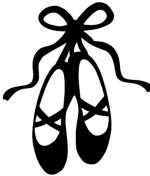


# Dance Activities

Choose 1-2 activities per week and complete the challenge. Try to complete 8 activities in the month.

<p>Listen to music. Draw lines and shapes as you listen that match the sounds, rhythms, and mood. Then create a dance move that matches those lines and shapes (D. CR. 1-6)</p>	<p>Do some yoga or stretching when you wake up in the morning. Focus on stretching all the muscles in your body. You can look up a YouTube video to help you. (D. Vocab. 1-6)</p>	<p>Pick 4 locomotor movements (hop, skip, run, jump, gallop etc.) Then put them together in a pattern. Now put it to music. (D. Vocab. 1-6)</p>	<p>Search “just dance” on Youtube and learn a new dance! Perform it for your family. (D. P. 1-6)</p>	<p>Go for a walk around your neighborhood. Add at least 4 dance moves to your walk. (skip, slide, leap etc.) ( D. Vocab. 1-6)</p>
<p>Visit <a href="http://gonoodle.com">gonoodle.com</a> and learn a new dance. Perform it for your family. (D. P. 1-6)</p>	<p>Ask a parent to play a song that was popular when they were young. Have them teach you some dance moves they did to that song. (D. CO. 1-6)</p>	<p>Watch a clip from “World of Dance” on youtube. See if you can learn any of the dance moves. (D. R. 1-6)</p>	<p>Do some stretches before you go to bed. Focus on your breathing to help you relax. (D. Vocab. 1-6)</p>	<p>Watch two different types of dance on Youtube. (ballet, modern, hip hop, tap etc.) Write down how they are the same and how they are different. (D. R. 1-6)</p>
<p>Create a new dance to your favorite song with a brother or sister. Perform it for your parents. (D. CR. 1-6)</p>	<p>See how long you can stand on your tip toes and balance. Now try it on one leg. Challenge a family member to balance longer than you. (D. Vocab. 1-6)</p>		<p>Find a ribbon or a scarf on your house and create a dance with. Try it with some classical music. (D. CR. 1-6)</p>	<p>Try bending over and touching your toes or doing the splits. If you can't practice every day for a week until you can. ** Do it gradually, don't force your muscles (D. Vocab. 1-6)</p>
<p>Do ten jumping jacks, ten push ups, ten situps and ten lunges. Repeat this pattern 4 times. (D. Vocab. 1-6)</p>	<p>Watch a “ballet performance” on YouTube. Write down what you think the story might be that they are trying to tell. (D. R. 1-6)</p>	<p>Create a dance that imitates your favorite animal. Put it to music. See if your family can guess what animal you are. (D. CR. 1-6)</p>	<p>Watch a movie that has dancing in it. Then research who the choreographer is. Write down three things you learned about them. (D. CO. 1-6)</p>	<p>Practice moving one body part at a time. Explore all of the movements you can do with that part of your body (head, legs, arms, ribs etc.) (D. Vocab. 1-6)</p>
<p>Explore how you might move if you didn't have bones. Research animals that don't have bones. (D. CO. 1-6)</p>	<p>Pick a decade between 1900-2020 Learn a popular dance move from that decade. (D. CO. 1-6)</p>	<p>Pick an emotion (happy, sad, angry etc.) Create a dance that expresses that emotion. Put it to music. (D. CR. 1-6)</p>	<p>Go for a jog outside. See how long you can go without walking. Take a walking break then see if you can beat your record. (D. Vocab. 1-6)</p>	<p>Try creating a dance using body percussion (clapping, snapping your fingers tapping your shoulders or legs etc.) (D. C. 1-6)</p>

## Quarter 4 Dance Standards

### **Skills:**

- Connect knowledge of the body to movement.
- Perform basic locomotor and axial movement skills.
- Listen to signals and respond to movement directions.
- Understands conditioning principles:  
(balance, strength, flexibility, endurance, alignment).
- Can duplicate movement and memorize sequences.
- Isolation of body parts and joint articulation.
- Relationship of bodily skills to time, space and energy.
- Performs learned choreographed phrases.
- Creates and performs original and complex combinations.
- Performs with concentration, focus, sensitivity and expression.

### **Dance Standards:**

- **CREATE (D.CR. 1-6)** Students will conceptualize, generate, develop and organize artistic ideas and work. They will complete and refine dance works.
- **PERFORM (D.P. 1-6)** Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work and express meaning through the presentation of dance works.
- **RESPOND (D.R. 1-6)** Students will perceive and analyze artistic work and process. They will interpret intent and meaning and apply criteria to evaluate artistic work and process.
- **CONNECT (D.CO. 1-6)** Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

### **Vocabulary:**

**Warm-up:** A series of exercises/movement to ready the mind and body

**Locomotor:** Steps that travel through space

**Axial Movement:** Movement that revolves around the axis and is performed in place

**Agility:** The ability to change direction Conditioning

**Principles:** Strength, Flexibility, Stability, Endurance, Coordination, Agility, Sensitivity, Expression, Concentration.