

Grade 1 Dance

Learning Objectives Checklist

The students will:

	build on awareness and identify <i>actions, body, dynamics, relationships, and space</i>
	be aware of what own body can do by exploring a variety of whole body and body part movements
	explore many different kinds of locomotor (travelling) and non-locomotor actions in own dance experiences and environment (e.g., travel, jump, turn, twist, fall, bend, stretch, and pause)
	explore and identify, using own words, many different ways of executing movements (e.g., dynamic qualities such as quickly and softly)
	explore locomotor actions that correspond with even and uneven rhythms such as walking, galloping, and running in time to an external beat
	become aware of the pathways created on the floor when moving through space
	explore a variety of directions, levels, sizes, and shapes in personal and general space
	identify and explore many different kinds of relationships such as near, far, above, below, in front, behind, sideways, under, over, inside, around, leading, and following
	begin to connect movements to create short dance phrases
	explore contrasting movements
	understand that dancers dance with their bodies
	begin to copy movements as demonstrated
	extend own body's range of movement and strength
	discuss stories, images, ideas, and/or emotions expressed in the dances students view
	begin to understand that ideas for dances come from many different sources
	respond to stimuli such as stories, poems, music, or objects as starting points for own dance explorations
	begin to seek a variety of solutions in movement explorations (improvisation)
	begin to select movements from explorations to create dance phrases
	create dance phrases that have a beginning position and an end position
	think about and talk about basic decisions made in creating dance phrases
	engage in non-verbal communication
	view a variety of dances (e.g., contemporary, historical, cultural and popular)
	view dances of Saskatchewan and other Canadian dance artists, including First Nation and Métis dance artists
	learn dances of various styles and cultural groups
	begin to understand that there are many kinds of dance
	view dances with curiosity
	reflect on how dances make students think and feel
	show interest in knowing more about a dance presentation, the choreographer, and the dancers
	respond to dance presentations verbally and non-verbally
	continue to explore connections between dance and the other art forms
	locate and discuss the dance events found in own community