

## Reminder

### Dancing at Home Safety Tips

- Prior to taking the virtual (online) dance class make sure you are wearing dance attire that will allow you to move properly. This will also put you in the right frame of mind.
- Clear a space designated to be your “dancing space”. Each time you enter that space you will be in the right mindset.
- If you are on carpet, have bare feet, but wear leggings or tights to avoid carpet burn. If you are on a hard surface, wear your dance shoes or (non-slippery) socks.
- The student must warm up before and cool down after any movement exercising, dancing and practicing.

### HISD Disclaimer/Waiver of Liability

The students will be engaging in online (virtual) dance instruction. While performing these activities, students should ensure the area around them is safe and free of items on the ground. Students should participate at their current level of dance technique and movement abilities. HISD is not liable for any injury caused by the students’ participation in the online distance learning program. Presence of the guardian/parent is encouraged.

### Resources

Teachers and students should use the HUB dance course resources when available. For additional information and resources refer to the links provided on the curriculum and/or on the [HISD Fine Arts webpage](#).

## Monday – 45 minutes

### Activity / Task

### Exploring Dance Elements through Creative Movement: Water Cycle

Students will review and recall the basic elements of dance: (see resources). Students should use Dance Elements as a resource for the bi-weekly assignment.

#### Review

The artistic process to create a dance

1. Create new movements: explore and experiment
2. Organize these new movements into a dance: select and structure (every dance has a beginning, middle and end).
3. Refine the dance: evaluate and edit

**Warm up** (you can do your own warm up, use provided links in the resources and/or from **Dance Video Lessons** resources on [HISD Fine Arts webpage](#) or do the warm-up you learned with your teacher). Students may use any dance video link to physically participate in the dance class of their choice, and/or to follow the warm-up exercises.

#### Activity

##### Step 1

Activate the prior knowledge by reviewing some of the qualities of each stages of [the water cycle](#).

#### Explore and Experiment

Objective of the week 1 project:

The student will create, practice and perform a dance to interpret the Water Cycle.

Review: The Water Cycle

Water travels in cycle. It accumulates, goes up as evaporation, forms clouds as condensation, and falls down as precipitation. The water accumulates in rivers, lakes, and oceans. When the sun heats the water, the liquid water evaporates into a gas called vapor. When the air in the atmosphere cools the water vapor, it condenses into tiny drops of liquid water, forming clouds. As the clouds are

Monday – 45 minutes	
	<p>becoming heavier with a lot of water, gravity takes over and it rains – we call it precipitation. Then the water cycle can happen all over again.</p> <p>Stages of the water cycle:</p> <ul style="list-style-type: none"> <li>• Accumulation locomotor movements on low level</li> <li>• Evaporation locomotor and non-locomotor light, fast movements on high level</li> <li>• Condensation medium tempo, rounded shapes, flowing energy quality movements</li> <li>• Precipitation heavy body shapes, heavy, fast movements, sinking to the ground</li> </ul> <p><b>Step 2</b> Review the keywords in the water cycle: rain, stream, river, waterfall, lake, ocean, mist, cloud, storm front, thunderhead, storm. Also introduced: rainbow. Student will describe and on a separate piece of paper write the qualities that embody each stage. i.e. student will find several characteristics of each stage and select the one they feel is most important, then add action words that describe the stage. Student will use the adjectives to describe dance elements (body, space, time, energy, relationship). Students will also use action words to create movements, to create and perform dance interpreting the stages. The quality of the movement and the adjectives of each type of the stages, will inspire student to create a Water Cycle Dance. They will start improvising, creating movements based on their descriptions and action words.</p> <p><b>Cool down:</b> Students may cool down utilizing static stretching, flexibility exercise, yoga exercises, repeating their dance phrases slowly, breathing exercises and/or discussing, participating in the live class with their teachers.</p>
Resources	<p>Scholastic: <a href="#">The Water Cycle</a></p> <p>Creative movement lessons heavily depend on understanding, using and manipulating dance elements in exploring, interpreting, creating, and designing dance movements.</p> <p>Elements of Dance</p> <p>Student will review and recall the basic elements of dance:</p> <p>Body: body parts, body shapes</p> <p>Movement: body actions, locomotor movements, nonlocomotory movements</p> <p>Space: levels, pathways, directions</p> <p>Time: rhythm, tempo, freeze</p> <p>Energy: quality, force, weight</p> <p>Relationships: placement, choreographic process, design</p> <p>Use additional resources: dance elements posters, power point presentation on <a href="#">HISD Fine Arts Webpage</a></p> <p>Students can use weekly lesson samples from <a href="#">Dance Resources Document</a> and follow the virtual dance lesson.</p> <p>Students can use additional dance lessons appropriate for their dance technique and skill level, from <a href="#">Dance Resources Document</a> and follow the virtual dance lesson.</p> <p>Students (teachers and parents) can find additional dance songs and dance along videos <a href="#">HISD Fine Arts Webpage</a>.</p>

Tuesday – 45 minutes	
Activity / Task	<p><b>Warm up</b> (you can do your own warm up, use provided links in the resources and/or from <b>Dance Video Lessons</b> resources on <a href="#">HISD Fine Arts webpage</a> or do the warm-up you learned with your teacher). Students may use any dance video link to physically participate in the dance class of their choice, and/or to follow the warm up exercises.</p> <p><b>Create</b></p> <p><b>Step 3</b></p> <p>Student will create dance phrases to interpret four different water cycle stages.</p> <p>Guiding questions:</p> <p>If you will perform this dance about water to an audience that didn't know it was about water, how would you interpret it using your body movements? What qualities, levels, and dynamic should be presented in your dance about water cycle?</p> <p>Can this cinquain assist you in creating movements?</p> <div style="text-align: center;"> <p><u>Cinquain</u></p> <p>Water</p> <p>Deep, fresh</p> <p>Splashing, evaporating, flooding</p> <p>Water is all around us</p> <p>H2O</p> </div> <p><b>Step 4</b></p> <p><b>Create and Organize: Movement Sentences</b></p> <p><b>Activity</b></p> <p>Review Dance Elements by performing movements per categories. Manipulate one simple movement such as "running": by running on the spot (non-locomotor), or in the circle (locomotor) right, left (space -directions, pathways), up – down (space – levels), freeze the movement (body shape), fast – slow (time), light – heavy (energy: quality of the movement)</p> <p>Create dance phrases as explained in step 3.</p> <p><b>Cool down:</b> Students may cool down utilizing static stretching, flexibility exercise, yoga exercises, repeating their dance phrases slowly, breathing exercises and/or discussing, participating in the live class with their teachers.</p>
Resources	<p>Creative movement lessons heavily depend on understanding, using and manipulating dance elements in exploring, interpreting, creating, and designing dance movements.</p> <p>Elements of Dance</p> <p>Student will review and recall the basic elements of dance:</p> <p>Body: body parts, body shapes</p> <p>Movement: body actions, locomotor movements, nonlocomotory movements</p> <p>Space: levels, pathways, directions</p> <p>Time: rhythm, tempo, freeze</p> <p>Energy: quality, force, weight</p> <p>Relationships: placement, choreographic process</p> <p>Use additional resources: dance elements posters, power point presentation on <a href="#">HISD Fine Arts Webpage</a></p> <p>Students can use weekly lesson samples from <a href="#">Dance Resources Document</a> and follow the virtual dance lesson.</p> <p>Students can use additional dance lessons appropriate for their dance technique and skill level, from <a href="#">Dance Resources Document</a> and follow the virtual dance lesson.</p> <p>Students (teachers and parents) can find additional dance songs and dance along videos <a href="#">HISD Fine Arts Webpage</a>.</p>

Wednesday – 45 minutes	
Activity / Task	<p><b>Warm up</b> (you can do your own warm up, use provided links in the resources and/or from <b>Dance Video Lessons</b> resources on <a href="#">HISD Fine Arts webpage</a> or do the warm-up you learned with your teacher). Students may use any dance video link to physically participate in the dance class of their choice, and/or to follow the warm up exercises.</p> <p><b>Create, Organize, Refine Activity</b>  <b>Step 5</b>  Repeat movements from the day before and create movement sentences that represent stages of water cycle.  Use any music that inspires you to create water cycle. Rehearse combinations few times.</p> <p><b>Cool down:</b> Students may cool down utilizing static stretching, flexibility exercise, yoga exercises, repeating their dance phrases slowly, breathing exercises and/or discussing, participating in the live class with their teachers.</p>
Resources	<p>Creative movement lessons heavily depend on understanding, using and manipulating dance elements in exploring, interpreting, creating, and designing dance movements.</p> <p>Elements of Dance  Student will review and recall the basic elements of dance:  Body: body parts, body shapes  Movement: body actions, locomotor movements, nonlocomotory movements  Space: levels, pathways, directions  Time: rhythm, tempo, freeze  Energy: quality, force, weight  Relationships: placement, choreographic process  Use additional resources: dance elements posters, power point presentation on <a href="#">HISD Fine Arts Webpage</a>  Students can use weekly lesson samples from <a href="#">Dance Resources Document</a> and follow the virtual dance lesson.  Students can use additional dance lessons appropriate for their dance technique and skill level, from <a href="#">Dance Resources Document</a> and follow the virtual dance lesson.  Students (teachers and parents) can find additional dance songs and dance along videos <a href="#">HISD Fine Arts Webpage</a>.</p>

Thursday – 45 minutes	
Activity / Task	<p><b>Warm up</b> (you can do your own warm up, use provided links in the resources and/or from <b>Dance Video Lessons</b> resources on <a href="#">HISD Fine Arts webpage</a> or do the warm-up you learned with your teacher). Students may use any dance video link to physically participate in the dance class of their choice, and/or to follow the warm up exercises.</p> <p><b>Step 6</b>  <b>Organize, Refine and Perform: Beginning, Middle and End Activity</b>  Student will create links to connect these movement into one dance (16-32 eight counts). In this case, the order of the water cycle is from accumulation, evaporation, condensation to precipitation. If</p>

# HISD | Elementary Curriculum and Development

INSPIRING TEACHING, IGNITING LITERACY & LEARNING.

2019-2020 HISD @ H.O.M.E. Distance Learning

Grade 3-5 Fine Arts – Dance

April 27-May 1, 2020 – Week 1

Thursday – 45 minutes	
	<p>possible, student will find a music that matches to their choreography. This is one of the possible <a href="#">music selections</a>. (see resources for additional music choices).</p> <p>Student will refine, rehearse and stage the dance. The dance will contain a beginning, middle and end.</p> <p><b>Cool down:</b> Students may cool down utilizing static stretching, flexibility exercise, yoga exercises, repeating their dance phrases slowly, breathing exercises and/or discussing, participating in the live class with their teachers.</p>
Resources	<p>Music selections:  <a href="#">The Hunt by Mickey Hart</a>  <a href="#">Water Inspired Piano Music</a>  <a href="#">Yanni - One Man's Dream</a>  <a href="#">Celtic Water Music - Water Nymph</a></p> <p>Creative movement lessons heavily depend on understanding, using and manipulating dance elements in exploring, interpreting, creating, and designing dance movements.</p> <p>Elements of Dance  Student will review and recall the basic elements of dance:  Body: body parts, body shapes  Movement: body actions, locomotor movements, nonlocomotory movements  Space: levels, pathways, directions  Time: rhythm, tempo, freeze  Energy: quality, force, weight  Relationships: placement, choreographic process</p> <p>Use additional resources: dance elements posters, power point presentation on <a href="#">HISD Fine Arts Webpage</a>  Students can use weekly lesson samples from <a href="#">Dance Resources Document</a> and follow the virtual dance lesson.  Students can use additional dance lessons appropriate for their dance technique and skill level, from <a href="#">Dance Resources Document</a> and follow the virtual dance lesson.  Students (teachers and parents) can find additional dance songs and dance along videos <a href="#">HISD Fine Arts Webpage</a>.</p>

Friday – 45 minutes	
Activity / Task	<p><b>Warm up</b> (you can do your own warm up, use provided links in the resources and/or from <b>Dance Video Lessons</b> resources on <a href="#">HISD Fine Arts webpage</a> or do the warm-up you learned with your teacher). Students may use any dance video link to physically participate in the dance class of their choice, and/or to follow the warm up exercises.</p> <p><b>Step 7</b>  <b>Perform and Respond</b>  <b>Activity</b>  Student will perform the dance for family members as audience. If possible, student will record the dance on the phone or via Microsoft Teams and/or similar platforms.  Student will be ready to showcase the dance to a teacher. Student will be able to discuss the dance choices, and movements that represent water cycle stages.</p>



Friday – 45 minutes	
	<p><b>Cool down:</b> Students may cool down utilizing static stretching, flexibility exercise, yoga exercises, repeating their dance phrases slowly, breathing exercises and/or discussing, participating in the live class with their teachers.</p>
Resources	<p>Creative movement lessons heavily depend on understanding, using and manipulating dance elements in exploring, interpreting, creating, and designing dance movements.</p> <p>Elements of Dance</p> <p>Student will review and recall the basic elements of dance:</p> <p>Body: body parts, body shapes</p> <p>Movement: body actions, locomotor movements, nonlocomotory movements</p> <p>Space: levels, pathways, directions</p> <p>Time: rhythm, tempo, freeze</p> <p>Energy: quality, force, weight</p> <p>Relationships: placement, choreographic process</p> <p>Use additional resources: dance elements posters, power point presentation on <a href="#">HISD Fine Arts Webpage</a></p> <p>Students can use weekly lesson samples from <a href="#">Dance Resources Document</a> and follow the virtual dance lesson.</p> <p>Students can use additional dance lessons appropriate for their dance technique and skill level, from <a href="#">Dance Resources Document</a> and follow the virtual dance lesson.</p> <p>Students (teachers and parents) can find additional dance songs and dance along videos <a href="#">HISD Fine Arts Webpage</a>.</p>



Monday – 45 minutes

Activity / Task

**Exploring Dance Elements through Creative Movement: Landforms, Weathering & Erosion**

Students will review and recall the basic elements of dance: (see resources)

Students should use Dance Elements as a resource for the bi-weekly assignment.

**Warm up** (you can do your own warm up, use provided links in the resources and/or from **Dance Video Lessons** resources on [HISD Fine Arts webpage](#) or do the warm-up you learned with your teacher). Students may use any dance video link to physically participate in the dance class of their choice, and/or to follow the warm up exercises.

**Explore and Experiment**

Objective of the week 2 project:

Student will create, practice and perform a dance to interpret the weathering, erosion, and deposition change Earth's landscape: landforms.

Wind, water (including waves), and ice, shape and reshape the Earth's land surface by eroding rock and soil in one area and depositing them in other areas. Weathering is breaking down of rocks into much smaller pieces. Erosion is when sediments (or small pieces of broken rock) are carried to a new location by water and wind. The Grand Canyon is an excellent example of weathering and erosion. Rainfall helps to shape the land and affects the living things in the region. Water, ice, wind, living organisms, and gravity break rocks, soils and sediments into smaller pieces.

**Activity**

**Step 1**

Activate the prior knowledge by reviewing some of the qualities of each process of weathering and erosion.

Review:

In grade 3 students are introduced to landforms, more specifically mountains, hills, valleys, and plains. In grade 4, students are introduced to the processes of weathering, erosion, and deposition. In grade 5, students will need to connect these two different topics together as a relationship between Earth's processes and the physical environment that we see (added in grade 5: deltas, canyons, and sand dunes).

**Step 2**

Student will describe and on a separate piece of paper write the qualities that embody each process.

i.e. student will find several characteristics of the rock, wind, water, and weathering; select the most important characteristics of all and add action words that describe the item or process. Student will use the adjectives to describe dance elements (body, space, time, energy, relationship), students will also use action words to create movements, to create and perform dance interpreting the words and processes. The quality of the movement and the adjectives of each type of the following words will inspire student to create a Weathering and Erosion Dance. The student will start improvising, creating movements based on their descriptions and action words.

- Rock strong energy, sharp, heavy or stomping, somewhat bouncing movements
- Wind light movements, swaying, smooth, fluffy movements
- Water vibrant, lively, bouncy, playful, flowing movements, freezing and expanding
- Weathering melting, sluggish, grounded movements, stillness

Monday – 45 minutes	
	<p><b>Cool down:</b> Students may cool down utilizing static stretching, flexibility exercise, yoga exercises, repeating their dance phrases slowly, breathing exercises and/or discussing, participating in the live class with their teachers.</p>
Resources	<p>Creative movement lessons heavily depend on understanding, using and manipulating dance elements in exploring, interpreting, creating, and designing dance movements.</p> <p>Elements of Dance</p> <p>Student will review and recall the basic elements of dance:</p> <p>Body: body parts, body shapes</p> <p>Movement: body actions, locomotor movements, nonlocomotory movements</p> <p>Space: levels, pathways, directions</p> <p>Time: rhythm, tempo, freeze</p> <p>Energy: quality, force, weight</p> <p>Relationships: placement, choreographic process</p> <p>Use additional resources: dance elements posters, power point presentation on <a href="#">HISD Fine Arts Webpage</a></p> <p>Students can use weekly lesson samples from <a href="#">Dance Resources Document</a> and follow the virtual dance lesson.</p> <p>Students can use additional dance lessons appropriate for their dance technique and skill level, from <a href="#">Dance Resources Document</a> and follow the virtual dance lesson.</p> <p>Students (teachers and parents) can find additional dance songs and dance along videos <a href="#">HISD Fine Arts Webpage</a>.</p>

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Tuesday – 45 minutes	
	<p>pathways), up – down (space – levels), freeze the movement (body shape), fast – slow (time), light – heavy (energy: quality of the movement) Create dance phrases as explained in step 3.</p> <p><b>Cool down:</b> Students may cool down utilizing static stretching, flexibility exercise, yoga exercises, repeating their dance phrases slowly, breathing exercises and/or discussing, participating in the live class with their teachers.</p>
Resources	<p>Creative movement lessons heavily depend on understanding, using and manipulating dance elements in exploring, interpreting, creating, and designing dance movements.</p> <p>Elements of Dance Student will review and recall the basic elements of dance: Body: body parts, body shapes Movement: body actions, locomotor movements, nonlocomotory movements Space: levels, pathways, directions Time: rhythm, tempo, freeze Energy: quality, force, weight Relationships: placement, choreographic process Use additional resources: dance elements posters, power point presentation on <a href="#">HISD Fine Arts Webpage</a> Students can use weekly lesson samples from <a href="#">Dance Resources Document</a> and follow the virtual dance lesson. Students can use additional dance lessons appropriate for their dance technique and skill level, from <a href="#">Dance Resources Document</a> and follow the virtual dance lesson. Students (teachers and parents) can find additional dance songs and dance along videos <a href="#">HISD Fine Arts Webpage</a>.</p>

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Resources	<p>Music selections:  <a href="#">Yanni - One Man's Dream</a>  <a href="#">Calm Wind</a>  <a href="#">Mysterious Island</a>  <a href="#">Simply Three - Rain (Original Song)</a>  <a href="#">Beethoven's 5 Secrets - OneRepublic - The Piano Guys</a>  <a href="#">HAUSER - River Flows In You</a></p> <p>Creative movement lessons heavily depend on understanding, using and manipulating dance elements in exploring, interpreting, creating, and designing dance movements.  Elements of Dance  Student will review and recall the basic elements of dance:  Body: body parts, body shapes  Movement: body actions, locomotor movements, nonlocomotory movements  Space: levels, pathways, directions  Time: rhythm, tempo, freeze</p>

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