



# DANCE

## **Correlation to Dance Core Content 4.1**

Binder Additions

Dance Binder Additions

# INTRODUCTION

This Dance Arts Toolkit Update provides information that will enable you to correlate the video segments, lesson plans, and materials in your toolkit binder with the Dance Core Content Version 4.1.

## Contents

- **Lesson Plan Correlation to Core Content Version 4.1**—This lists the Core Content 4.1 bullets each lesson plan addresses. Place this after page 58 in the Lesson Plans section.
- **Creative Dance Lesson Plan Correlation to Core Content Version 4.1**—This lists the Core Content 4.1 bullets each creative dance lesson plan addresses. Place this after page 336 in the Creative Dance section.
- **Introduction to Cultural Dances in the Toolkit**—This revises the Addressing Core Content information and replaces pages 369-370 in the Dance and Culture section.
- **Classroom Activities Geared to the Arts and Humanities Chart: Correlation to Core Content Version 4.1**—Revise the Movement Core Content numbers on this chart with the Version 4.1 numbers. This listing can be placed after page 450 in the History and Styles section.
- **DanceSense Guide Correlation to Core Content Version 4.1**—Revise the Key Kentucky Core Content Addressed information in each chapter by replacing the Core Content numbers from Version 3.0 with the Version 4.1 numbers. This listing can be placed after page 462 in the History and Styles section.
- **Cross-Referencing to Kentucky Core Content 4.1**—This chart cross-references the Dance Arts Toolkit lesson plans and other materials to Version 4.1 of the Dance Core Content. These pages replace the Cross-Referencing of Lesson Plans and Idea Cards to Kentucky Core Content beginning on page 531 in the binder Index.
- **Cross-Referencing Dance Video Segments to Kentucky Core Content 4.1**—This new section cross-references all of the video segments in the Dance Arts Toolkit to Version 4.1 of the Dance Core Content. Insert this section after page 544 in the binder Index.

KET's Arts Toolkit website [www.ket.org/artstoolkit/](http://www.ket.org/artstoolkit/) features additional lesson plans and idea cards.

For questions regarding KET Arts Toolkits:

- E-mail [artstoolkit@ket.org](mailto:artstoolkit@ket.org)
- Call KET's Education Division toll-free (800) 432-0951
- Call 800-945-9167 to order Arts Toolkits

Dance Binder Additions

# LESSON PLAN CORRELATION TO CORE CONTENT VERSION 4.1

Update the lesson plans in your binder using this listing of the Dance Core Content Version 4.1 addressed by each lesson.

Grade	Lesson Plan	Core Content Version 4.0	Page
K-2	Creating a Transportation Folk Dance	AH-EP-1.2.1 AH-EP-1.2.2 AH-EP-2.2.1 AH-EP-3.2.1 AH-EP-4.2.1	59
K-3	Why We Dance	AH-EP-2.2.1 AH-EP-3.2.1 AH-EP-4.2.1	65
	Dance Pathways	AH-EP-1.2.1 AH-EP-1.2.2 AH-EP-2.2.1 AH-EP-4.2.1	69
K-5	Circle Games	AH-EP-1.2.1 AH-EP-1.2.2 AH-EP-3.2.1 AH-EP-4.2.1 AH-04-4.2.3 AH-(04) 05-1.2.1 AH-(04) 05-1.2.2 AH-(04) 05-3.2.1 AH-(04) 05-4.2.1 AH-(04) 05-4.2.3	75
	Sharp and Smooth Movements	AH-EP-1.2.1 AH-EP-3.2.1 AH-EP-4.2.1 AH-(04) 05-1.2.1 AH-(04) 05-1.2.2 AH-(04) 05-3.2.1 AH-(04) 05-4.2.1 AH-(04) 05-4.2.2	81



<b>4-5</b>	Dance and Geography	AH-(04) 05-2.2.1 AH-(04) 05-3.2.1 AH-(04) 05-4.2.3	109
	Zuni Culture and Dance	AH-(04) 05-2.2.1 AH-(04) 05-3.2.1 AH-(04) 05-4.2.3	115
	The Moving Body	AH-(04) 05-1.2.1 AH-(04) 05-1.2.2 AH-(04) 05-4.2.1 AH-(04) 05-4.2.2	119
	Making Dances	AH-(04) 05-1.2.1 AH-(04) 05-1.2.2 AH-(04) 05-3.2.1 AH-(04) 05-4.2.1 AH-(04) 05-4.2.2	125
<b>4-8</b>	Locomotor and Non-Locomotor Movement	AH-(04) 05-1.2.1 AH-(04) 05-1.2.2 AH-(04) 05-2.2.1 AH-(04) 05-3.2.1 AH-(04) 05-4.2.1 AH-(04) 05-4.2.3 AH-(06) (07) 08-1.2.1 AH-(06) (07) 08-1.2.2 AH-08-2.2.1 AH-(06) (07) 08-3.2.1 AH-(06) (07) 08-4.2.1	129
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<b>5-11</b>	Dance Vocabulary Learning Games	AH-(04) 05-1.2.1 AH-(04) 05-1.2.2 AH-(04) 05-2.2.1 AH-(04) 05-3.2.1 AH-(06) (07) 08-1.2.1 AH-(06) (07) 08-1.2.2 AH-(06) (07) 08-2.2.1 AH-(06) (07) 08-3.2.1 AH-HS-1.2.1 AH-HS-2.2.1 AH-HS-3.2.1 AH-HS-4.2.5	139
<b>6-8</b>	What Is Dance?	AH-(06) (07) 08-1.2.1 AH-(06) (07) 08-1.2.2 AH-(06) (07) 08-2.2.1 AH-(06) (07) 08-3.2.1	145

<b>6-8</b> continued	Creating Dance with a Purpose	AH-(06) (07) 08-1.2.1 AH-(06) (07) 08-1.2.2 AH-08-2.2.1 AH-(06) (07) 08-3.2.1 AH-(06) (07) 08-4.2.1	155
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	Exploring Contrasting Movements	AH-(06) (07) 08-1.2.1 AH-(06) (07) 08-1.2.2 AH-(06) (07) 08-4.2.1 AH-(06) (07) 08-4.2.2	181
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<b>6-9</b>	Creating a Shape Dance	AH-(06) (07) 08-1.2.1 AH-(06) (07) 08-1.2.2 AH-(06) (07) 08-4.2.1 AH-(06) (07) 08-4.2.2 AH-HS-1.2.1 AH-HS-4.2.1 AH-HS-4.2.3	191
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<b>8-12</b>	Dancing to Convey a Theme	AH-08-1.2.1 AH-08-1.2.2	243

<p><b>8-12</b> continued</p>		<p>AH-08-3.2.1 AH-08-4.2.1 AH-HS-1.2.1 AH-HS-1.2.2 AH-HS-3.2.1 AH-HS-4.2.1 AH-HS-4.2.3 AH-HS-5.5.1</p>	
<p><b>9-12</b></p>	<p>Creating a Contemporary Ritual Dance</p> <p>Exploring Beat, Tempo, and Rhythm</p> <p>Jazz Dance and Its African Roots</p>	<p>AH-HS-1.2.1 AH-HS-2.2.1 AH-HS-3.2.1 AH-HS-4.2.1 AH-HS-4.2.3</p> <p>AH-HS-1.2.1 AH-HS-4.2.1 AH-HS-4.2.3</p> <p>AH-HS-1.2.1 AH-HS-1.2.2 AH-HS-2.2.1 AH-HS-3.2.1 AH-HS-4.2.1 AH-HS-4.2.3 AH-HS-4.2.4</p>	<p>249</p> <p>253</p> <p>261</p>
<p><b>2-5</b></p>	<p>Unit Outline: West African Dance</p>	<p>AH-EP-1.2.1 AH-EP-1.2.2 AH-EP-2.2.1 AH-EP-3.2.1 AH-EP-4.2.1 AH-04-4.2.3 AH-(04) 05-1.2.1 AH-(04) 05-1.2.2 AH-(04) 05-2.2.1 AH-(04) 05-3.2.1 AH-(04) 05-4.2.1 AH-(04) 05-4.2.2 AH-(04) 05-4.2.3</p>	<p>265</p>

# CREATIVE DANCE LESSON PLAN CORRELATION TO CORE CONTENT VERSION 4.1

Update the creative dance lesson plans in your binder using this listing of the Dance Core Content Version 4.1 addressed by each lesson. Please note that these lessons are based on a model for teaching creative dance that can be adapted for all grades; you will want to adapt the Core Content accordingly.

Grade	Lesson Plan	Core Content Version 4	Page
<b>2-5</b>	Space Concepts: Creating a Movement Sequence	AH-EP-1.2.1 AH-EP-1.2.2 AH-EP-4.2.1 AH-(04) 05-1.2.1 AH-(04) 05-1.2.2 AH-(04) 05-3.2.1 AH-(04) 05-4.2.1 AH-(04) 05-4.2.2	337
<b>K-3</b>	Exploring Force: Dancing Stories	AH-EP-1.2.1 AH-EP-1.2.2 AH-EP-3.2.1 AH-EP-4.2.1	343
<b>4-8</b>	Exploring Time: Creating an ABA Dance	AH-(04) 05-1.2.1 AH-(04) 05-1.2.2 AH-(04) 05-3.2.1 AH-(04) 05-4.2.1 AH-(04) 05-4.2.2 AH-(06) (07) 08-1.2.1 AH-(06) (07) 08-3.2.1 AH-(06) (07) 08-4.2.1 AH-(06) (07) 08-4.2.2	349
<b>3-5</b>	Cross-Curricular Collaboration: Dancing the Water Cycle  <i>NOTE: The grade levels for this lesson plan have been altered due to the change in the Science Core Content 4.1. The properties of water and the water cycle are now studied in primary and intermediate grades.</i>	AH-EP-1.2.1 AH-EP-1.2.2 AH-EP-3.2.1 AH-EP-4.2.1 AH-(04) 05-1.2.1 AH-(04) 05-1.2.2 AH-(04) 05-3.2.1 AH-(04) 05-4.2.1 AH-(04) 05-4.2.2  SC-EP-1.1.3 SC-EP-2.3.1 SC-04-1.1.1 SC-05-2.3.1 SC-05-2.3.2	355



# INTRODUCTION TO CULTURAL DANCES IN THE TOOLKIT



Whether they are called play party games, folk dances, or simply games, the dances included on **Dances from Many Cultures** are “community dances.” These community dances involve patterns of singing, dancing, poetry, mimicry, and play acting that were used in the past to teach social customs. Some are courting dances; some are for play after coming together to work; some are used to celebrate seasonal accomplishments such as the harvest. People of all ages have enjoyed them and passed them on for generations. **Dances from Many Cultures** gives young people a multicultural and historical perspective, encouraging them to value their own and other cultural traditions.

The **Dances from Many Cultures** video includes seven traditional dances and games, some centuries old, taught by outstanding performers to groups of young people. This guide includes instructions as well as additional background information about the dances. These dances are enjoyed by people of all ages. Rather than indicate a specific grade level, we recommend that you view the dance to determine if it’s appropriate for your students. Use the tape/guide for your own education or show the videotaped dances to your students to help them get a picture of the dance they will be learning and performing.

The dances are:

- **Punchinella**  
(*French*) taught by Jennifer Rose Escobar
- **Seven Jumps**  
(*Danish*) taught by Jennifer Rose Escobar
- **Ciranda**  
(*Brazilian*) taught by Jennifer Rose Escobar
- **Little Johnny Brown**  
(*African American*) taught by Paula Larke
- **Zuni Harvest Dances**  
(*Native American*) taught by Arden Kucate
- **Goin’ to Boston**  
(*Appalachian via the British Isles*) taught by Anndrena Belcher
- **Upon a Summer’s Day**  
(*Renaissance/European*) taught by Jennifer Rose Escobar

## Addressing Core Content

### DANCE: Primary-Grade 5

Students will be performing traditional folk and ethnic dances [AH-EP-4.2.3 and AH-(04) 05-4.2.3], and these dances use the elements of dance—space, time, and force—and locomotor and non-locomotor movements [AH-EP-1.2.1, AH-EP-1.2.2, AH-(04) 05-1.2.1 and AH-(04) 05-1.2.2]. Take time after learning and performing the dances to identify elements in the dance students have learned; describe how they’re used to create simple dances; discuss how these elements contribute to the idea of the dance; and compare dance movements to everyday movements.

Consider having students watch and learn two or more of the dances and then describe how the dances are similar and different. These dances can be categorized as:

- **ring dances** (*Punchinella, Seven Jumps, Ciranda, Little Johnny Brown*) or
- **line dances** (*Zuni Harvest Dances, Goin’ to Boston, Upon a Summer’s Day*)

Ask students how the dance they’ve learned might communicate ideas, thoughts, and feelings [AH-EP-3.2.1 and AH-(04) 05-3.2.1]. Little Johnny Brown, for instance, communicates on a variety of levels.

The introductory comments from the instructors as well as the additional information in this guide will help students understand and explain how dance has been a part of cultures and time periods throughout history [AH-EP-2.2.1 and AH-(04) 05-2.2.1]. These video excerpts can be used to initiate discussion of the ceremonial and recreational purposes of dance. You could also ask students to compare and contrast the dances of different cultures (African, Native American, Colonial American).

### DANCE: Middle School

As students grow more comfortable performing traditional dances, they can begin perfecting their skills and movements. Learning, practicing, perfecting, and recalling the more complex dances featured on **Dances from Many Cultures**—Zuni Harvest Dance, Goin’ to Boston, and Upon a Summer’s Day—help students perform dances and under-

stand compositional forms. Students can describe and critique the dances as they are performed by their peers or by watching the dances on the videos.

These dances use the elements of dance—space, time, and force—and locomotor and non-locomotor movements to express thoughts, ideas, and feelings. **Dances from Many Cultures** is designed to get students up and moving, but by building in time for reflection, you can have students identify, describe, and discuss these elements and movements and how they're used as well as how they differ from other movements [AH-(06) (07) 08-1.2.1]. Middle school students can also look at these dances in terms of their compositional forms. For example, have students identify the form used in Little Johnny Brown or in Goin' to Boston and then discuss its use.

The instructors on the video provide insight into where and why these dances originated and what they mean to the culture in which they flourished. Their comments plus information in this guide can provide students with the background they need to discuss how dance has been a part of cultures and historical periods [AH-(06) (07) 08-2.2.1] and to identify and describe dances from different cultures and purposes [AH-(06) (07) 08-3.2.1].

### **DANCE: High School**

The dances featured on **Dances from Many Cultures** hail from a variety of cultures—from the Zuni Pueblos of the Southwest to the African American culture found along coastal South Carolina. Many of the dances originated in Europe, immigrated to America with the settlers, and are still performed today in regions such as the Appalachian Mountains. Learning these dances will introduce and immerse students into these cultures and time periods, enabling them to perform the dances [AH-HS-4.2.4]; discuss how they reflect history and culture [AH-HS-2.2.1]; and describe the similarities and differences in recreational, artistic, and ceremonial dance styles [AH-HS-3.2.1].

### **SOCIAL STUDIES**

As students learn about the arts of a culture, they learn about that culture. These dances and their origins and meanings can be integrated into other subject areas, particularly in the “Culture and Society” strand of the social studies core content. The rationale for such study is inherent in the introductory statement to this strand: “Culture is the way of life shared by a group of people, including their ideas and traditions. In America’s multicultural society, students need to understand that culture influences viewpoints, social rules, and social institutions.” Consider integrating these dances into lessons that help students define

and better understand various cultures as well as see how the arts of a culture reflect its unique history, situation, and perspective [SS-EP-2.1.1, SS-(04) 05-2.1.1, SS-(06) (07) 08-2.1.1, and SS-HS-2.1.1].

Because the dances on **Dances from Many Cultures** are “community dances,” they also reflect how various human needs can be met through interaction in and among social groups, and they are a powerful demonstration of what cooperation and compromise within a group can produce—positive social interactions, an overcoming of stereotypes and prejudice, and art.

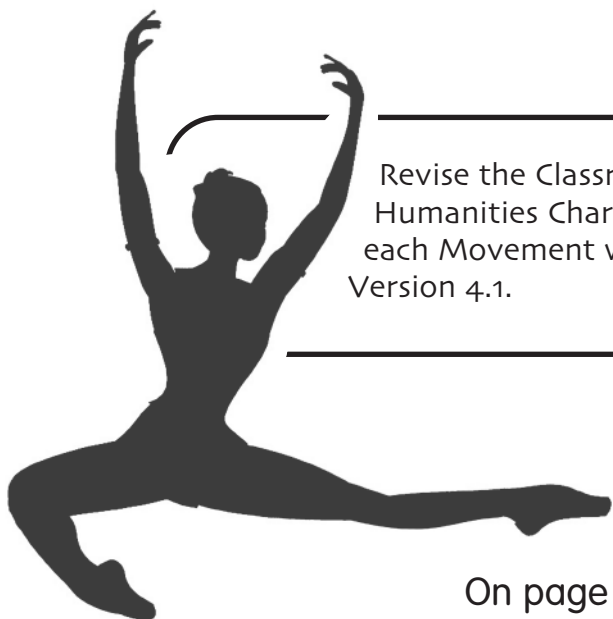
These dances can also bring life and understanding to history studies, enabling students to compare and contrast, analyze and interpret the interconnectedness of the history of human activities and ideas with the evolution of the arts, including dance (e.g., evolution of dance styles as a reflection of their times).

### **PRACTICAL LIVING: PHYSICAL EDUCATION SUBDOMAIN**

Since dance is composed of locomotor and non-locomotor movements and requires an understanding of fundamental movement concepts (e.g., body and space awareness, time, effort, and relationship), learning these folk dances can be used to address the core content associated with the development of psychomotor skills [PL-EP-2.1.01, PL-EP-2.1.02, PL-(04) 05-2.1.01, PL-(04) 05-2.1.02, PL-(06) (07) 08-2.1.01, PL-(06) (07) 08-2.1.02, PL-HS-2.1.01]. One of the functions of dance—particularly these folk dances—is recreational, and physical, social, and emotion benefits can result from participating in dance movement classes [PL-EP-2.2.01, PL-(04) 05-2.2.01, PL-07-2.2.01, PL-HS-2.2.01]. Performing folk dances successfully requires following directions and team skills—cooperation and communication—making dance an excellent way to help students develop employability skills [PL-EP-4.2.01, PL-EP-4.2.02, PL-(04) 05-4.2.01, PL-(04) 05-4.2.02].



# CLASSROOM ACTIVITIES GEARED TO THE ARTS AND HUMANITIES CHART: CORRELATION TO CORE CONTENT VERSION 4.1



Revise the Classroom Activities Geared to the Arts and Humanities Chart by replacing the Core Content numbers under each Movement with the following Core Content numbers from Version 4.1.



On page 451:

Movement:  
 AH-EP-2.2.1, AH-(04) 05-2.2.1  
 Native American, West African

On page 452:

Movement:  
 AH-07-2.2.1 Medieval

On page 453:

Movement:  
 AH-HS-2.2.1 Renaissance

Movement:  
 AH-HS-2.2.1 Baroque

On page 454:

Movement:  
 AH-HS-2.2.1 Romantic

On page 456:

Movement:  
 AH-HS-2.2.1 Realism

Movement:  
 AH-HS-2.2.1 Modern and Contemporary



# DANCESENSE GUIDE CORRELATION TO CORE CONTENT VERSION 4.1

Revise the Key Kentucky Core Content Addressed information in each chapter by replacing the Core Content numbers from Version 3.0 with the following Core Content from Version 4.1.

## Program 1: Understanding Dance (page 465)

AH-EP-3.2.1  
AH-(04) 05-3.2.1  
AH-(06) (07) 08-3.2.1  
AH-HS-3.2.1

## Program 2: The Dance of Culture (page 467)

AH-EP-2.2.1  
AH-(04) 05-2.2.1  
AH-(06) (07) 08-2.2.1  
AH-HS-2.2.1

## Program 3: Dance in America (page 469)

AH-EP-2.2.1  
AH-EP-3.2.1  
AH-(04) 05-2.2.1  
AH-(04) 05-3.2.1  
AH-(04) 05-4.2.3  
AH-(06) (07) 08-2.2.1  
AH-(06) (07) 08-3.2.1  
AH-HS-2.2.1  
AH-HS-3.2.1  
AH-HS-5.5.2

## Program 4: The Elements of Dance (page 471)

AH-EP-1.2.1  
AH-EP-4.2.1  
AH-(04) 05-1.2.1  
AH-(04) 05-1.2.2  
AH-(04) 05-4.2.1  
AH-(06) (07) 08-1.2.1  
AH-(06) (07) 08-1.2.2  
AH-(06) (07) 08-4.2.1  
AH-HS-1.2.1  
AH-HS-4.2.1

## Program 5: The Moving Body (page 474)

AH-EP-1.2.2  
AH-EP-4.2.1  
AH-(04) 05-1.2.2  
AH-HS-4.2.2



**Program 6: Making Dance (page 476)**

AH-(04) 05-1.2.1  
AH-(04) 05-1.2.2  
AH-(04) 05-3.2.1  
AH-(04) 05-4.2.1  
AH-(04) 05-4.2.2  
AH-(06) (07) 08-1.2.1  
AH-(06) (07) 08-1.2.2  
AH-(06) (07) 08-3.2.1  
AH-(06) (07) 08-4.2.1  
AH-(06) (07) 08-4.2.2  
AH-HS-1.2.1  
AH-HS-4.2.1  
AH-HS-4.2.3

**Program 7: Ballet  
(page 479)**

AH-(06) (07) 08-1.2.2  
AH-HS-1.2.1  
AH-HS-1.2.2  
AH-HS-2.2.1  
AH-HS-3.2.1  
AH-HS-4.2.4  
AH-HS-4.2.5

**Program 8: Modern Dance (page 481)**

AH-(06) (07) 08-1.2.2  
AH-HS-1.2.1  
AH-HS-1.2.2  
AH-HS-2.2.1  
AH-HS-3.2.1  
AH-HS-4.2.4  
AH-HS-4.2.5

**Program 9: Jazz Dance (page 483)**

AH-(06) (07) 08-1.2.2  
AH-HS-1.2.1  
AH-HS-1.2.2  
AH-HS-2.2.1  
AH-HS-3.2.1  
AH-HS-4.2.4  
AH-HS-4.2.5  
AH-HS-5.5.1  
AH-HS-5.5.2

**Program 10: Tap and Percussive Dance (page 485)**

AH-(04) 05-2.2.1  
AH-(06) (07) 08-1.2.2  
AH-HS-1.2.1  
AH-HS-1.2.2  
AH-HS-2.2.1  
AH-HS-3.2.1  
AH-HS-4.2.4  
AH-HS-4.2.5  
AH-HS-5.5.1



# CROSS-REFERENCING TO KENTUCKY CORE CONTENT 4.1

Lesson plans and other materials in the Dance Arts Toolkit were developed to address Kentucky's academic content, including Version 3.0 of the Dance Core Content. In this section, toolkit materials are listed by Core Content point, using Version 4.1. These materials are listed by title under the section of the Dance Arts Toolkit binder in which they can be found.

All grades in a particular level—e.g., grades 4 and 5 for intermediate—are listed together as one Core Content bullet—e.g., AH-(04) 05-3.2.1. Generally, when the text of the bullet differs within the same level, the specific text for each grade level will be indicated following a similar format. For example, students at the 4th grade level *identify* how dance fulfills a variety of purposes whereas students at the 5th grade level *describe or explain* this same content. The listing will look like this:

**AH-(04) 05-3.2.1** Students will (identify) describe or explain how dance fulfills a variety of purposes. (DOK 2)

Where a DOK designation appears, it reflects the depth of knowledge appropriate for that grade level.

The core content bullets have been abbreviated for space considerations. For more information about the Kentucky Core Content for Assessment in the Arts and Humanities, including depth of knowledge, complete bullet points, and assessment information—visit the Kentucky Department of Education web site at [www.education.ky.gov](http://www.education.ky.gov).

## Primary

### AH-EP-1.2.1

Students will observe dance/movement and describe elements and movements using dance terminology. (DOK 1)

#### Elements of Dance:

**Space** – direction of dance movements, pathway, levels, shape

**Time (tempo)** – dance movements that follow a steady beat or move faster or slower

**Force** – dance movements that use more or less energy

**Dance Form:**  
beginning, middle, end

(For more specific information, see Core Content Version 4.1)

### Lesson Plans

Creating a Transportation Folk Dance  
Dance Pathways  
Circle Games  
Sharp and Smooth Movements  
Exploring Force  
Rhythms with Feet and Words  
Performing a Call-and-Response Dance  
Cultural and Historical Meaning of Dance  
Making a Dance Map  
Unit Outline: West African Dance

### Idea Cards

Dancing Opposites  
Exploring Level Levels  
Non-Locomotor Movement/Choreography  
Playground Choreography  
Poetry and Storytelling in Dance  
Props and Dance

### Responding to Dance

Responding to Dance Guide  
Responding to Dance Student Worksheets:  
First Impressions  
The Dancer's Bodies  
Space  
Time  
Force/Energy  
Analysis and Interpretation

### Especially for Primary

Dance and the Primary Classroom  
Space, Time and Force: Lessons for Teaching the Elements through Creative Dance  
Instant Choreography

### Creative Dance

Space Concepts: Creating a Movement Sequence  
Exploring Force: Dancing Stories  
Cross-Curricular Collaboration: Dancing the Water Cycle

### Dance and Culture

Instructions and Background for the Dances  
African Dance and the Core Content (West African Dance)

### History and Styles

DanceSense Teacher's Guide: Program 4. The Elements of Dance

## CORE CONTENT VERSION 4.1 (CONTINUED)

### AH-EP-1.2.2

Students will observe, define, and describe locomotor (e.g. walk, run, skip, gallop) and nonlocomotor (e.g. bend, stretch, twist, swing) movements.

#### Lesson Plans

Creating a Transportation Folk Dance  
Dance Pathways  
Circle Games  
Exploring Force  
Rhythms with Feet and Words  
Performing a Call-and-Response Dance  
Cultural and Historical Meaning of Dance  
Making a Dance Map  
Unit Outline: West African Dance

#### Idea Cards

Exploring Level  
Exploring Movement Patterns  
Levels  
Non-Loomotor Movement/Choreography  
Playground Choreography  
Poetry and Storytelling in Dance  
Props and Dance

#### Responding to Dance

Responding to Dance Guide  
Responding to Dance Student Worksheets:  
    First Impressions  
    The Dancer's Bodies  
    Locomotor and Non-Loomotor  
    Movements  
    Analysis and Interpretation

#### Especially for Primary

Dancing Across the Curriculum  
Instant Choreography

#### Creative Dance

Space Concepts: Creating a Movement Sequence  
Exploring Force: Dancing Stories  
Cross-Curricular Collaboration: Dancing the Water Cycle

#### Dance and Culture

Instructions and Background for the Dances  
African Dance and the Core Content (West African Dance)

#### History and Styles

*DanceSense* Teacher's Guide: Program 5. The Moving Body

### AH-EP-2.2.1

Students will identify dances of the following cultures and periods. (DOK 1)

**Cultures:** Native American, Appalachian, and West African

**Periods:** Colonial American

(For more specific information, see Core Content Version 4.1)

#### Lesson Plans

Creating a Transportation Folk Dance  
Why We Dance  
Dance Pathways  
Unit Outline: West African Dance

#### Idea Cards

Harvest Dances  
Props and Dance

#### Responding to Dance

Responding to Dance Guide and Student Worksheets

#### Especially for Primary

Dance and the Primary Classroom

#### Dance and Culture

Introduction to Cultural Dances  
Presenting Traditional Dances in the Classroom  
Instructions and Background for the Dances  
The African Root

West African Dance  
West African Dance Performances  
How to Create a Cultural Trunk

#### History and Styles

Dancing Through Time Guide: Dance in America  
Classroom Activities Geared to the Arts and Humanities Chart  
*DanceSense* Teacher's Guide:  
    Program 2. The Dance of Culture  
    Program 3. Dance in America

## AH-EP-3.2.1

Students will experience dance created for a variety of purposes.

### Purposes of Dance:

**Ceremonial** – dances created or performed for rituals or celebrations

**Recreational** – dancing for recreation, to support recreational activities

**Artistic Expression** – dance created with the intent to express or communicate emotion, feelings, ideas, information

(For more specific information, see Core Content Version 4.1)

### Lesson Plans

Creating a Transportation Folk Dance  
Why We Dance  
Circle Games  
Sharp and Smooth Movements  
Exploring Force  
Rhythms with Feet and Words  
Performing a Call-and-Response Dance  
Cultural and Historical Meaning of Dance  
Making a Dance Map  
Unit Outline: West African Dance

### Idea Cards

Poetry and Storytelling in Dance  
Harvest Dances  
Dancing Opposites

### Responding to Dance

Responding to Dance Guide  
Responding to Dance Student Worksheets:  
First Impressions  
Historical, Social and Cultural Context  
Elements of Production  
Analysis and Interpretation

### Especially for Primary

Dance and the Primary Classroom  
Dancing Across the Curriculum

### Creative Dance

Exploring Force: Dancing Stories  
Cross-Curricular Collaboration: Dancing the Water Cycle

### Dance and Culture

Introduction to Cultural Dances  
Presenting Traditional Dances in the Classroom  
Instructions and Background for the Dances  
The African Root  
West African Dance  
West African Dance Performances

### History and Styles

*DanceSense* Teacher's Guide: Program 1.  
Understanding Dance

## AH-EP-4.2.1

With a partner or in a small group, students will perform dances using the elements of dance and various movements.

### Lesson Plans

Creating a Transportation Folk Dance  
Why We Dance  
Dance Pathways  
Circle Games  
Sharp and Smooth Movements  
Exploring Force  
Rhythms with Feet and Words  
Performing a Call-and-Response Dance  
Cultural and Historical Meaning of Dance  
Making a Dance Map  
Unit Outline: West African Dance

### Idea Cards

Playground Choreography  
Exploring Movement Patterns  
Poetry and Storytelling in Dance  
Harvest Dances  
Props and Dance  
Patterns in Dance and Math  
Levels  
Dancing Opposites  
Exploring Level  
Non-Locomotor Movement/Choreography

### Responding to Dance

Responding to Dance Guide

### Especially for Primary

Dance and the Primary Classroom  
Dancing Across the Curriculum  
Space, Time and Force: Lessons for Teaching the Elements through Creative Dance Instant Choreography

### Creative Dance

Getting Creative in the Dance Classroom  
Space Concepts: Creating a Movement Sequence  
Exploring Force: Dancing Stories  
Cross-Curricular Collaboration: Dancing the Water Cycle

### Dance and Culture

Introduction to Cultural Dances  
Presenting Traditional Dances in the Classroom  
Instructions and Background for the Dances  
The African Root  
West African Dance  
West African Dance Performances  
Hand Jives

### History and Styles

Dancing Through Time: Fun Ways (Art! Art! Barking Dog Dance Company)  
*DanceSense* Teacher's Guide:  
Program 4. The Elements of Dance  
Program 5. The Moving Body

**AH-EP-4.2.3**

Students will perform traditional folk dances, square dances, and social dances of ethnic groups. (Native American, West African, African-American, American folk)

**Lesson Plans**

Circle Games  
 Performing a Call-and-Response Dance  
 Cultural and Historical Meaning of Dance  
 Unit Outline: West African Dance

**Idea Cards**

Exploring Movement Pattern  
 Harvest Dance  
 Props and Dance  
 Patterns in Dance and Math

**Responding to Dance**

Responding to Dance Guide  
 Responding to Dance Student Worksheets:  
 Historical, Social and Cultural Context  
 Analysis and Interpretation

**Especially for Primary**

Dance and the Primary Classroom  
 Instant Choreography

**Dance and Culture**

Introduction to Cultural Dances  
 Presenting Traditional Dances in the Classroom  
 Instructions and Background for the Dances:  
 PUNCHINELLA  
 Seven Jumps  
 Ciranda  
 Little Johnny Brown  
 Zuni Harvest Dance  
 Goin' to Boston  
 The African Root  
 West African Dance  
 Hand Jives

**History and Styles**

Classroom Activities Geared to the Arts and Humanities Chart

**Intermediate**

**AH-(04) 05-1.2.1**

Students will (identify or describe) analyze or explain elements of dance in a variety of dances. (Grade 4 DOK 2) (Grade 5 DOK 3)

**Elements of Dance:**

**Space** – direction of dance movements, pathway, levels, shape

**Time (tempo)** – dance movements that follow a steady beat or move faster or slower

**Force** – dance movements that use more or less energy

**Dance Form:** call and response, AB, ABA, choreography

(For more specific information, see Core Content Version 4.1)

**Lesson Plans**

Circle Game  
 Sharp and Smooth Movements  
 Exploring Force  
 Rhythms with Feet and Words  
 Performing a Call-and-Response Dance  
 Cultural and Historical Meaning of Dance  
 Making a Dance Map  
 The Moving Body  
 Making Dances  
 Locomotor and Non-Locomotor Movements  
 Performing a Renaissance Dance  
 Dance Vocabulary Learning Games  
 Unit Outline: West African Dance

**Idea Cards**

Playground Choreography  
 Poetry and Storytelling in Dance  
 Harvest Dances  
 Props and Dance  
 Patterns in Dance and Math  
 Levels  
 Dancing Opposites  
 Exploring Level  
 Non-Locomotor Movement/Choreography  
 Body Rhythm  
 Exploring Direction  
 Sports Dance  
 Dancing an Emotion

**Responding to Dance**

Responding to Dance Guide  
 Responding to Dance Student Worksheets:  
 First Impressions  
 The Dancer's Bodies  
 Space  
 Time  
 Force/Energy  
 Analysis and Interpretation

**Creative Dance**

Getting Creative in the Dance Classroom  
 Space Concepts: Creating a Movement Sequence  
 Exploring Time: Creating an ABA Dance  
 Cross-Curricular Collaboration: Dancing the Water Cycle

**Dance and Culture**

Instructions and Background for the Dances  
 African Dance and the Core Content (West African Dance)

**History and Styles**

DanceSense Teacher's Guide:  
 Program 4. The Elements of Dance  
 Program 6. Making Dance

## AH-(04) 05-1.2.2

Students will describe how dance uses time, space, force, and various locomotor and nonlocomotor movements to communicate ideas, thoughts, and feelings.

(Grade 4 DOK 2)

(Grade 5 DOK 3)

### Lesson Plans

Sharp and Smooth Movements  
Exploring Force  
Rhythms with Feet and Words  
Performing a Call-and-Response Dance  
Cultural and Historical Meaning of Dance  
Making a Dance Map  
The Moving Body  
Making Dances  
Locomotor and Non-Locomotor Movements  
Performing a Renaissance Dance  
Dance Vocabulary Learning Games  
Unit Outline: West African Dance

### Idea Cards

Playground Choreography  
Poetry and Storytelling in Dance  
Harvest Dances  
Patterns in Dance and Math  
Levels  
Dancing Opposites  
Exploring Level  
Non-Locomotor Movement/Choreography  
Moving with Feeling  
Body Rhythm  
Exploring Direction  
Sports Dance  
Dancing an Emotion

### Responding to Dance

Responding to Dance Guide  
Responding to Dance Student Worksheets:  
First Impressions  
The Dancer's Bodies  
Locomotor and Non-Locomotor Movements  
Space  
Time  
Force/Energy  
Analysis and Interpretation

### Creative Dance

Getting Creative in the Dance Classroom  
Space Concepts: Creating a Movement Sequence  
Exploring Time: Creating an ABA Dance  
Cross-Curricular Collaboration: Dancing the Water Cycle

### Dance and Culture

Instructions and Background for the Dances  
African Dance and the Core Content (West African Dance)

### History and Styles

*DanceSense* Teacher's Guide:  
Program 4. The Elements of Dance  
Program 5. The Moving Body  
Program 6. Making Dance

## AH-(04) 05-2.2.1

Students will (identify) describe or explain how dance has been a part of cultures and periods throughout history.

(DOK 2)

**Cultures:** Native American, Appalachian, and West African

**Periods:** Colonial American, Native American

(For more specific information, see Core Content Version 4.1)

### Lesson Plans

Circle Games  
Performing a Call-and-Response Dance  
Cultural and Historical Meaning of Dance  
Dance and Geography  
Zuni Culture and Dance  
Locomotor and Non-Locomotor Movements  
Performing a Renaissance Dance  
Dance Vocabulary Learning Games  
Unit Outline: West African Dance

### Idea Cards

Harvest Dances  
Props and Dance  
Body Rhythm

### Responding to Dance

Responding to Dance Guide and Student Worksheets

### Dance and Culture

Introduction to Cultural Dances  
Presenting Traditional Dances in the Classroom  
Instructions and Background for the Dances  
The African Root  
West African Dance  
West African Dance Performances  
Hand Jives

### History and Styles

Dancing Through Time Guide: Dance in America  
Classroom Activities Geared to the Arts and Humanities Chart  
*DanceSense* Teacher's Guide:  
Program 2. The Dance of Culture  
Program 3. Dance in America  
Program 10. Tap and Percussive Dance

**AH-(04) 05-3.2.1**

Students will (identify) describe or explain how dance fulfills a variety of purposes. (DOK 2)

**Purposes of Dance:**

**Ceremonial** – dances created or performed for rituals or celebrations

**Recreational** – dancing for recreation, to support recreational activities

**Artistic Expression** – dance created with the intent to express or communicate emotion, feelings, ideas, information

(For more specific information, see Core Content Version 4.1)

**Lesson Plans**

- Circle Games
- Sharp and Smooth Movements
- Performing a Call-and-Response Dance
- Cultural and Historical Meaning of Dance
- Making a Dance Map
- Dance and Geography
- Zuni Culture and Dance
- Making Dances
- Locomotor and Non-Locomotor Movements
- Performing a Renaissance Dance
- Dance Vocabulary Learning Games
- Unit Outline: West African Dance

**Idea Cards**

- Poetry and Storytelling in Dance
- Harvest Dances
- Props and Dance
- Dancing Opposites
- Exploring Level
- Moving with Feeling
- Body Rhythm
- Sports Dance
- Dancing an Emotion

**Responding to Dance**

- Responding to Dance Guide
- Responding to Dance Student Worksheets:

- First Impressions
- Historical, Social and Cultural Context
- Elements of Production
- Analysis and Interpretation

**Creative Dance**

- Getting Creative in the Dance Classroom
- Space Concepts: Creating a Movement Sequence
- Exploring Time: Creating an ABA Dance
- Cross-Curricular Collaboration: Dancing the Water Cycle

**Dance and Culture**

- Introduction to Cultural Dances
- Presenting Traditional Dances in the Classroom
- Instructions and Background for the Dances
- The African Root
- West African Dance
- West African Dance Performances
- Hand Jives

**History and Styles**

- DanceSense* Teacher's Guide:
  - Program 1. Understanding Dance
  - Program 3. Dance in America
  - Program 6. Making Dance

**AH-(04) 05-4.2.1**

Students will create patterns of movement incorporating the elements of dance (space, time and force).

**Lesson Plans**

- Circle Games
- Sharp and Smooth Movements
- Exploring Force
- Rhythms with Feet and Words
- Cultural and Historical Meaning of Dance
- Making a Dance Map
- The Moving Body
- Making Dances
- Locomotor and Non-Locomotor Movements
- Unit Outline: West African Dance

**Idea Cards**

- Playground Choreography
- Poetry and Storytelling in Dance
- Harvest Dances
- Props and Dance
- Patterns in Dance and Math
- Levels
- Dancing Opposites
- Exploring Level
- Non-Locomotor Movement/Choreography
- Moving with Feeling
- Body Rhythm
- Exploring Direction
- Sports Dance
- Dancing an Emotion

**Responding to Dance**

- Responding to Dance Guide

**Creative Dance**

- Getting Creative in the Dance Classroom
- Space Concepts: Creating a Movement Sequence
- Exploring Time: Creating an ABA Dance
- Cross-Curricular Collaboration: Dancing the Water Cycle

**History and Styles**

- Dancing Through Time: Fun Ways (Art! Art! Barking Dog Dance Company)
- Classroom Activities Geared to the Arts and Humanities Chart
- DanceSense* Teacher's Guide:
  - Program 4. Elements of Dance
  - Program 6. Making Dance

## AH-(04) 05-4.2.2

Students will create a movement sequence with a beginning, middle, and end.

### Lesson Plans

Sharp and Smooth Movements  
Exploring Force  
Making a Dance Map  
The Moving Body  
Making Dances  
Unit Outline: West African Dance

### Idea Cards

Poetry and Storytelling in Dance  
Props and Dance  
Patterns in Dance and Math  
Body Rhythm  
Exploring Direction  
Sports Dance  
Dancing an Emotion

### Responding to Dance

Responding to Dance Guide

### Creative Dance

Getting Creative in the Dance Classroom  
Space Concepts: Creating a Movement Sequence  
Exploring Time: Creating an ABA Dance  
Cross-Curricular Collaboration: Dancing the Water Cycle

### History and Styles

*DanceSense* Teacher's Guide: Program 6.  
Making Dance

## AH-(04) 05-4.2.3

Students will perform traditional folk dances, square dances, and ethnic dances. (Native American, West African/African-American, Early American and folk)

### Lesson Plans

Circle Games  
Performing a Call-and-Response Dance  
Cultural and Historical Meaning of Dance  
Dance and Geography  
Zuni Culture and Dance  
Locomotor and Non-Locomotor Movements  
Performing a Renaissance Dance  
Unit Outline: West African Dance

### Idea Cards

Harvest Dances  
Props and Dance  
Patterns in Dance and Math  
Body Rhythm

### Dance and Culture

Introduction to Cultural Dances  
Presenting Traditional Dances in the Classroom

Instructions and Background for the Dances:

Punchinella  
Seven Jumps  
Ciranda  
Little Johnny Brown  
Zuni Harvest Dance  
Goin' to Boston  
Upon a Summer's Day  
The African Root  
West African Dance  
Hand Jives

### History and Styles

Dancing Through Time Guide: Dance in America  
Classroom Activities Geared to the Arts and Humanities Chart  
*DanceSense* Teacher's Guide: Program 3.  
Dance in America

# Middle School

## AH-(06) (07) 08-1.2.1

Students will (identify or describe) (analyze) compare or evaluate the use of elements in a variety of dance. (Grade 6 DOK 2; Grade 7-8 DOK 3)

### Elements of Dance:

**Space** – direction, pathway, levels, shape

**Focus** – audience, dancer (single focus, multi focus)

**Size** – use of big/small size in a given space, or range or motion

**Time (Tempo)** – accent, rhythmic pattern, duration

**Force** – heavy/light, sharp/smooth, tension/relaxation, bound/flowing

**Choreographic Form:** AB, ABA, call and response, narrative

(For more specific information, see Core Content Version 4.1)

### Lesson Plans

Making a Dance Map  
Locomotor and Non-Locomotor Movements  
Performing a Renaissance Dance  
Dance Vocabulary Learning Games  
What Is Dance?  
Creating Dance with a Purpose  
Exploring Latin Dance  
Dance and Community Values  
Dance Language Intensive  
Exploring Contrasting Movements  
Creating a Dance by Chance  
Creating a Shape Dance  
Inspiration and Creation  
Exploring Dance Styles  
Dance at Work  
Tap Basics  
American Social Dance  
History of Dance  
Creating Tap Combinations  
Dancing to Convey a Theme

### Idea Cards

Non-Locomotor Movement/Choreography  
Moving with Feeling  
Body Rhythm  
Exploring Direction  
Sports Dance  
Dancing an Emotion  
Exploring Latin Dance  
Syncopation

### Responding to Dance

Responding to Dance Guide and Student Worksheets

### Creative Dance

Getting Creative in the Dance Classroom  
Exploring Time: Creating an ABA Dance

### Dance and Culture

Instructions and Background for the Dances  
African Dance and the Core Content (West African Dance)

### History and Styles

*DanceSense* Teacher's Guide:  
Program 4. The Elements of Dance  
Program 6. Making Dance

## AH-(06) (07) 08-1.2.2

Students will (identify) (identify and/or describe) compare and contrast dances by: comparing theme, dance styles, characteristics of the style, and the use of the elements of dance.

(For more specific information, see Core Content Version 4.1)

### Lesson Plans

Making a Dance Map  
Locomotor and Non-Locomotor Movements  
Performing a Renaissance Dance  
Dance Vocabulary Learning Games  
What Is Dance?  
Creating Dance with a Purpose  
Exploring Latin Dance  
Dance and Community Values  
Dance Language Intensive  
Exploring Contrasting Movements  
Creating a Shape Dance  
Inspiration and Creation  
Exploring Dance Styles  
Dance at Work  
Tap Basics  
American Social Dance  
History of Dance  
Creating Tap Combinations  
Dancing to Convey a Theme

### Idea Cards

Non-Locomotor Movement/Choreography  
Moving with Feeling  
Body Rhythm  
Exploring Direction  
Modern Dance Pioneers

Sports Dance  
Comparing Ballet and Modern Dance  
Dancing an Emotion  
Exploring Latin Dance  
Native American Dance  
Moving to the Times  
Syncopation

### Responding to Dance

Responding to Dance Guide and Student Worksheets

### Dance and Culture

West African Dance  
Afro-Cuban Dance

### History and Styles

*DanceSense* Teacher's Guide:

Program 4. The Elements of Dance  
Program 6. Making Dance  
Program 7. Ballet  
Program 8. Modern Dance  
Program 9. Jazz Dance  
Program 10. Tap and Percussive Dance

## AH-(06) (07) 08-2.2.1

Students will analyze or explain how diverse cultures and time periods are reflected in dance. (DOK 3)

**06: Cultures:** Latin  
American, Asian

**07: Periods:** Medieval

**08: Cultures/Period:** Early  
American through Civil  
War

### Lesson Plans

Locomotor and Non-Locomotor Movements  
Performing a Renaissance Dance  
Dance Vocabulary Learning Games  
What Is Dance?  
Creating a Dance with a Purpose  
Exploring Latin Dance  
Dance and Community Values  
American Social Dance  
History of Dance

### Idea Cards

Dancing an Emotion  
Exploring Latin Dance

### Responding to Dance

Responding to Dance Guide and Student Worksheets

### Dance and Culture

Introduction to Cultural Dances  
Presenting Traditional Dances in the Classroom  
Instructions and Background for the Dances  
The African Root  
Afro-Cuban Dance

### History and Styles

Dancing Through Time Guide:

Early Dance  
Dance in America  
Classroom Activities Geared to the Arts and Humanities Chart  
*DanceSense* Teacher's Guide:  
Program 2. The Dance of Culture  
Program 3. Dance in America

**AH-(06) (07) 08-3.2.1**

Students will (identify or explain) compare or explain how dance fulfills a variety of purposes. (DOK 2)

**Purposes of Dance:**

**Ceremonial** – dances created or performed for rituals or celebrations

**Recreational** – dancing for recreation, to support recreational activities

**Artistic Expression** – dance created with the intent to express or communicate emotion, feelings, ideas, information

(For more specific information, see Core Content Version 4.1)

**Lesson Plans**

- Locomotor and Non-Locomotor Movements
- Performing a Renaissance Dance
- Dance Vocabulary Learning Games
- What Is Dance?
- Creating a Dance with a Purpose
- Exploring Latin Dance
- Dance and Community Values
- Exploring Dance Styles
- Dance at Work
- Tap Basics
- American Social Dance
- History of Dance
- Creating Tap Combinations
- Dancing to Convey a Theme

**Idea Cards**

- Moving with Feeling
- Sports Dance
- Dancing an Emotion
- Native American Dance
- Moving to the Times

**Responding to Dance**

- Responding to Dance Guide and Student Worksheets

**Creative Dance**

- Getting Creative in the Dance Classroom
- Exploring Time: Creating an ABA Dance

**Dance and Culture**

- West African Dance
- West African Dance Performances

**History and Styles**

- DanceSense* Teacher's Guide:
  - Program 1. Understanding Dance
  - Program 3. Dance in America
  - Program 6. Making Dance

**AH-(06) (07) 08-4.2.1**

Students will create an individual or a group dance with 2-3 other people using dance elements (space, time and force) that incorporates one of the following compositional forms: AB, ABA, call and response, or narrative.

**Lesson Plans**

- Making a Dance Map
- Locomotor and Non-Locomotor Movement
- Creating a Dance with a Purpose
- Exploring Contrasting Movements
- Creating a Dance by Chance
- Creating a Shape Dance
- Inspiration and Creation
- Exploring Dance Styles
- Dance at Work
- Tap Basics
- Creating Tap Combinations
- Dancing to Convey a Theme

**Idea Cards**

- Non-Locomotor Movement/Choreography
- Exploring Direction

- Sports Dance
- Dancing an Emotion
- Moving to the Times

**Responding to Dance**

- Responding to Dance Guide

**Creative Dance**

- Getting Creative in the Dance Classroom
- Exploring Time: Creating an ABA Dance

**History and Styles**

- DanceSense* Teacher's Guide
  - Program 4. Elements of Dance
  - Program 6. Making Dance

## **AH-(06) (07) 08-4.2.2**

Students will create an improvisational dance with complex movements (beginning, middle and end).

### **Lesson Plans**

Making a Dance Map  
Exploring Latin Dance  
Dance and Community Values  
Exploring Contrasting Movements  
Creating a Dance by Chance  
Creating a Shape Dance  
Inspiration and Creation  
Tap Basics

### **Idea Cards**

Non-Locomotor Movement/Choreography

Moving with Feeling  
Exploring Direction  
Sports Dance  
Dancing an Emotion

### **Creative Dance**

Getting Creative in the Dance Classroom  
Exploring Time: Creating an ABA Dance

### **History and Styles**

*DanceSense* Teacher's Guide: Program 6.  
Making Dance

# High School

## **AH-HS-1.2.1**

Students will analyze or evaluate how choreographers and dancers use the elements of dance, forms and styles to communicate ideas and feelings through creating and performing. (DOK 3) (Incorporates prior knowledge about elements from primary through 8th grade.)

**Elements:** Space, Time, Force

**Choreographic Forms:** Theme and Variations, Rondo, Narrative

**Styles:** Ballet, Tap, Jazz, Modern

### **Lesson Plans**

Dance Vocabulary Learning Games  
Creating a Shape Dance  
Inspiration and Creation  
Exploring Dance Styles  
Dance at Work  
Tap Basics  
American Social Dance  
History of Dance  
Creating Tap Combinations  
Dancing to Convey a Theme  
Creating a Contemporary Ritual Dance  
Exploring Beat, Tempo, and Rhythm  
Jazz Dance and Its African Roots

### **Idea Cards**

Body Rhythm  
Exploring Direction  
Modern Dance Pioneers  
Sports Dance  
Comparing Ballet and Modern Dance

Dancing an Emotion  
Exploring Latin Dance  
Moving to the Times  
Syncopation  
Improvisation  
Elements of Production and Dance  
Flamenco

### **Responding to Dance**

Responding to Dance Guide and Student Worksheets

### **History and Styles**

*DanceSense* Teacher's Guide:  
Program 4. The Elements of Dance  
Program 6. Making Dance  
Program 7. Ballet  
Program 8. Modern Dance  
Program 9. Jazz Dance  
Program 10. Tap and Percussive Dance

## **AH-HS-1.2.2**

Students will describe or analyze the relationship among music, costumes, lighting, props/scenery and choreography.

### **Lesson Plans**

Dance at Work  
Dancing to Convey a Theme  
Jazz Dance and Its African Roots

### **Idea Cards**

Body Rhythm  
Modern Dance Pioneers  
Sports Dance  
Dancing an Emotion  
Moving to the Times  
Syncopation  
Elements of Production and Dance  
Flamenco

### **Responding to Dance**

Responding to Dance Guide  
Responding to Dance Student Worksheets:

First Impressions  
Elements of Production  
Historical, Social and Cultural Context  
Additional Questions for Middle School and High School Students

### **Dance and Culture**

West African Dance Performances  
Afro-Cuban Dance

### **History and Styles**

*DanceSense* Teacher's Guide:  
Program 6. Making Dance  
Program 7. Ballet  
Program 8. Modern Dance  
Program 9. Jazz Dance  
Program 10. Tap and Percussive Dance

## CORE CONTENT VERSION 4.1 (CONTINUED)

### AH-HS-2.2.1

Students will analyze or evaluate how factors such as time, place, and ideas are reflected in dance. (DOK 3)

#### European Culture and Periods:

Renaissance

Baroque

Romantic

Modern

#### Recent Styles in American Culture:

Popular dance

Martha Graham Modern Dance

(For more specific information, see Core Content Version 4.1)

#### Lesson Plans

Dance Vocabulary Learning Games  
Exploring Dance Styles  
American Social Dance  
History of Dance  
Creating Tap Combination  
Creating a Contemporary Ritual Dance  
Jazz Dance and Its African Roots

#### Idea Cards

Body Rhythm  
Modern Dance Pioneers  
Comparing Ballet and Modern Dance  
Dancing an Emotion  
Moving to the Times  
Syncopation  
Improvisation  
Flamenco

#### Responding to Dance

Responding to Dance Guide  
Responding to Dance Student Worksheets:  
Historical, Social, and Cultural Context  
Analysis and Interpretation  
Comparing and Contrasting

#### Dance and Culture

Introduction to Cultural Dances  
Presenting Traditional Dances in the Classroom  
Instructions and Background for the Dances  
The African Root

#### History and Styles

Dancing Through Time Guide  
Classroom Activities Geared to the Arts and Humanities Chart  
*DanceSense* Teacher's Guide:  
Program 2. The Dance of Culture  
Program 3. Dance in America  
Program 7. Ballet  
Program 8. Modern Dance  
Program 9. Jazz Dance  
Program 10. Tap and Percussive Dance

### AH-HS-3.2.1

Students will explain how dance fulfills a variety of purposes. (DOK 2)

#### Purposes of Dance:

**Ceremonial** – dances created or performed for rituals or celebrations

**Recreational** – dancing for recreation, to support recreational activities

**Artistic Expression** – dance created with the intent to express or communicate emotion, feelings, ideas, information

(For more specific information, see Core Content Version 4.1)

#### Lesson Plans

Dance Vocabulary Learning Games  
Inspiration and Creation  
Exploring Dance Styles  
Dance at Work  
Tap Basics  
American Social Dance  
History of Dance  
Creating Tap Combinations  
Dancing to Convey a Theme  
Creating a Contemporary Ritual Dance  
Jazz Dance and Its African Roots

#### Idea Cards

Modern Dance Pioneers  
Sports Dance  
Comparing Ballet and Modern Dance  
Dancing an Emotion  
Native American Dance  
Moving to the Times  
Improvisation

#### Responding to Dance

Responding to Dance Guide  
Responding to Dance Student Worksheets:  
First Impressions  
Historical, Social and Cultural Context  
Analysis and Interpretation  
Additional Questions for Middle School and High School Students  
Comparing and Contrasting

#### Dance and Culture

West African Dance  
West African Dance Performances

#### History and Styles

*DanceSense* Teacher's Guide:  
Program 1. Understanding Dance  
Program 3. Dance in America  
Program 7. Ballet  
Program 8. Modern Dance  
Program 9. Jazz Dance  
Program 10. Tap and Percussive Dance

### **AH-HS-4.2.1**

Students will create an individual or a group dance using dance elements (space, time and force) that communicates thoughts, ideas and/or feelings.

#### **Lesson Plans**

Creating a Shape Dance  
Inspiration and Creation  
Exploring Dance Styles  
Dance at Work  
Tap Basics  
Creating Tap Combinations  
Dancing to Convey a Theme  
Creating a Contemporary Ritual Dance  
Exploring Beat, Tempo, and Rhythm  
Jazz Dance and Its African Roots

#### **Idea Cards**

Body Rhythm  
Exploring Direction

Sports Dance  
Dancing an Emotion  
Moving to the Times  
Improvisation

#### **Responding to Dance**

Responding to Dance Guide

#### **History and Styles**

Classroom Activities Geared to the Arts and Humanities Chart  
*DanceSense* Teacher's Guide  
Program 4. Elements of Dance  
Program 6. Making Dance

### **AH-HS-4.2.2**

Students will demonstrate appropriate alignment, strength, and flexibility while performing dance movement.

#### **Idea Cards**

Exploring Direction  
Modern Dance Pioneers  
Comparing Ballet and Modern Dance

#### **History and Styles**

*DanceSense* Teacher's Guide: Program 5. The Moving Body

### **AH-HS-4.2.3**

Students will perform dances utilizing various forms. (Choreographic forms: theme and variation, rondo, narrative)

#### **Lesson Plans**

Creating a Shape Dance  
Inspiration and Creation  
Exploring Dance Styles  
Dance at Work  
Tap Basics  
American Social Dance  
History of Dance  
Creating Tap Combinations  
Dancing to Convey a Theme  
Creating a Contemporary Ritual Dance  
Exploring Beat, Tempo, and Rhythm  
Jazz Dance and Its African Roots

#### **Idea Cards**

Body Rhythm  
Exploring Direction  
Modern Dance Pioneers  
Sports Dance  
Dancing an Emotion  
Moving to the Times  
Improvisation

#### **History and Styles**

*DanceSense* Teacher's Guide: Program 6. Making Dance

### **AH-HS-4.2.4**

Students will perform social, recreational, and artistic dances from various historical periods and cultures.

#### **Lesson Plans**

American Social Dance  
History of Dance  
Creating Tap Combinations  
Jazz Dance and Its African Roots

#### **Idea Cards**

Body Rhythm  
Modern Dance Pioneers  
Sports Dance  
Moving to the Times

#### **Dance and Culture**

Introduction to Cultural Dances  
Presenting Traditional Dances in the Classroom

Instructions and Background for the Dances  
The African Root  
West African Dance  
West African Dance Performances  
Afro-Cuban Dance  
Hand Jives

#### **History and Styles**

Classroom Activities Geared to the Arts and Humanities Chart  
*DanceSense* Teacher's Guide:  
Program 7. Ballet  
Program 8. Modern Dance  
Program 9. Jazz Dance  
Program 10. Tap and Percussive Dance

**AH-HS-4.2.5**

Students will identify skills and training for a variety of careers related to dance.

**Lesson Plans**

Dance Vocabulary Learning Games  
Inspiration and Creation  
Exploring Dance Styles  
Dance at Work

**Idea Cards**

Modern Dance Pioneers  
Sports Dance  
Comparing Ballet and Modern Dance  
Dancing an Emotion  
Syncopation  
Improvisation

Elements of Production and Dance  
Flamenco

**Responding to Dance**

Responding to Dance Guide

**History and Styles**

*DanceSense* Teacher's Guide:  
Program 7. Ballet  
Program 8. Modern Dance  
Program 9. Jazz Dance  
Program 10. Tap and Percussive Dance

**AH-HS-5.5.1**

Students will compare one art form to another from the same stylistic period in another arts discipline.

**Lesson Plans**

American Social Dance  
History of Dance  
Creating Tap Combinations  
Dancing to Convey a Theme

**Idea Cards**

Moving to the Times  
Syncopation

**History and Styles**

*DanceSense* Teacher's Guide:  
Program 9. Jazz Dance  
Program 10. Tap and Percussive Dance

**Tip:** Use the Drama and Visual Arts Toolkits to find examples of artworks from the same stylistic period as dance performances in the Dance Arts Toolkit.

**AH-HS-5.5.2**

Students will analyze and/or explain how ideas and emotions expressed in one art form are similar or different to ideas and emotions expressed another art form.

**Idea Cards**

Syncopation

**History and Styles**

*DanceSense* Teacher's Guide:  
Program 3. Dance in America  
Program 9. Jazz Dance

**Tip:** Use the Dance, Drama, and Visual Arts Toolkits to find examples of artworks that can be compared to each other.

# CROSS-REFERENCING DANCE VIDEO SEGMENTS TO KENTUCKY CORE CONTENT 4.1

The video segments in the Dance Arts Toolkit were selected and edited to address Kentucky's academic content. The performances were selected to illustrate periods, styles, and cultural dances. The instructional segments deal with specific content such as the elements of dance. In this section, toolkit video segments are listed by Big Idea (Structure, Humanity, Purposes, and Processes) with appropriate Core Content bullets, using the same format utilized in the Cross-Referencing to Kentucky Core Content 4.1 chart. Before showing video segments to students, preview for age-appropriateness. Use video segments you feel may be too mature for your students to enhance your own knowledge and understanding.

## Primary/Intermediate

### Big Idea: Structure in the Arts

#### Elements/Movements of Dance

Core Content: AH-EP-1.2.1, AH-EP-1.2.2, AH-(04) 05-1.2.1, AH-(04) 05-1.2.2

#### Performance

#### Instructional

#### Information/Background

*From DanceSense Enhanced DVD:*

*DanceSense:*

Program 1: Understanding Dance

Program 4: Elements of Dance

Program 5: The Moving Body

Program 6: Making Dance

### Big Idea: Humanity in the Arts (Cultures, Periods, & Styles)

#### Culture: Native American Dance

Core Content: AH-EP-1.2.1, AH-EP-1.2.2, AH-(04) 05-1.2.1, AH-(04) 05-1.2.2

#### Performance

#### Instructional

*From Dances from Many Cultures:*

Zuni Harvest Dances

#### Information/Background

*From DanceSense Enhanced DVD:*

*DanceSense:*

Program 2: The Dance of Culture:

Culture (Native dance from Alaska)

Program 3: Dance in America: Native

American Dance

Part 3: Dance Traditions: Powwow

### **Culture: Appalachian Dance**

Core Content: AH-EP-2.2.1, AH-(04) 05-2.2.1

#### **Performance**

#### **Instructional**

*From Dances from Many Cultures:*

Goin' to Boston

#### **Information/Background**

*From DanceSense Enhanced DVD:*

Part 3: Dance Traditions: Jean Ritchie on Play Party Games

Part 3: Dance Traditions: Berea College County Dance School

### **Culture: West African Dance**

Core Content: AH-EP-2.2.1, AH-(04) 05-2.2.1

#### **Performance**

*From Dance Performances:*

Iye, Iye

*From The African Root:*

Mouwa (Part 1: West African Dance:

1.1 Description and Warm-up)

Lambah (Part 3: African Dance Performances)

#### **Instructional**

*From The African Root:*

West African Dance

#### **Information/Background**

*From DanceSense Enhanced DVD:*

*DanceSense:*

Program 2: The Dance of Culture: Culture (Yoruba dances)

Program 3: Dance in America: African Dance

Part 2: Dancing Through Time: Ancient and Tribal Dance

### **Period: Colonial American**

*(European influences on American Dance, e.g. social dances, square dancing, folk dances)*

Core Content: AH-EP-2.2.1, AH-(04) 05-2.2.1

#### **Performance**

*From Dance Performances:*

Bluegrass Clogging

#### **Instructional**

*From Dances from Many Cultures:*

Any of the dances

#### **Information/Background**

*From DanceSense Enhanced DVD:*

*DanceSense:*

Program 2: The Dance of Culture: Popular Social Dance (Charleston, Lindy Hop, jitterbug, swing dance)

Program 2: The Dance of Culture: Cultural Changes (waltz, Acadian dances)

Program 3: Dance in America: European Dance

# Big Idea: Purposes for Creating the Arts

## Purposes of Dance: Ceremonial

Core Content: AH-EP-3.2.1, AH-(04) 05-3.2.1

### Performance

#### *From Dance Performances:*

African: Iye, Iye

#### *From The African Root:*

Mouwa (Part 1: West African Dance:

1.1 Description and Warm-up)

Lambah (Part 3: African Dance Performances)

### Instructional

#### *From Dances from Many Cultures:*

Zuni Harvest Dances

#### *From The African Root:*

West African Dance

### Information/Background

#### *From DanceSense Enhanced DVD:*

*DanceSense:*

Program 1: Understanding Dance: Culture

Program 2: The Dance of Culture: Culture (Yoruba dances, Native dance from Alaska)

Program 3: Dance in America: Native American Dance

Program 3: Dance in America: African Dance

Part 2: Dancing Through Time

## Purposes of Dance: Recreational

Core Content: AH-EP-3.2.1, AH-(04) 05-3.2.1

### Performance

#### *From Dance Performances:*

Bluegrass Clogging

#### *From DanceSense Enhanced DVD:*

Three Irish Dances (polka, jig, reel)

### Instructional

#### *From The African Root:*

Afro-Cuban Dance

#### *From Dances from Many Cultures:*

European/American folk dances

### Information/Background

#### *From The African Root:*

Hand Jives

#### *From DanceSense Enhanced DVD:*

*DanceSense:*

Program 2: The Dance of Culture: Popular Social Dance (Charleston, Lindy Hop, jitterbug, swing dance)

Program 2: The Dance of Culture: Cultural Changes (waltz, Acadian dances)

Program 2: Compare Cultures

Program 3: European Dance

Program 9: Jazz Dance: Jazz History

Program 9: Jazz Dance: Jazz Styles (swing dance)

Program 10: Tap and Percussive Dance: Tap History

Program 10: Percussive Dance

Part 3: Dance Traditions: Jean Ritchie on Play Party Games

Part 3: Dance Traditions: Berea College Country Dance School

## Purposes of Dance: Artistic Expression

Core Content: AH-EP-3.2.1, AH-(04) 05-3.2.1

### Performance

#### *From Dance Performances:*

Ballet: Arabian and Chinese Dances  
from *The Nutcracker*\*

Modern: Lucky Day

Modern: The Graveyard

Modern: Hot

Jazz: Heat and Ode to Sabrina

Tap: Jamaica Funk

Flamenco: Farruca

*Cultural Dances Presented as  
Performance:*

African: Iye, Iye

Clogging: Bluegrass Clogging

#### *From The African Root:*

*Cultural Dances Presented as  
Performance:*

Mouwa (Part 1: West African Dance)

Lambah (Part 3: African Dance  
Performances)

Plantation/Ring Shout (Part 3: African  
Dance Performances)

#### *From DanceSense Enhanced DVD:*

Part 3: Dance Traditions: Kathak  
(classical Indian dance)\*

### Instructional

### Information/Background

#### *From DanceSense Enhanced DVD:*

All *DanceSense* programs; of particular  
interest:

Program 1: Understanding Dance

Program 6: Making Dance

Program 7: Ballet\*

Program 8: Modern Dance

Program 9: Jazz Dance

Program 10: Tap and Percussive  
Dance

Part 2: Dancing Through Time

Part 4: Dance Styles: Dance

Vocabulary/Dance Positions

Part 4: Dance Styles: Ballet: Helen Starr

Part 4: Dance Styles: Modern: Art! Art!

Barking Dog Dance Company

Part 4: Jazz/Tap: JazzArts at Western  
Kentucky University

*\*These are also examples of narrative  
dance.*

## Big Idea: Processes in the Arts

### Create Using Elements/Forms

Core Content: AH-EP-4.2.1, AH-(04) 05-4.2.1, AH-(04) 05-4.2.2

### Performance

### Instructional

### Information/Background

#### *From DanceSense Enhanced DVD:*

*DanceSense:*

Program 4: Elements of Dance

Program 5: The Moving Body

Program 6: Making Dance

## Perform Traditional Dances

Core Content: AH-EP-4.2.3, AH-(04) 05-4.2.3

### Performance

### Instructional

*From The African Root:*

West African Dance

*From Dances from Many Cultures:*

Punchinella (European)

Seven Jumps (European)

Ciranda (Brazilian)

Little Johnny Brown (African American)

Zuni Harvest Dance (Native American)

Goin' to Boston (Appalachian)

Upon a Summer's Day (Appalachian)

### Information/Background

## Middle

### Big Idea: Structure in the Arts

## Elements/Choreographic Forms

Core Content: AH-(06) (07) 08-1.2.1

### Performance

### Instructional

### Information/Background

*From DanceSense Enhanced DVD:*

*DanceSense:*

Program 1: Understanding Dance

Program 4: Elements of Dance

Program 5: The Moving Body

Program 6: Making Dance

Part 4: Dance Vocabulary/Dance

Positions

# Big Idea: Humanity in the Arts (Cultures, Periods & Styles)

## **Culture: Latin American**

*Blending of cultural traditions; Latin American dance characteristics reflected in American dance (Examples: clave rhythm, Samba, Salsa, Cha-cha, Tango)*

Core Content: AH-06-2.2.1

### **Performance**

### **Instructional**

*From The African Root:*

Part 2: Afro-Cuban Dance: 2.1

Understanding the Clave Rhythm Pattern

Part 2: Afro-Cuban Dance: 2.2

Warming Up to the Clave Rhythm Pattern

Part 2: Afro-Cuban Dance: 2.3 Moving to the Clave Rhythm Pattern

Part 2: Afro-Cuban Dance: 2.4 Salsa Dancing

### **Information/Background**

*From DanceSense Enhanced DVD:*

*DanceSense:*

Program 2: The Dance of Culture: Culture (folkloric dance from Cuba)

Program 2: The Dance of Culture: Comparing Cultures (Caribbean)

## **Culture: Asian**

*Isolation of culture or region results in unique dance tradition (Examples: Classical dance forms from India—Bharata Natyam, Kathak)*

Core Content: AH-06-2.2.1

### **Performance**

*From DanceSense Enhanced DVD:*

Part 3: Dance Traditions: Kathak

### **Instructional**

### **Information/Background**

*From DanceSense Enhanced DVD:*

*DanceSense:*

Program 2: The Dance of Culture: Culture (Kathak of India, Kabuki from Japan)

## **Period: Medieval**

*Appeals to the emotions and stresses the importance of religion (Example: Tarantella)*

Core Content: AH-07-2.2.1

### **Performance**

### **Instructional**

### **Information/Background**

*From DanceSense Enhanced DVD:*

Part 2: Dancing Through Time: The Middle Ages, Strange Turns in Dance

**Cultures/Period: Early American through Civil War: European Traditions**

*Folk/social dances based on European traditions (Examples: traditional folk and social dances, jig, reel, square dance, waltz)*

Core Content: AH-08-2.2.1

**Performance**

*From Dance Performances:*

Bluegrass Clogging

*From DanceSense Enhanced DVD:*

Part 3: Dance Traditions: Three Irish Dances (polka, jig, reel)

**Instructional**

*From Dances from Many Cultures:*

Goin' to Boston (Appalachian folk, includes a reel)  
Upon a Summer's Day (Appalachian folk that traces lineage back to Renaissance England)

**Information/Background**

*From DanceSense Enhanced DVD:*

*DanceSense:*  
Program 2: The Dance of Culture: Cultural Changes (waltz, Acadian dances)  
Program 3: Dance in America: European Dance  
Part 3: Dance Traditions: Jean Ritchie on Play Party Games  
Part 3: Berea College Country Dance School

**Cultures/Period: Early American through Civil War: African American**

*African American dances through the Civil War (Examples: plantation dances, dances performed by slaves based on West African traditions)*

Core Content: AH-08-2.2.1

**Performance**

*From The African Root:*

Plantation/Ring Shout (Part 3: African Dance Performances)

**Instructional**

*From Dances from Many Cultures:*

Little Johnny Brown

**Information/Background**

*From The African Root:*

Hand Jives

*From DanceSense Enhanced DVD:*

*DanceSense:*  
Program 3: Dance in America: African Dance  
Program 3: Dance in America: Blending Cultures

# Big Idea: Purposes for Creating the Arts

## Purposes of Dance: Ceremonial

Core Content: AH-(06) (07) 08-3.2.1

### Performance

#### *From Dance Performances:*

African: Iye, Iye

#### *From The African Root:*

Mouwa (Part 1: West African Dance:

1.1 Description and Warm-up)

Lambah (Part 3: African Dance

Performances)

### Instructional

#### *From Dances from Many Cultures:*

Zuni Harvest Dances

#### *From The African Root:*

West African Dance

### Information/Background

#### *From DanceSense Enhanced DVD:*

*DanceSense:*

Program 1: Understanding Dance:  
Culture

Program 2: The Dance of Culture:  
Culture (Yoruba dances, Native  
dance from Alaska)

Program 3: Dance in America: Native  
American Dance

Program 3: Dance in America:  
African Dance

Part 2: Dancing Through Time

## Purposes of Dance: Recreational

Core Content: AH-(06) (07) 08-3.2.1

### Performance

#### *From Dance Performances:*

Bluegrass Clogging

#### *From DanceSense Enhanced DVD:*

Three Irish Dances (polka, jig, reel)

### Instructional

#### *From Dances from Many Cultures:*

European/American folk dances

#### *From The African Root:*

Afro-Cuban Dance

### Information/Background

#### *From Dances from Many Cultures:*

Hand Jives

#### *From DanceSense Enhanced DVD:*

*DanceSense:*

Program 2: The Dance of Culture:  
Popular Social Dance (Charleston,  
Lindy Hop, jitterbug, swing dance)

Program 2: The Dance of Culture:  
Cultural Changes (waltz, Acadian  
dances)

Program 2: Compare Cultures

Program 3: European Dance

Program 9: Jazz Dance: Jazz History

Program 9: Jazz Dance: Jazz Styles  
(swing dance)

Program 10: Tap and Percussive  
Dance: Tap History

Program 10: Percussive Dance

Part 3: Dance Traditions: Jean Ritchie  
on Play Party Games

Part 3: Dance Traditions: Berea College  
Country Dance School

## Purposes of Dance: Artistic Expression

Core Content: AH-(06) (07) 08-3.2.1

### Performance

#### *From Dance Performances:*

Ballet: Arabian and Chinese Dances  
from The Nutcracker\*

Modern: Lucky Day

Modern: The Graveyard

Modern: Hot

Jazz: Heat and Ode to Sabrina

Tap: Jamaica Funk

Flamenco: Farruca

*Cultural Dances Presented as*

*Performance:*

African: Iye, Iye

Clogging: Bluegrass Clogging

#### *From The African Root:*

*Cultural Dances Presented as*

*Performance:*

Mouwa (Part 1: West African Dance)

Lambah (Part 3: African Dance

Performances)

Plantation/Ring Shout (Part 3: African  
Dance Performances)

#### *From DanceSense Enhanced DVD:*

Part 3: Dance Traditions: Kathak  
(classical Indian dance)\*

### Instructional

### Information/Background

#### *From DanceSense Enhanced DVD:*

All *DanceSense* programs; of particular  
interest:

Program 1: Understanding Dance

Program 6: Making Dance

Program 7: Ballet\*

Program 8: Modern Dance

Program 9: Jazz Dance

Program 10: Tap and Percussive  
Dance

Part 2: Dancing Through Time

Part 4: Dance Styles: Dance

Vocabulary/Dance Positions

Part 4: Dance Styles: Ballet: Helen Starr

Part 4: Dance Styles: Modern: Art! Art!

Barking Dog Dance Company

Part 4: Jazz/Tap: JazzArts at Western  
Kentucky University

*\*These are also examples of narrative  
dance.*

## Big Idea: Processes in the Arts

### Create Using Elements/Forms

Core Content: AH-(06) (07) 08-4.2.1, AH-(06) (07) 08-4.2.2

### Performance

### Instructional

#### *From The African Root:*

West African Dance (demonstrates  
compositional forms)

Afro-Cuban Dance (demonstrates  
compositional forms)

### Information/Background

#### *From DanceSense Enhanced DVD:*

*DanceSense:*

Program 4: Elements of Dance

Program 5: The Moving Body

Program 6: Making Dance

# High School

## Big Idea: Structure in the Arts

### Elements/Forms

Core Content: AH-HS-1.2.1

#### Performance

#### Instructional

#### Information/Background

*From DanceSense Enhanced DVD:*

*DanceSense:*

Program 1: Understanding Dance

Program 4: Elements of Dance

Program 5: The Moving Body

Program 6: Making Dance

Part 4: Dance Vocabulary/Dance Positions

### Dance Styles: Ballet

Core Content: AH-HS-1.2.1

#### Performance

*From Dance Performances:*

Ballet: Arabian and Chinese Dances  
from The Nutcracker

#### Instructional

#### Information/Background

*From DanceSense Enhanced DVD:*

*DanceSense:*

Program 7: Ballet (includes information about Balanchine and Baryshnikov)

Program 8: Modern: Modern Dance History (includes information about Fokine)

Part 2: Dancing Through Time: Renaissance Dance, Baroque Dance, The Golden Age of Ballet, The Ballet Russe

Part 4: Dance Styles: Dance Vocabulary/Dance Positions (includes ballet)

Part 4: Ballet: Helen Starr (includes brief performance excerpts)

## Dance Styles: Modern

Core Content: AH-HS-1.2.1

### Performance

*From Dance Performances:*

Modern: Lucky Day  
Modern: The Graveyard  
Modern: Hot

### Instructional

### Information/Background

*From DanceSense Enhanced DVD:*

*DanceSense:*

Program 6: Making Dance  
(includes modern)  
Program 8: Modern Dance (includes  
information about Martha Graham  
and Alvin Ailey)  
Part 2: Dancing Through Time: Modern  
Dance  
Part 4: Dance Styles: Dance  
Vocabulary/Dance Positions (includes  
modern)  
Part 4: Modern: Art! Art! Barking Dog  
Dance Company (includes brief  
performance excerpts)

## Dance Styles: Jazz

Core Content: AH-HS-1.2.1

### Performance

*From Dance Performances:*

Jazz: Heat and Ode to Sabrina

### Instructional

### Information/Background

*From DanceSense Enhanced DVD:*

*DanceSense:*

Program 6: Making Dance  
(includes jazz)  
Program 9: Jazz Dance  
Part 2: Dancing Through Time: The  
Jazz Age  
Part 4: Dance Vocabulary/Dance  
Positions (includes jazz)  
Part 4: Jazz/Tap: JazzArts at Western  
Kentucky University (includes brief  
performance excerpts)

## Dance Styles: Tap

Core Content: AH-HS-1.2.1

### Performance

*From Dance Performances:*

Tap: Jamaica Funk

### Instructional

### Information/Background

*From DanceSense Enhanced DVD:*

*DanceSense:*

Program 3: Dance in America:

Blending Cultures (tap)

Program 10: Tap and Percussive  
Dance

Part 2: Dancing Through Time:  
Contemporary Dance

Part 4: Jazz/Tap: JazzArts at Western  
Kentucky University (includes brief  
performance excerpts)

## Relationship among music, costumes, lighting, props/scenery, and choreography

Core Content: AH-HS-1.2.2

### Performance

*From Dance Performances:*

Any performance can be used

### Instructional

### Information/Background

*From DanceSense Enhanced DVD:*

Any of the *DanceSense* programs

## Big Idea: Humanity in the Arts (Cultures, Periods & Styles)

### European Culture and Periods:

*Renaissance (court dances); Baroque (development of ballet, Louis XIV); Romantic (Golden Age of ballet); Modern (Fokine, Russian ballet, Balanchine, Baryshnikov)*

Core Content: AH-HS-2.2.1

### Performance

*From Dance Performances:*

Ballet: Arabian and Chinese Dances  
from *The Nutcracker*

### Instructional

### Information/Background

*From DanceSense Enhanced DVD:*

*DanceSense:*

Program 7: Ballet (includes information  
about Balanchine and  
Baryshnikov)

Program 8: Modern: Modern Dance  
History (includes information about  
Fokine)

Part 2: Dancing Through Time:  
Renaissance Dance, Baroque Dance,  
The Golden Age of Ballet, The Ballet  
Russe

Part 4: Dance Styles: Dance  
Vocabulary/Dance Positions (includes  
ballet)

Part 4: Ballet: Helen Starr (includes brief  
performance excerpts)

## Recent Styles in American Culture: Popular Dance

*Includes Early American dance, folk and social dance (Examples: square dance, swing, and waltz)*

Core Content: AH-HS-2.2.1

### Performance

*From Dance Performances:*

Bluegrass Clogging

*From DanceSense Enhanced DVD:*

Part 3: Three Irish Dances (polka, jig, reel)

### Instructional

### Information/Background

*From DanceSense Enhanced DVD:*

*DanceSense:*

- Program 2: The Dance of Culture:  
Popular Social Dance (Charleston, Lindy Hop, jitterbug, swing dance)
- Program 2: The Dance of Culture:  
Cultural Changes (waltz, Acadian dances)
- Program 3: European Dance (reel)
- Program 6: Making Dance (includes ballet)
- Program 9: Jazz Dance: Jazz History
- Program 9: Jazz Dance: Jazz Styles (swing)
- Program 10: Tap and Percussive Dance: Tap History (African dance, Irish step, English clogging)
- Part 2: Dancing Through Time: Early American Dance
- Part 3: Dance Traditions: Jean Ritchie on Play Party Games
- Part 3: Dance Traditions: Berea College Country Dance School

## Recent Styles in American Culture: Martha Graham, Modern Dance

*Martha Graham—abandoning traditional steps of ballet, portrayed characters in woman’s viewpoint*

*Modern Dance—Important figures include Alvin Ailey; incorporation of traditional African roots, African-American themes*

Core Content: AH-HS-2.2.1

### Performance

*From Dance Performances:*

Modern: Lucky Day

Modern: The Graveyard

Modern: Hot

### Instructional

### Information/Background

*From DanceSense Enhanced DVD:*

*DanceSense:*

- Program 6: Making Dance (includes modern)
- Program 8: Modern Dance (includes information about Martha Graham and Alvin Ailey)
- Part 2: Dancing Through Time: Modern Dance
- Part 4: Dance Styles: Dance Vocabulary/Dance Positions (includes modern)
- Part 4: Modern: Art! Art! Barking Dog Dance Company (includes brief performance excerpts)

# Big Idea: Purposes for Creating the Arts

## Purposes of Dance: Ceremonial

Core Content: AH-HS-3.2.1

### Performance

#### *From Dance Performances:*

African: Iye, Iye

#### *From The African Root:*

Mouwa (Part 1: West African Dance:

1.1 Description and Warm-up)

Lambah (Part 3: African Dance

Performances)

### Instructional

#### *From The African Root:*

West African Dance

#### *From Dances from Many Cultures:*

Zuni Harvest Dances

### Information/Background

#### *From DanceSense Enhanced DVD:*

*DanceSense:*

Program 1: Understanding Dance:  
Culture

Program 2: The Dance of Culture:  
Culture (Yoruba dances, Native  
dance from Alaska)

Program 3: Dance in America: Native  
American Dance

Program 3: Dance in America:  
African Dance

Part 2: Dancing Through Time

## Purposes of Dance: Recreational

Core Content: AH-HS-3.2.1

### Performance

#### *From Dance Performances:*

Bluegrass Clogging

#### *From DanceSense Enhanced DVD:*

Three Irish Dances (polka, jig, reel)

### Instructional

#### *From Dances from Many Cultures:*

European/American folk dances

#### *From The African Root:*

Afro-Cuban Dance

### Information/Background

#### *From The African Root:*

Hand Jives

#### *From DanceSense Enhanced DVD:*

*DanceSense:*

Program 2: The Dance of Culture:  
Popular Social Dance (Charleston,  
Lindy Hop, jitterbug, swing dance)

Program 2: The Dance of Culture:  
Cultural Changes (waltz, Acadian  
dances)

Program 2: Compare Cultures

Program 3: European Dance

Program 9: Jazz Dance: Jazz History

Program 9: Jazz Dance: Jazz Styles  
(swing dance)

Program 10: Tap and Percussive  
Dance: Tap History

Program 10: Percussive Dance

Part 3: Dance Traditions: Jean Ritchie  
on Play Party Games

Part 3: Dance Traditions: Berea College  
Country Dance School

## Purposes of Dance: Artistic Expression

Core Content: AH-HS-3.2.1

### Performance

#### *From Dance Performances:*

Ballet: Arabian and Chinese Dances  
from The Nutcracker\*

Modern: Lucky Day

Modern: The Graveyard

Modern: Hot

Jazz: Heat and Ode to Sabrina

Tap: Jamaica Funk

Flamenco: Farruca

*Cultural Dances Presented as  
Performance:*

African: Iye, Iye

Clogging: Bluegrass Clogging

#### *From The African Root:*

*Cultural Dances Presented as  
Performance:*

Mouwa (Part 1: West African Dance)

Lambah (Part 3: African Dance  
Performances)

Plantation/Ring Shout (Part 3: African  
Dance Performances)

#### *From DanceSense Enhanced DVD:*

Part 3: Dance Traditions: Kathak  
(classical Indian dance)\*

### Instructional

### Information/Background

#### *From DanceSense Enhanced DVD:*

All *DanceSense* programs; of particular interest:

Program 1: Understanding Dance

Program 6: Making Dance

Program 7: Ballet\*

Program 8: Modern Dance

Program 9: Jazz Dance

Program 10: Tap and Percussive  
Dance

Part 2: Dancing Through Time

Part 4: Dance Styles: Dance

Vocabulary/Dance Positions

Part 4: Dance Styles: Ballet: Helen Starr

Part 4: Dance Styles: Modern: Art! Art!

Barking Dog Dance Company

Part 4: Jazz/Tap: JazzArts at Western  
Kentucky University

*\*These are also examples of narrative  
dance.*

## Big Idea: Processes in the Arts

### Create Using Elements/Forms

Core Content: AH-HS-4.2.1, AH-HS-4.2.3

### Performance

### Instructional

### Information/Background

#### *From DanceSense Enhanced DVD:*

*DanceSense:*

Program 4: Elements of Dance

Program 5: The Moving Body

Program 6: Making Dance

## Demonstrate Proper Alignment, Strength, Flexibility

Core Content: AH-HS-4.2.2

### Performance

### Instructional

### Information/Background

*From DanceSense Enhanced DVD:*

*DanceSense:*

Program 5: The Moving Body

## Perform

Core Content: AH-HS-4.2.4

### Performance

### Instructional

*From The African Root:*

West African Dance

Afro-Cuban Dance

*From DanceSense Enhanced DVD:*

Part 4: Dance Vocabulary/Basic

Positions

### Information/Background

*From DanceSense Enhanced DVD:*

All *DanceSense* programs

## Skills and Training

Core Content: AH-HS-4.2.5

### Performance

### Instructional

### Information/Background

*From DanceSense Enhanced DVD:*

*DanceSense:*

Program 1: Understanding Dance:

Choreography

Program 5: The Moving Body

Program 6: Making Dance:

Choreography

Program 7: Ballet: Ballet Training

Part 4: Dance Vocabulary/Dance

Positions

Part 4: Ballet: Helen Starr

Part 4: Modern: Art! Art! Barking Dog

Dance Company

Part 4: Jazz/Tap: JazzArts at Western

Kentucky University