



PYP Dance Curriculum 2020-21

<u>Responding</u>				
Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<ul style="list-style-type: none"> ● Respond to dance through spoken, written, visual and /or kinesthetic mediums ● Compare a variety of dance genres over time to the contemporary dance form of their culture ● Display audience etiquette and appropriate responses such as watching, listening and responding to favorites ● Reflect on artistic processes in dance achievements and how to incorporate new ideas into future work ● Investigate a cultural or historical dance 	<ul style="list-style-type: none"> ● Reflect on their personal and family history and make connection with cultural and historical dance forms ● Identify and explain why certain body postures and movements communicate certain ideas and feelings ● Describe and evaluate the learning and understanding developed through exploration of dance ● Display audience etiquette appropriate response such as watching, listening responding to 	<ul style="list-style-type: none"> ● Respond to dance through spoken, written, visual and kinesthetic medium ● Reflect on their personal and family history and make connections with cultural and historical dance forms. ● Recognize how dance can be used to express and understand our inner thoughts and our understanding of the world around us. 	<ul style="list-style-type: none"> ● Respond to dance through spoken, written, visual and kinesthetic medium ● Compare a variety of dance genres over time to the dance form of their culture ● Recognize the theme of a dance and communicate their personal interpretation ● Reflect on their personal and family history and make connection with culture and historical dance forms. ● Analyzes and integrates the reflection of others 	<ul style="list-style-type: none"> ● Identify dance components such as rhythm and use of space in their own and other dance creations. ● Recognize that dance plays an innovative role in communicating ideas within cultures and societies. ● Reflect on their personal and family history and make connection with cultural and historical dance forms. ● Connect that energy is equally important in dance form.

<p>form and identify how it communicates artistic, ritual or social issues, beliefs or values</p> <ul style="list-style-type: none"> • Identify dance components such as rhythm and use of space in their own and other's dance creating 	<p>favorite parts of the performance.</p> <ul style="list-style-type: none"> • Dynamic flow of body Explore the movement Such as fast, slow , big, small, strong, smooth, sharp, tension and relaxation 		<p>into the creative resources when evaluation and improving.</p>	<ul style="list-style-type: none"> • Recognize the role and relevance of dance in their own society through exposure to a various of performer and their perspectives
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<u>Creating</u>				
Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<ul style="list-style-type: none"> • Develop physical flexibility and strength. • Respond to word, rhythm or music through movements. 	<ul style="list-style-type: none"> • Display audience etiquette and appropriate responses such as watching, listing and responding to favorite parts of the performance. • Choreograph performance to express and communicate an 	<ul style="list-style-type: none"> • Develop physical flexibility and strength. • Experience varying groupings when performing dance, including ensemble performance. • Express their unique values, beliefs and interests through a dance form. 	<ul style="list-style-type: none"> • Interpret and communicate feeling, experience and narrative through dance. • Express their unique values, beliefs and interests through a dance form. • Improvise to create various movements for specific purpose. 	<ul style="list-style-type: none"> • Interpret and communicate feelings, experiences and narrative through dance • Choreograph performance to express and communicate an idea, feeling, experience,

	<p>idea, feeling, experience, music and sound.</p> <ul style="list-style-type: none"> • Communicate and express feelings through body movements. • Develop the ability to cooperate and communicate with others in creating dance. • Work individually or in group with trust and confidence. 	<ul style="list-style-type: none"> • Improvise to create various movements for specific purpose. • Interpret and communicate feelings, experience and narrative through dance. • Explore the dynamic flow of body movements such as fast, slow, big, small, strong, smooth and sharp. • Create and perform in a variety of dance genres and cultural dance types • Develop physical balance and coordination 	<ul style="list-style-type: none"> • Experience varying grouping when performing dance, including ensemble performance. • Consider and maintain appropriate behavior in dance, as an audience member or a performer, by watching and showing appreciation. • Develop the ability to cooperate and communicate with others in creating dance. • Explore the dynamic flow of body movements such as fast, slow, big, small, strong, smooth, sharp, tension and relaxation 	<p>relationship or narrative.</p> <ul style="list-style-type: none"> • Create and perform in a variety of dance genres and cultural dance types. • Show physical confidence in the use of their bodies. • Work to develop each other's ideas during the creative process. • Communicate and express feelings through body movement • Perform increasingly more difficult sequences with control • Explore the dynamic flow of body movements such as fast, slow, big, small, strong, smooth, sharp, tension and relaxation
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