



## Scope and Sequence, DANCE ELEMENTARY

Council of Ontario Drama and Dance Educators

Ontario Arts Curriculum, Grades 1-8

### Overall Expectations

\* = Indicates the introduction of the concept which is then extended and reinforced across grade levels. Shading represents increasing complexity.

	1	2	3	4	5	6	7	8
<b>A1. Creating and Presenting</b>	1	2	3	4	5	6	7	8
apply the creative process to the composition of simple dance phrases, using the elements of dance to communicate feelings and ideas	*							
...to the composition of movement sequences and short dance pieces				*				
...to the composition of a variety of dance pieces							*	
<b>A2. Reflecting, Responding, and Analysing</b>	1	2	3	4	5	6	7	8
apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of dance pieces and experiences	*							
<b>A3. Exploring Forms and Cultural Contexts</b>	1	2	3	4	5	6	7	8
demonstrate an understanding of a variety of dance forms and styles from the past and present, and their social and/or community contexts.	*							
demonstrate an understanding of a variety of dance forms, traditions and styles from the past and present, and their sociocultural and historical contexts.				*				



# ELEMENTS OF DANCE

<b>Body</b>	<b>Grades</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
body awareness	*								
use of body zones	*								
use of body parts	*								
use of body shapes	*								
use of locomotor movements	*								
use of non-locomotor movements	*								
use of body bases	*								
body actions			*						
symmetry vs asymmetry				*					
organic versus geometric shape				*					
angular versus curved shape				*					
isolation of body parts								*	
weight transfer								*	

<b>Space</b>	<b>Grades</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
levels		*							
directions		*							
general and personal		*							
pathways			*						
size of movement			*						
positive vs negative space					*				
pattern						*			
various group formations						*			
proximity of dancers to one another						*			
performance space (confined/large)								*	
<b>Time</b>	<b>Grades</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
tempo		*							
rhythm		*							
freeze			*						
pause					*				



stillness				*					
with music...without music				*					
duration				*					
acceleration/deceleration						*			
<b>Energy</b>	<b>Grades</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
quality		*							
sustained		*							
force			*						
effort				*					
percussion								*	
fluidity								*	
inaction versus action								*	
<b>Relationship</b>	<b>Grades</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
with a partner		*							
interconnected shapes				*					



follow/lead				*				
meet/part				*				
groupings				*				
emotional connections between dancers					*			
dancers to props/objects						*		
opposition							*	



# Specific Expectations

<b>A1. Creating and Presenting</b>									
<b>A1.1</b>	<b>Grades</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
use movements that are part of their daily experience in a variety of ways and in dance phrases	*								
develop short movement phrases inspired by a variety of activities in their community		*							
imitate movements found in their natural environment in a variety of ways and incorporate them into a dance phrase			*						
translate into dance a variety of movement sequences observed in nature				*					
translate into movement sequences a variety of images and ideas from other classroom subjects, including the arts					*				
incorporate the use of props and materials into dance pieces they create						*			
create dance pieces to represent or respond to specific rhythms and pieces of music								*	
create dance pieces to respond to issues that are personally meaningful to them									*
<b>A1.2</b>	<b>Grades</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
to express feelings and ideas suggested by songs, stories and poems, with a focus on the elements of body, particularly body shapes	*								
to represent the main ideas in poems and stories, with a focus on body and space		*							
to represent ideas from diverse literature sources, with a focus on time and energy			*						

to explore and communicate ideas derived from a variety of literature sources				*					
to explore, interpret and communicate ideas derived from a variety of literature sources					*				
to interpret and depict central themes in literature						*			
to communicate idea from their own writing or media works							*		
to communicate messages about themes of social justice and/or environmental health								*	
<b>A1.3</b>	<b>Grades</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
create dance phrases using a variety of ways to connect movements	*								
create distinct beginnings and endings for dance phrases in a variety of ways		*							
create dance phrases using a variety of pattern forms			*						
use narrative form to create short dance pieces on a variety of themes				*					
use movement in the choreographic form “call and response” in a variety of ways when creating dance pieces					*				
use guided improvisation in a variety of ways as a starting point for choreography						*			
use theme and variations in a variety of ways when creating dance pieces								*	
<b>A1.4</b>	<b>Grades</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
use varied and/or contrasting body shapes to communicate different types of messages	*								
use a variety of locomotor and non-locomotor movements to depict creatures and objects in the world around them		*							



demonstrate how dance elements can be used to create and expand the movement vocabulary within different sections of a larger pattern			*						
use the elements of energy in a dance piece to communicate an idea				*					
use the element of relationship in short dance pieces to communicate an idea					*				
combine the elements of dance in different ways to communicate a variety of ideas						*			
use the elements of dance and choreographic forms to communicate a variety of themes or moods							*		
use technology, including multimedia, to enhance the message communicated by the choreography in a dance piece									*
<b>A2. Reflecting, Responding and Analyzing</b>									
<b>A 2.1</b>	<b>Grades</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
describe differences they observe when various movements from daily life are used as the basis or stimulus for movements in a dance phrase		*							
describe the similarities between their own dance phrases and those of others			*						
demonstrate an understanding of how the elements of dance can be used in their own and others' dance phrases to illustrate or explore learning in other subject areas				*					
demonstrate an understanding of how the language of dance can clarify and highlight ideas, images, and characters from familiar stories					*				
relate stories and characters in their own and others' dance pieces to personal knowledge and experience						*			
construct personal interpretations of dance pieces that depict stories, issues, and themes, and explain their interpretations using dance terminology							*		





construct personal interpretations of the messages in their own and others' dance pieces, including messages about issues relevant to their community and/or the world							*		
construct personal and/or group interpretations of themes in their own and others' dance pieces								*	
<b>A 2.2</b>	<b>Grades</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
identify and describe how the element of body is used in contrasting ways to communicate ideas in their own and others' dance phrases	*								
identify using dance vocabulary the elements of dance in their own and others' dance phrases and									
describe how each element is used to communicate meaning		*							
explain their purpose			*						
explain how each helps communicate ideas and feelings				*					
explain how they help communicate a message					*				
analyze using dance vocabulary						*			
how the elements of dance are used in their own and others' dance pieces and explain how they help communicate messages and ideas						*			
their own and others' dance pieces to identify the elements of dance and the choreographic forms used in them and explain how they help communicate meaning								*	
<b>A 2.3</b>	<b>Grades</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>



as dance creators and audience members	*							
as choreographers and audience members						*		
<b>A3. Exploring Forms and Cultural Contexts</b>								
<b>A 3.1 (Describe with teacher guidance) Grades</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
a variety of dances from different communities around the world that they have seen in the media, at live performances and social gatherings, or in the classroom	*							
a variety of dances from different communities in Canada and around the world that they have seen in the media, at live performances and social gatherings, or in the classroom			*					
how forms and styles of dance reflect people's different social and political roles in various communities				*				
dance forms and styles that reflect the beliefs and traditions of diverse communities, times and places					*			
<b>A 3.1 (Describe) Grades</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
the evolution of dance and performance as different groups of people have responded to external factors such as migration, a new environment, and/or contact with other groups or cultures							*	
how social, political and economic factors influenced the emergence and development of a dance form or genre of their choice								*
<b>A 3.2 (Identify) Grades</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>



and describe dance experiences in their own lives and communities	*							
various reasons why people dance in daily life and various contexts in which they do so		*						
and describe the role of dance in the community			*					
and describe the different roles of dance in their lives and in communities around the world				*				
and describe some of the ways in which dance influences popular culture					*			
and describe ways in which pop culture and the media influence our awareness, understanding, and appreciation of dance						*		
ways in which dance and its depictions in the media may influence a person's character development and sense of identity							*	
a variety of types of dances and relate them to different roles in society								*

