

Week 2 - Dance

Kinder-1st

<p>Kinder-1st</p>	<p>K.DA:Pr5 (b) b. Move safely in general space and start and stop on cue during activities, group formations, and creative explorations while maintaining personal space.</p>	<p>*Let's warm-up with some follow-the-leader dancing fun! Watch the video below and dance along with the instructions. https://youtu.be/cZeM18fPbvI</p>	<p>*Now, let's play a game of "Red Light, Green Light," where we can play as a family. Find a large, open space, choose one person to be the leader that calls out Red Light, Green Light, and instead of only running and walking, add skipping, turning, hopping, and dancing to get to the game leader/ finish line. Have fun!</p> <p>Here is a video link for you to see how others have played the game. Take a look. https://vimeo.com/94549580</p>  <p>The graphic shows two traffic lights. The left one has the red light lit, and the right one has the green light lit. Between them, the text 'Red Light, Green Light' is written in red and green respectively. Below the lights, it says 'Chubbert Stop, Go Games & Activities'.</p>
<p>Kinder-1st</p>	<p>1.DA:Pr4 b. Relate quick, moderate and slow movements to duration in time. Recognize steady beat and move to varying tempi of steady beat.</p>	<p>*Watch each video below and decide which choreography moves fast and which choreography moves slow. https://www.youtube.com/watch?v=p2tZemLoVFM https://www.youtube.com/watch?v=5GurVMgIXcA</p>	<p>*Choreograph your own choreography that includes both fast and slow movement. You can even teach someone in your family. Have fun!</p>

2nd-3rd

<p>2nd-3rd</p>	<p>2. DA:Pr4 c. Select and apply appropriate characteristics to movements (e.g., selecting specific adverbs and adjectives and apply them to movements). Demonstrate kinesthetic awareness while dancing the movement characteristics.</p>	<p>*Click on the link below to listen to the song and determine how this song makes you feel. Listen to the lyrics and the instruments. How would you express this song in your body movement, facial expressions?</p> <p>https://www.youtube.com/watch?v=mp01r_1g7tE</p> 	<p>*Write down a list of words that describe how the song makes you feel. Use adjectives and adverbs. Now, create your own movement to the first minute of the song, and be sure to incorporate expressions of the words you wrote down.</p>
<p>2nd-3rd</p>	<p>3. DA:Pr4 b. Fulfill specified duration of time with improvised locomotor and non-locomotor movements. Differentiate between “in time” and “out of time” to music. Perform movements that are the same or of a different time orientation to accompaniment. Use metric and kinesthetic phrasing.</p>	<p>*Look at the video below to discover how to listen to music and dance “in time” and “out of time,” or against the music. Try the steps so that you can feel the movement with the music.</p> <p>https://www.youtube.com/watch?v=jQJ7erCtNJo</p>	<p>*Now, listen to a different genre of music and create movement that is “in time” and “out of time.” Use locomotor and non-locomotor movement to explore the different variations of time. Have someone videotape your or perform your steps for your family. Have fun!</p> <p>https://youtu.be/fH_OnJk6QqU</p>

4th-5th

4 th -5 th	<p>4.DA:Pr 5 (b) b. Execute techniques that extend movement range, build strength, and develop endurance. Explain the relationship between execution of technique, safe body-use, and healthful nutrition.</p>	<p>*Click on the video link below to warm-up and explore different movements for body conditioning. Don't forget to drink plenty of water after your workout.</p> <p>https://www.youtube.com/watch?v=5if4cjO5nxo</p> 	<p>*Think about what type of body strength you need to execute these moves. How can you be sure that you are safely using your body when doing these exercises and movements? Share your answers with someone. You can do this entire activity with your family.</p>
4 th -5 th	<p>5. DA: Pr5 a. Recall and execute a series of dance phrases using technical dance skills (e.g., alignment, coordination, balance, core support, clarity of movement).</p>	<p>*Learn the choreography from the video link below, and practice until you are confident with the movement.</p> <p>https://youtu.be/ktRQ1h3hD-g</p>	<p>*Once you are comfortable and confident with the choreography, click on the next video link below to try the steps with music.</p> <p>https://youtu.be/xyZPLn5GVW8</p>

6th-8th

6 th -8 th	<p>7.DA:Pr4 (A) a. Expand movement vocabulary of floor and air pattern designs. Incorporate and modify differently designed shapes and movements from a variety of dance genres and styles for the purpose of expanding movement vocabulary</p>	<p>*Follow and participate in the tap instruction that is given in the video link below. Don't worry if you don't have tap shoes. You can execute the steps in any hard sole shoe of your choice. Listen for sound patterns in the video.</p> <p>https://youtu.be/N5c5buh5YJk</p>	<p>*Think back to some of the sound patterns you heard in the video. Create an audible rhythm with your hands or mouth that matches the rhythmic patterns from the taps. You can also create new rhythmic sound patterns with the technique steps that you learned in the video.</p>
----------------------------------	---	--	--

			
<p>6th-8th</p>	<p>8.DA:Pr4 a. Sculpt the body in space and design body shapes in relation to other dancers, objects, and environment. Use focus during complex floor and air patterns and/or pathways</p>	<p>*Watch the video below of the performance of Annie's, "It's A Hard Knock Life." Look for similarities in the rhythmic patterns that you may have heard in the previous tap video.</p> <p>https://youtu.be/Cexhpgf2TZw</p>	<p>*Compare and contrast the different rhythms within the entire dance, and how the objects created sound and rhythms. Find different objects in your house that create rhythms, and use those objects to create your own rhythmic choreography in counts of 4's and 8's. Have someone videotape you performing your choreography with props. Feel free to share with your family and teachers.</p>