Dancers are able to apply their movement skills in solving movement problems.

Dance is a Performing Art

Key Idea:

- Dancers train their bodies to perform with focus and expression.
- Dancers perform together.

Knowledge

Vocabulary

- Expression
- Expressive
- Focus
- Concentration/Engagement
- Control
- Awareness (Self and Group)
- Cooperation

Skills

- Define expressive movement; perform and create expressive movement sequences and phrases
- Demonstrate focus and concentration/engagement while moving and while performing for others
- Demonstrate body control and awareness in performing movement
- Demonstrate a *sense of the group* when performing with others
- Cooperate with others in performance