



Grade 4

Arts & Science Integrated Learning Sequence 3: Focus on Dance

([Jump to Learning Sequence #3 Teaching and Learning Plan](#))

INTRODUCTION

Arts Integration Model

This learning sequence is multidisciplinary, focusing on dance, physical education, and oral and written language. The arts standards are designed to cultivate artistically literate, creative, and capable students. The arts standards in this learning sequence are integrated with and supported by oral and written language standards.

Dance



“In grade levels three through five, students become increasingly aware and observant of the world around them. They are capable of complex patterns of logic, able to analyze and define people, activities, situations, and events. They enjoy inventing, creating, and working collaboratively. By grade levels three through five, students have developed a sharper sense of their bodies’ movement capabilities and can apply a range of strategies for exploring and improvising movement with teacher guidance.” [CA Arts Education Framework, Chapter 3](#)

Physical Education

According to the [Physical education Framework Chapter 2](#), Grade-four students “are at a transitional stage between childhood and youth” but should have mastered the proper form for locomotor and non-locomotor skills and learned to manipulate objects in a variety of ways. Principles and concepts for this grade level include how to perform motor skills. While the framework notes that students “apply locomotor skills to basic square-dance steps and learn dances performed during early California times” as one way to connect with other content areas, the California Arts Standards for Dance provide an opportunity to make additional culturally relevant connections.

English Language Arts

“Grade four is a milestone year for students as they make the transition from the primary to intermediate grades. A longer school day and a sharpened focus on content instruction require that students employ their literacy skills in ways that are increasingly complex and flexible.”
“In grade four, teachers ensure that the content standards for all subject matter (e.g., science, social studies, the arts) are addressed in depth—and, importantly, that every student has access to the content.” [CA ELA/ELD Framework, Chapter 5](#)

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Learning Goals

- Students explore movement in space and its purpose.
- Students identify patterns of movement in dance.
- Students relate the main idea or context of a dance to their own experiences identifying similarities and differences.
- Students design and perform a routine to music that includes even and uneven locomotor patterns.
- Students respond to non traditional text orally and in writing.
- Students reflect on their learning through discussion and written prompts.
- Students use newly acquired domain-specific vocabulary in speaking and writing.
- Students reflect on their learning through discussion and written Grade Four Standards

Grade Four Standards

Grade 4 Standards Addressed AND Assessed	
California Arts Standards	Dance: 4.DA:Cr3 Revise movement based on peer feedback and self-reflection to improve communication of artistic intent in a short dance study. Explain and document choices made in the process. 4.DA:Re7a. Find patterns of movement in dance works that create a style or theme. 4.DA:Cn10a. Relate the main idea or content in a dance to other experiences. Explain how the main idea of a dance is similar to or different from one's own experiences, relationships, ideas, or perspectives.
Physical Education	4.2.10 Design a routine to music that includes even and uneven locomotor patterns.
English Language Arts Standards	Writing: Text Types and Purposes W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. b. Provide reasons that are supported by facts and details. W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events. Writing: Production and Distribution of Writing W.4.4 Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience.

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Grade 4 Standards Addressed AND Assessed	
	W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.) Language: Vocabulary Acquisition and Use L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Grade 4 Standards Addressed but NOT Assessed	
California Arts Standards	Dance: 4.DA:Cn11 Select and describe movements in a specific genre or style and explain how the movements relate to the culture, society, historical period, or community from which the dance originated Music: 4.MU:Cr1b. Generate musical ideas (such as rhythms, melodies, and simple accompaniment patterns) within related tonalities (such as major and minor) and meters. 4.MU:Cr2b. Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas.
Science	4-ESS3-2 Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.
English Language Arts Standards	Range of Writing W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Speaking and Listening: Comprehension and Collaboration S.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

Domain Specific Vocabulary

In this learning sequence, domain specific vocabulary is introduced after students have an opportunity to explore and the need to name objects and concepts arises naturally in the classroom. As the vocabulary is explicitly introduced, it is recommended that the words are added to a Word Wall. For more information on the benefit of using Word Walls, consider these resources: [Tools for Teachers | Accessibility Strategy Word Wall](#) and [Word Wall | Learning for Justice](#). Domain specific vocabulary will be notated in **bold**.

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Assessment Opportunities included in this Learning Sequence

Designing Assessment of Arts Learning is a process of eliciting and analyzing data for the purpose of evaluation. The assessment of student learning involves describing, collecting, recording, scoring, and interpreting information about performance. A complete assessment of student learning should include measures with a variety of formats as developmentally appropriate (NCCAS 2014). Formative and summative assessment must be included to make learning meaningful and effective. There are many types of formative and summative assessments, such as formative teacher-created diagnostic assessments and summative portfolios.

Importantly, the standards recommend that language and literacy learning be connected with the academic disciplines from the earliest grades onward. Assessment, then, should enable educators to determine a student's trajectory in developing proficiency in language and literacy within and across the years and the disciplines. (CA ELA/ELD Framework page 821)

Teachers should use a range of assessments to support learning. Assessments should affirm students' ways of knowing and provide students with multiple opportunities to demonstrate growth and mastery of learning in the arts discipline and science concepts while applying literacy and language skills.



Formative

- Discussion prompts
- Written responses
- Revision of work based on feedback
- Self-reflection prompts



Summative

- Dance/movement sequence

ATTENDING TO EQUITY

CA Arts Education Framework

Effective arts education is equitable and inclusive; it thoughtfully implements the California Arts Standards in grade levels TK–12 and supports all students in developing their artistic voice while becoming prepared for college and their career. Authentic and meaningful arts learning requires that all students have access to arts education programs that are supported by districts' families and communities, have been carefully planned and implemented, and are continuously evaluated for improvement. CA Arts Education Framework page 706

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CA ELA/ELD Framework

Among the core principles guiding the development of this ELA/ELD Framework is that schooling should help all students achieve their highest potential. To accomplish this, students need to be provided equitable access to all areas of the curricula; appropriate high-quality instruction that addresses their needs and maximally advances their skills and knowledge; up-to-date and relevant resources; and settings that are physically and psychologically safe, respectful, and intellectually stimulating. CA ELA/ELD Framework page 880

Culturally and linguistically responsive teaching and equity- focused approaches emphasize validating and valuing students' cultural and linguistic heritage— and all other aspects of students' identities— while also ensuring their full development of academic English and their ability to engage meaningfully in a range of academic contexts across the disciplines. CA ELA/ELD Framework page 917

LEARNING SEQUENCE 3: TEACHING AND LEARNING PLAN

Use the instructions below with the 4th Grade Arts & Science Integrated Unit [slides for Learning Sequence 3](#).

Part 1

Instructions for Part 1	Teacher Notes
(SLIDE 2) Share with students: In addition to working hard and exploring their interests, astronauts have to stay active and healthy when in space. Just like athletes, astronauts have to keep in shape both on Earth and in space. Staying active and keeping in shape is even more important when living on the International Space Station than it is on Earth. Due to the lack of gravity in space, astronauts experience a decrease in muscle mass and bone density. They have to exercise vigorously in space to stay healthy. They must do at least two hours of exercise every day. (SLIDE 3) Let's watch astronauts Running in Space! Ask students: • How does running keep astronauts healthy when living on the ISS? • How do astronauts stay on the treadmill without floating away? (SLIDE 4) Make sure you have plenty of space around you to move without bumping into furniture or each other. Then check the floor around you is clear of any debris. Let's Train Like an Astronaut with Mission X. Learn how to do burpees from an astronaut. Ask students: • What are the five steps to doing a burpee like an astronaut? • How many burpees can you do before you start to feel tired? • How might you do curl-ups, modified push-ups, or jumping jacks in space? (SLIDE 5) Share with students: One of the best forms of movement exercise is Dance. Not only does dance give people the opportunity to express themselves and have fun, it is also a great tool to improve fitness. Technical dance skills develop strength, endurance, alignment, coordination, balance, core support and much more. Dance is a combination of locomotor (associated with moving/traveling) and non-locomotor (done in place) movements that are manipulated using elements of dance. (SLIDE 6) Ask students: Let's explore non-locomotor movements. You may choose to bend, twist, turn, sway, or	Mission X: Train Like an Astronaut was sponsored by NASA from 2011-2018. NASA now partners with the European Space Agency (ESA) to bring Mission X: Train Like an Astronaut to kids and families across the globe. Consider playing or sharing these additional Mission X: Train Like an Astronaut videos: Do A Spacewalk Base Station Walk-Back Crew Strength Training Building An Astronaut Core Steps to doing a burpee: 5. Squat down and put hands on the ground in front of you 4. Push feet out behind you into a push-up position 3. Bend arms down into a push-up 2. Push arms up to complete the push-up 1. Bring feet back to a squatting position Jump up and yell Lift Off! Background for teacher. For a great resource on understanding and teaching the difference between motor and non-locomotor movement, see the CCSESA Creativity at the Core video, Locomotor and Non-locomotor. If your students need more support in building their understanding, the video gives a great idea for an

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Instructions for Part 1	Teacher Notes
reach in place. The goal of a non-locomotor movement is to remain in one place. Now that you've had the opportunity to explore non-locomotor movements, let's try locomotor movements. You may choose to walk, tip-toe, roll, jump, or march throughout the room. The goal of a locomotor movement is to move from one place to another. (SLIDE 7) Next, we are going to explore uneven locomotor movements which include skipping, galloping, or sliding. Go ahead and try one of the uneven locomotor movements. These movements are called uneven because they occur on uneven beats. (SLIDE 8) Consider which of the exercises you explored in the last lesson were locomotor movements and which were non-locomotor movements. Could any of the exercises that were non-locomotor be changed into locomotor movements? (SLIDE 9) Elements of Dance include: • Space • Time • Energy Have students watch two short videos to learn about the Elements of Dance. First watch, Artsville Episode 1: Elements of Dance to learn about these elements of dance. <i>The video refers to energy as force, the energy of the movements.</i> Next watch, Elements of Dance from the Dance Arts Toolkit (SLIDE 10) Share with students: Now we are going to explore locomotor movements in combination with space, time, and energy or force. • Pick one of the locomotor movements. What kind of pathway will you use to move throughout the room you are in? Will you move in a zigzag, straight, or curved pathway? Give it a try. • Now, focus on time. Will you move quickly or slowly along your pathway? Try your locomotor movement again with the time you selected. • Energy or force determines whether your movement is smooth, sharp, heavy, light, flowing, or controlled. Perform your locomotor movement and experiment with different types of energy. (SLIDE 11) Ask students: • Describe the changes in your locomotor movement when you added space, time, and energy. • Which element did you like best? • How might changes in the elements of dance influence how the performer feels? • How might changes in the elements of dance influence how the audience feels? Share your responses with a partner.	engaging, interactive lesson on teaching students about motor and non-locomotor movements Add locomotor and non-locomotor to the word wall or chart. Add even locomotor and uneven locomotor to the word wall or chart. Background for teacher. Watch the Elements of Dance from the Dance Arts Toolkit on pbslearningmedia: Artsville Episode 1: Elements of Dance Add space, time, and energy to the word wall or chart.

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Part 2: Exploring Patterns in Dance

Instructions for Part 2	Teacher Notes
(SLIDE 13) Share with students: Now we're going to have opportunities to see some really great dances. Let's start by thinking about our experiences with dance and what we already know. Ask students: • What are you thinking as you look at these photographs? • What are some types of dances you have been part of or watched? • What are some reasons people dance? ◦ Do you think people all over the world dance for the same reasons? Explain your thinking. • Do you think dance has changed over time? Why? ◦ What has stayed the same? Why? • Are there patterns in dance? Explain your thinking. • How do dance performances and dancing make people feel? ◦ How do they make you feel? Once students have had time to respond to the prompts on their own, ask them to share their responses with a partner. (SLIDE 14) Share with students: Now we will have the opportunity and pleasure of viewing, and hearing from Native American dancers. We will experience three different tribes, dancers, and dances. We will continue to look for and notice patterns in the dances and think about how the dances are similar and different. The title of our video is <i>Native American Dance and Regalia</i>. While we will, of course, be watching the dances, let's also pay attention to the "regalia," the traditional attire the dancers wear. Play the Native American Dance and Regalia (Pawnee/Seminole; Ojibwe/Dakota) Native American Dance and Regalia Season 7 Episode 10 PBS video. Pause the video between each dance to allow time for students to complete their charts. (SLIDES 15–16) Ask students: We will use a chart like this one to organize your ideas and jot down your responses to these prompts: • What patterns did you notice? What patterns repeat? • What elements of dance can you identify? • What did you enjoy most about the dance? • What do you think the choreographer wanted the viewers to think about or feel? • What story do you think is being told? • What else are you noticing or wondering? • How does the dance make you feel? What does it remind you of or make you think about?	Creativity at the Core website has many other great videos to support teaching Dance, such as: Exploring the Elements of Dance

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Instructions for Part 2	Teacher Notes
• What is similar in the dances? • What are some differences? You have a separate column to jot your notes for each of the three dancers and dances. (You may want to play the video another time or two for students to be able to complete their observations.) (SLIDE 17) Share with students: Discuss your observations and thinking with your table. In your discussion be sure to refer to your charts and feel free to add to it when you hear new ideas. Once students have had group conversations, come together as a whole group to discuss the main idea or purpose of each dance featured in the video. Explain that the purpose or main idea of the dance is called artistic intent. Students will be further exploring artistic intent and experiencing it as they create their own dance sequence in a future lesson.	Add artistic intent to the word wall or chart.

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Part 3: Using a Sequence of Movement Patterns to Create a Dance

Instructions for Part 3	Teacher Notes
(SLIDES 18–19) Next we will learn “how to” perform two different styles of dance. Follow the directions in the videos to learn some of the basics of Hip Hop and Line dancing. After we try each style together, you will get to create your own dance movement sequence applying the Elements of Dance: Space, Time, and Energy. Do your best to perform the dance movements as instructed. • Hip Hop: American Heart Challenge Intermediate School Routine (Hip Hop) • Line Dance: How to do the Cupid Shuffle Ask students to reflect on their dance experience by responding to one or more reflection question: • Which aspects of the dances were fun? • Which aspects of the dances were difficult? • What helped you perform the dances correctly? How would you describe the artistic intent behind each dance? (SLIDE 20) Share with students: Now you will have the opportunity to add your own personal flare as you create your own movement sequence. Our goal is to create a dance sequence that incorporates the elements of dance and revise the movement sequence based on feedback. (SLIDE 21) Start with an 8 count movement sequence. Be sure to include one even and one uneven locomotor pattern in your movement sequence. Record your movement sequence using words and pictures so you can share the sequence with others. Select or create an 8 count music pattern to accompany your dance. You could record the music or ask other students to play the music live for your performance. (SLIDE 22) Take turns performing your dance for a partner. Discuss which elements of dance are present in your 8 count sequence with your partner. Discuss space, time, and force. How can you change the dance sequence you just created and performed? Consider changing: • SPACE ○ Shape of your body ○ Level of your body (high or low) ○ Pathway ○ Locomotor ○ Non-locomotor • TIME ○ Speed of movement (speed up or slow down) ○ Length of movement ○ Even	Hip Hop Dance How To Video Line Dance How To Video After each video experience, ask students to identify how the elements of dance were used in each experience. It is ideal for students to perform their movement sequence with music. Teachers can provide several options for students, allow them to select their own music, have students create their own music, or even utilize the music patterns students created in Learning Sequence #2

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Instructions for Part 3	Teacher Notes
○ Uneven ● FORCE/ENERGY ○ Smooth ○ Sharp ○ Heavy ○ Light (SLIDE 23) Try out a few of your change ideas. How did the dance feel with each change? Which change do you feel improves your dance sequence? Record the new dance sequence using words and pictures. Perform your NEW dance that includes a change in one or more elements. Give your dance sequence a title. Create a title that is connected to the main idea or purpose of how the dance sequence makes you feel or how you want the audience to feel when watching the dance sequence. (SLIDE 24) Now perform your dance for someone else. Have them give you feedback using the TAG Feedback Protocol: ○ TELL something you noticed ○ ASK a question ○ GIVE a suggestion Ask your audience to guess the title of your dance and share why they gave that response. (SLIDE 25) Ask students to respond to the following reflection questions: ● How did it feel to create a dance sequence? ● How did it feel to perform your dance sequence with music? ● What revisions or changes did you make to your dance? ● Did you like the change better? Why or why not? Did the audience guess the title of your dance? Did their answers surprise you?	

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Learning Sequence #3 Reflection

Instructions for Reflection	Teacher Notes
(SLIDE 26) Share with students: Reflect on your thinking, learning, and work throughout this learning sequence. • What were you most proud of? • Where did you encounter struggles, and what did you do to deal with it? • What about your thinking, learning, or work brought you the most satisfaction? Why? • How were you curious throughout the learning sequence? • What new skills and/or information did you learn?	It is important for students to self-reflect on their learning prior to moving to Learning Sequence #3. Consider letting students choose which questions they respond to. Provide multiple means of expression for student self-reflection: • written responses • draw pictures • record verbal responses • discuss with partner • student choice

Integrated Unit Reflection (For Sequences 1–3)

Instructions for Reflection	Teacher Notes
(SLIDE 27) Share with students: We have studied many types of art throughout this unit; we curated photos and told stories using photography and digital art, we created earth art using different art mediums, we explored music, watched traditional dances and created our own dance sequences. • Which art form did you enjoy most? Why? • How did you feel when you were experiencing your favorite art form? Is there another art form you enjoy that we haven't yet studied in class? If so, share about it here?	