6. Make connections between dance and healthful living K-4

Students will:

a. identify at least three personal goals to improve themselves as dancers
b. describe the skeleton and how it works in simple terms
c. explain how healthy practices (such as nutrition, safety) enhance their ability to dance, citing multiple examples

Grade 2 Students:	**Grade 4 Students:**
6.2.1 identify at least three personal goals to improve themselves as dancers e. g. to develop more strength to control certain movements; to concentrate more intently so that they are not distracted by others: to listen more carefully to the music.(a) 6.2.2 describe the skeleton and how it works in simple terms e.g.1) Students identify and describe muscles and bones and explain how they work 2) In small groups, students create and describe a fantasy creature and determine its mode of locomotion, describing the creature and its locomotion anatomically. 3) In small groups, students create shapes that are interconnected and represent different parts of the skeleton. For example, “hinge” joints, or the spine’s vertebrae. (b) 6.2.3 explain how healthy practices enhance their ability to dance e. g, Students demonstrate understanding and control of their own breathing and explain its importance ; demonstrate correct alignment of body when standing and sitting. (c)	6.4.1 identify at least three goals to improving themselves as dancers (after watching themselves dancing on video) e. g. to develop more strength to control certain movements; to develop more clarity of “line” in the body; to be more responsive to fellow dancers. (a) 6.4.2 describe the skeleton and how it works in simple terms e.g. In groups, students create dance studies which demonstrate an aspect of how the body works. For example, a dance built around movements of the spine —flexing, extending and rotating. (b) 6.4.3 explain how healthy practices enhance their ability to dance e.g. 1) Students describe and demonstrate basic warm-up stretches; explain why it is so important to take care — and to look where you are going — when you are dancing in a group. 2) Students create dances that demonstrate their understanding of healthy practices: dances about food groups and their relationships; or dances that demonstrate good social skills, with the dancers depending on each other in different ways. (c)

6. Make connections between dance and healthful living 5-8

Students will:

a. identify at least three personal goals to improve themselves as dancers and steps they are taking to reach those goals
b. identify major muscle groups and how they work together to produce movement
c. create their own warm-up and discuss how that warm-up prepares the body and mind for expressive purposes
d. explain strategies to prevent dance injuries

Grade 6 Students:	**Grade 8** Students:
6.6.1 identify at least three personal goals to improve themselves as dancers and the steps they are taking to reach those goals e.g. 1) Students identify three personal goals and monitor their own progress in a journal — recording accomplishments and the need for improvement. 2) Students identify nutritional goals and keep a food journal to keep a record of their progress toward those goals. For example, a goal might be to avoid high fat foods. 3) Students identify goals related to working with others and demonstrate confidence in that area. For example, demonstrating a range of "trust" exercises with a partner, "giving" his/her body weight to a partner. (a) 6.6.2 identify major muscle groups and how they work together to produce movement e.g. identify muscles used for jumping. (b) 6.6.3 identify major muscle groups and how they work together to produce movement; create their own warm-up and discuss how that warm-up prepares the body and mind for expressive purposes e.g. in small groups, choose a particular major muscle group and devise and demonstrate a warm up sequence focusing on that muscle group. (b & c) 6.6.4 explain strategies to prevent dance injuries e.g. nourishing diets, appropriate warm-ups. (c)	6.8.1 identify at least three personal goals to improve themselves as dancers and steps they are taking to reach those goals e.g. Students create three personal "healthy life-style" goals and monitor progress in a journal. For example, to eat a well balanced diet, to not smoke, to get sufficient rest. (a) 6.8.2 identify major muscle groups and how they work together to produce movement e.g. Students explain how muscles are used in different parts of a dance class e.g in a ballet class from barre exercises to *allegro*, or in a modern dance class from floor-work to travelling across the floor. (b) 6.8.3 create their own warm-up and discuss how that warm-up prepares the body and mind for expressive purposes e.g. Students create and demonstrate their own warm-up and discuss how this warm-up focuses the dancer's mind on the dance to be danced, and how the use of breath in the warm up has a calming function. (c) 6.8.4 explain strategies to prevent injuries e.g. Students explain a diet that maximizes the body's efficiency; demonstrate and explain aerobic and anaerobic activities. (d)

6. Make connections between dance and healthful living 9-12

Students will:

a. reflect upon their own progress and personal growth during their study of dance
b. create and demonstrate movement sequences which stretch and strengthen the main muscle groups
c. analyze historical and cultural images of the body in dance and compare these to images of the body in contemporary media
d. effectively communicate how lifestyle choices affect the dancer

Grade 10 Students:	**Grade 12 Students:**
6.10.1 reflect upon their own progress and personal growth during their study of dance e.g. in a dance journal, in discussion with the teacher, or in an essay. (a) 6.10.2 create and demonstrate movement sequences which stretch and strengthen the main muscle groups e.g. Students 6.10.3 create warm-up exercises that demonstrates knowledge of main muscle groups and joints and explain the benefit of each exercise. (b) 6.10.4 analyze historical and cultural images of the body in dance and compare these to images of the body in contemporary media e.g. Students collect images of the body and make a collage that presents contrasting cultural images of the body. (c) 6.10.5 effectively communicate how lifestyle choices can affect the dancer e.g. Students explain how meditation exercises can relieve stress and tension; how smoking can damage breathing capacity; the effects of chemical abuse; the importance of rest when putting the body through a rigorous agenda. (d)	6.12.1 reflect upon their own technical progress in dance and personal growth during their study of dance, and create and demonstrate movement sequences which stretch and strengthen the main muscle groups e.g. Students identify a weak aspect of their technique that needs improvement and create and demonstrate a movement sequence, or exercise, which will strengthen that weak aspect. For example, foot exercises for weak footwork; back exercises for poor postural habits. (a & b) 6.12.2 analyze historical and cultural images of the body in dance and compare these to images of the body in contemporary media e.g. Students view photographs of American men and women from the late 1800's to the present, and discuss the differences and similarities in their appearance; analyze historical and cultural images of the body in Western dance from the late 1800's and compare these to images of the body in dance in contemporary American dance. (c) 6.12.3 effectively communicate how lifestyle choices affect the dancer e.g. 1) Students explain complementary and non-complementary sports to dance; common dance injuries and how to prevent them, or recover from them; the role of food and choices that replenish, strengthen and support a dancer's body. 2) Students effectively communicate how lifestyle choices affect the dancer. For example, discuss AIDS awareness after viewing and discussing Bill T. Jones' *Still Here* and AIDS as a theme for choreography . (d)