

## Unit: Building Community Through Dance

### NCAS Standards:

- DA:Cr1.1.1a. Explore movement inspired by a variety of stimuli (for example, music/sound, text, objects, images, symbols, observed dance, experiences) and identify the source.
- DA:Cr2.1.1b. Choose movements that express an idea or emotion, or follow a musical phrase.
- DA:Pr4.1.1c. Demonstrate movement characteristics along with movement vocabulary (for example, use adverbs and adjectives that apply to movement such as a bouncy leap, a floppy fall, a jolly jump, and joyful spin).
- DA:Re8.1.1a. Select movements from a dance that suggest ideas and explain how the movement captures the idea using simple dance terminology.
- DA:Cn10.1.1b. Observe illustrations from a story. Discuss observations and identify ideas for dance movement and demonstrate the big ideas of the story.

### Social Justice Standards:

- ID.K-2.1 I know and like who I am and can talk about my family and myself and name some of my group identities.
- ID.K-2.4 I can feel good about myself without being mean or making other people feel bad.
- AC.K-2.20 I will join with classmates to make our classroom fair for everyone.
- DI.K-2.6 I like being around people who are like me and different from me, and I can be friendly to everyone.

### Other Standards (ELA, etc.):

- RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.

### Essential Questions:

- What is a community?
- How can I express my ideas using movement?
- How can I work together with others in my community?
- What are important qualities of a leader?
- How can I contribute positively to my community?

### Enduring Understanding (please number each):

1. A community is a group of people who live and work together such as my family, friends, school, neighborhood, and town.
2. People in communities help each other.
3. I can be a leader and a follower in my community.
4. I can identify my own strengths that I can use to help my community.
5. I can work together with members of my community to create something new.
6. Movement can be used to express an idea, emotion, or tell a story.

### Pacing/Timeline for Unit:

10 Weeks

### Interdisciplinary Connections:

- ELA

**Summative Assessment to demonstrate mastery of the Unit (mandatory for each teacher to administer)**

Collaborative Group Choreography

**Instructional Support Materials/Resources: (Essential materials, supplementary materials, links, etc.)**

- Props - scarves, tennis balls, polypots
- Drum
- Poem: “My Community”
- Book: “It’s Okay to be Different” by Todd Parr

**Learning Activities/Instructional Strategies**

| EU #    | Timeline    | General Objectives  | Instructional Activities (should be digital links to activities)   | Key Content/ Terms   | Suggested Benchmark/ Formative Assessments (link to assessments)  |
|---------|-------------|---|--|--|---|
| 1, 2, 6 | Weeks 1 & 2 | Identify key characteristics of a community<br><br>Improvise movement that expresses an idea<br><br>Choreograph movement that expresses an idea                         | Class brainstorm – community looks like..., community sounds like..., community feels like...<br><br>Improvisation activities representing ideas in brainstorm and community roles<br><br>Collaborative choreography based on the poem “My Community” that expresses ideas in the poem | Community<br>Improvisation<br>Choreography<br>Expression                         | Pre-assessment – brainstorm and discussion<br><br>Observation<br><br>Poem choreography                        |
| 1, 2, 5 | Weeks 3 & 4 | Identify people in a community<br><br>Work together with a partner<br><br>Create duet choreography  | Travel on different pathways using different props to maintain connection with a partner<br><br>Improvise using adjectives and adverbs to specify movement and express ideas<br><br>Create duets that represent a role in the community  | Community Roles<br>Travel<br>Pathways<br>Duet<br>Prop                            | Observation<br><br>Discussion<br><br>Duet choreography<br><br>Exit slip – who are 3 people in your community? |
| 3, 4    | Weeks 5 & 6 | Identify and embody characteristics of leaders and followers<br><br>Identify a leader in the community<br><br>Play and repeat rhythms                                   | Mirroring (partner and group)<br><br>Play and repeat rhythms on the drum<br><br>Worksheet – who is a leader?<br><br>Rhythms and pathways game  | Leader<br>Follower<br>Mirroring<br>Rhythm  | Discussion<br><br>Worksheet<br><br>Observation  |
| 3, 4, 6 | Weeks 7 & 8 | Identify personal strengths and role in the community<br><br>Identify ideas for dance movement based on the illustrations and concepts from “It’s Okay to be Different” | Improvisation – kinosphere<br><br>Read and discuss the book “It’s Okay to be Different”<br><br>Self-portrait in the style of “It’s Okay to be Different” representing personal strengths and role in the community   | Kinosphere<br>Improvisation<br>Personal Strengths<br>Community Roles<br>Feedback | Self-portrait<br><br>Discussion<br><br>Solo Choreography<br><br>Peer feedback                                 |

|   |              |   |   |  |  |
|---|--------------|---|---|--|--|
|   |              | <p>Create solo choreography that expresses personal strengths and role in the community</p> <p>Observe classmate's choreography and explain how the movement expresses their self-portrait</p>  | <p>Solo choreography expressing their strengths and role in the community based off their self-portrait</p> <p>Peer observation and feedback</p>  |  |  |
| 2, 5, 6   | Weeks 9 & 10 | <p>Collaborate with peers to create choreography that expresses a theme or idea</p> <p>Observe and provide feedback that relates to expressing an idea through movement</p> <p>Identify key characteristics and qualities of an effective community</p> | <p>Compliment train</p> <p>Improvisation based on unit themes (elements of a community, leading and following, community roles, or personal strengths)</p> <p>Create small group choreography that portrays one of the following themes: elements of a community, leading and following, community roles, or personal strengths</p> <p>Revisit and revise class brainstorm - community looks like..., community sounds like..., community feels like...</p> | <p>Compliment</p> <p>Improvisation</p> <p>Group choreography</p> <p>Community</p> <p>Community Roles</p> <p>Leadership</p> <p>Personal strengths</p> <p>Feedback</p> | <p>Observation</p> <p>Performance of choreography (assessment checklist completed by student and teacher)</p> <p>Peer feedback</p> <p>Post-assessment brainstorm</p> |
| <p><b>Instructional Adjustments: Modifications for Special Education, English Language Learners, and Gifted Students (or possible areas to anticipate misunderstanding)</b></p> |              |   | <ul style="list-style-type: none"> <li>• Preferential seating</li> <li>• Repeat and clarify instructions</li> <li>• Allow think time</li> <li>• Student choice for some activities</li> <li>• Frequent check ins when working individually, in partners, or small groups</li> <li>• ELL - Allow to work with bilingual partner</li> <li>• Gifted – allow more independence and extension activities</li> </ul>  |  |  |
| <p><b>Suggested Technological Innovations/ Use (Standards 8.1 &amp; 8.2):</b></p>   |              |   | <ul style="list-style-type: none"> <li>• 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.</li> <li>• 8.2.2.A.5 Collaborate to design a solution to a problem affecting the community.</li> </ul>   |  |  |
| <p><b>Suggested Extension Activities:</b></p>   |              |   | <ul style="list-style-type: none"> <li>• Take a walk in your neighborhood with an adult and draw or write down three things that you saw</li> <li>• Complete word search that contains key concepts of community</li> <li>• Draw a picture or write a note to thank a leader in the community</li> <li>• Perform choreography for a family member</li> <li>• Choreographic task challenge cards for in class extension</li> </ul>                           |  |  |

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| 21 <sup>st</sup> Century Themes: | X | Global Awareness  | 21 <sup>st</sup> Century Skills | X  | Creativity and Innovation                  |
|                                  |   |   |                                 |  | Media Literacy                             |
|                                  |   | Civic Literacy  |                                 | X  | Critical Thinking and Problem Solving      |
|                                  |   | Financial, Economic, Business, and Entrepreneurial Literacy |                                 |  | Life and Career Skills                     |
|                                  |   | Health Literacy   |                                 |  | Information and Communication Technologies |
|                                  |   |   | X                               | Literacy Communication and Collaboration |  |
|                                  |   |   |                                 | Information Literacy                     |  |

**Summative Assessment: Small Group Choreography**

| Assessment Checklist   |     |    |
|--|-----|----|
|  | Yes | No |
| Our choreography represented a community theme.                                |     |    |
| I can identify what I contributed to my group choreography.                    |     |    |
| My group was friendly and fair when creating the choreography.                 |     |    |
| I remembered the choreography my group created and performed without stopping. |     |    |