

Template for dance unit plan

Class:	Date:	Duration:	weeks =	x	minute sessions
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Brief description [including unit theme/idea/topic]:

Curriculum links: Achievement objectives [Select those that apply to your unit]

Strands	Level 1	Level 2	Level 3	Level 4
Developing Practical Knowledge in Dance (PK)	Students will explore through movement the dance elements of body awareness, space, time, energy, and relationships.	Students will identify and explore through movement the dance elements of body awareness, space, time, energy, and relationships.	Students will explore through movement, combine, and contrast the dance elements of body awareness, space, time, energy, and relationships.	Students will use elements of dance to share personal movement vocabularies of others.
Developing Ideas in Dance (DI)	Students will use personal experiences and imagination to express ideas in dance.	Students will initiate and express dance ideas based on a variety of stimuli.	Students will select, combine, and use elements of dance to develop ideas.	Students will explore and use choreographic devices to give form to dance ideas.
Communicating and Interpreting in Dance (CI)	Students will share movement through informal presentation, and respond personally to their own and others' dance.	Students will share dance through informal presentation, and describe how dance expresses ideas and feelings.	Students will present dance, and respond to their own and others' dance works within their school communities.	Students will present dance for a particular purpose, and record responses to their own and others' dance.
Understanding Dance in Context (UC)	Students will demonstrate an awareness of dance as a part of community life.	Students will demonstrate an awareness of dance as a part of community life.	Students will explore and describe how dance is used for different purposes in a variety of cultures.	Students will explore and describe how dance is used for different purposes in a variety of cultures.

Elements of dance used (PK) [Select those that apply to your unit – see full list on separate sheet]

Body awareness What?	Space Where?	Time When?	Energy How?	Relationships With whom and what?
<ul style="list-style-type: none"> • locomotor • non-locomotor • body base • body shape • body parts 	<ul style="list-style-type: none"> • level • range • place • direction • pathway • focus 	<ul style="list-style-type: none"> • tempo • accent • rhythm • duration • beat 	<ul style="list-style-type: none"> • weight • flow • quality 	<ul style="list-style-type: none"> • individual • pair • group • objects • environment

Drama Music Visual Arts

Health and Physical Education	English	Ngā Toi	Maths	Science
Technology	Social Studies			

Problem solving	Self-management	Physical	Information
Numeracy	Work and study		

[such as reference books and charts,
recorded music]

[such as stereo/CD player, props]

Teaching and learning sequence	Questions to guide formative assessment and/or to develop a dance work
Reflection What worked well? Where to next?	

Elements of Dance

Source: Chart of dance elements in the booklet from the Ministry of Education's multimedia resource *Dancing the Long White Cloud: Teaching dance in years 1–10* (Wellington: Learning Media, 2002)

What ?			Where?		
Body awareness			Space		
Locomotor		Non-locomotor	Level	Range	Place
walk jump roll slide waltz	run hop climb skip gallop	bend stretch twist swing	push pull rock balance	high medium low	near far big small
personal general					
Body base	Body shape	Body parts	Direction	Pathway	Focus
standing sitting kneeling lying	stretched curled twisted angular symmetrical asymmetrical	Head Shoulders Legs Arms Elbows Fingers Wrists Knees Ankles toes	forward backward right/left up/ down	in the air on the floor straight curved zigzag irregular	fixed moving single multi

When and how?	With whom or what?
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Time		Energy		Relationships			
Tempo	Accent	Weight	Flow	Individual	Pair	Group	
fast slow increasing decreasing	emphasis	firm light soft strong weak heavy	free bound	Objects		Environments	
	Rhythm			over	under	around	parting
				through	beside	behind	linking
Duration	steady pattern breath irregular	Quality	towards	away/from	near/far	between	
			meeting	mirroring	matching	connected	
copying		shadowing	contrasting	in/out			
alone		scattering	gathering	on/off			
action		reaction	simultaneous				
unison	canon	successive					
Beat		sudden	vibratory				
		sharp	sustained				
underlying pulse		percussive	erratic				
		smooth	explosive				
		delicate	collapse				