

Kindergarten Dance

Learning Objectives Checklist

The students will:

	develop an awareness of <i>actions, body, dynamics, relationships, and space</i> in the movement/dance students experience and explore
	identify whole body and body part movements in own dance experiences and in environment
	become familiar with locomotor (travelling) and non-locomotor actions, and start and stop movements at will
	explore moving with a variety of dynamic qualities (e.g., quickly and softly)
	move and clap in time to an external beat
	move freely in general space while maintaining personal space (i.e., not colliding)
	know that the dance space is called general space and that personal space is the student's "bubble" space
	become aware of many different kinds of relationships the students can have with their teacher or another dancer such as near, far, above, below, in front, behind, sideways, under, over, inside, around, leading, and following
	explore how movements can be connected to create short dance phrases
	become aware that dancers dance with their bodies
	begin to copy movements as demonstrated
	discuss stories, images, ideas, and/or emotions expressed in the dances students view
	talk about sources of own ideas for dances (e.g., observation, memory, and imagination)
	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
	begin to create short dance phrases
	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
	begin to explore connections between dance and other art forms (e.g., drama, literary arts, music, visual, and media arts)
	discuss the dance events found in own community

Comments: