



Grade 4 Dance Long-Range Plan Framework

Using this Framework

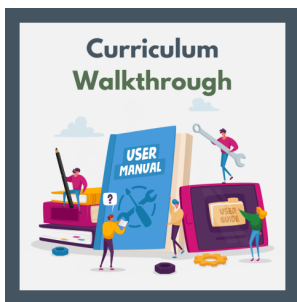
This document is designed as a support tool for educators developing their long-range plans. CODE recognizes that teachers have varying assignments, time allocations, access to materials, student engagement, student identities, and student needs. A one-size-fits-all long-range plan is not feasible or desirable. As a result, this resource aims to ease the effort required to find high quality instructional resources and to support teachers in meeting the demands of the curriculum. **Please customize your long-range plans according to your needs:** mix and match with other grades for split classes, or mix and match between drama and dance (or another subject) if you teach multiple to the same group of students.

The first part of this resource will suggest lessons and units, indicate when in the school year or term it would be appropriate to teach them, and give clear indications of the curriculum expectations that are covered in them. The focus of the resource will also share any cross-curricular focus of the unit/lesson if applicable. Wherever possible, we have selected resources that are publicly available. Some suggested resources may require a CODE Membership to access.

The second part of this resource will suggest a sample sequence of units and lessons that would be appropriate for this grade level.

New-to-Dance Teachers

CODE offers the following free resources to support you in teaching drama:



[Curriculum Walkthrough](#)



[Posters for the Elements \(Fr/Eng\)](#)

Scope and Sequence: DRAMA ELEMENTARY

Classical of Drama Studies and Drama Education

Ontario Film Curriculum, Grades 1-8

Overall Expectations

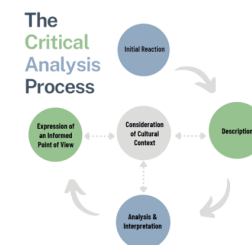
A 1 indicates the introduction of the overall concept with a first structured and scaffolded across grade levels. Scope, sequence, learning outcomes, and assessment are indicated by a 1 through 5.

01. Creating and Presenting	Grade 1	2	3	4	5	6	7	8
01-1. Develop and present a drama or dance performance, using the elements and conventions of drama or dance to communicate feelings, ideas, and events	1	1	1	1	1	1	1	1
01-2. Collaborate with others to create a drama or dance performance	1	1	1	1	1	1	1	1
02. Reflecting, Responding, and Analyzing	1	1	1	1	1	1	1	1
02-1. Apply the critical analysis process to communicate feelings, ideas, and understanding in response to a drama or dance performance	1	1	1	1	1	1	1	1
03. Exploring Theme and Cultural Contexts	1	1	1	1	1	1	1	1
03-1. Develop an understanding of a variety of drama and dance forms and styles from the past and present, and their social and cultural contexts, anecdotal and historical contexts	1	1	1	1	1	1	1	1
03-2. Develop an understanding of a variety of drama and dance forms and styles from the past and present, and their social and cultural contexts, anecdotal and historical contexts	1	1	1	1	1	1	1	1

[Scope & Sequence Document](#)



[Creative Process Posters \(Fr/Eng\)](#)



[Critical Analysis Posters \(Fr/Eng\)](#)



[Best Practices for Collaborating with Guest Artists](#)

CODE Members also have access to a document called [Teaching Forms and Cultural Contexts](#).

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Overview of Suggested Resources

Unit/Lesson Title & Location	CODE: Art Fusion First Five - Identity Dance , Publicly available	CODE: Exploring Dance Elements / Explorer les éléments de danse , Publicly available	CODE: Communicating Ideas , Publicly available	CODE: Everyday Dances , Publicly available
Focus of Resource	The goal of this unit is to launch a junior dance program by using dance as a means to explore student identity. Using the elements of dance, students will create dance pieces inspired by their names. They will also analyze how dance can be used to communicate culture. At the end of these lessons, students will create a short dance piece to reflect their identities.	Touching on nearly every expectation in the grade 3 dance curriculum, students explore the movement of various body parts, personal and general space, patterns, tempo, and energy. This resource can easily be adapted to the needs of a Grade 4 classroom and is useful even if students encountered it in grade 3.	This unit provides students with the opportunity to explore the elements of dance and narrative form to communicate ideas. The unit uses thunderstorms, animals and their interactions with the environment and humans, a text source, and emotions as examples of what students can communicate through movement. The lessons could be taught separately or together. Cross-curricular connections with Science (Weather and Movement, Animals and Movement, Human Relationships on and Relationships within Habitats, Feelings and Representations)	Through the use of movements common in everyday activities, students develop and choreograph group dances.
Suggested Timeline	Beginning ▾	Beginning ▾	Middle ▾	Beginning ▾

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Curriculum Expectations	A1.	A1.2 use dance as a language to explore and communicate ideas derived from a variety of literature sources A1.4 use the elements of energy and time in a dance piece to communicate an idea	A1.2 A1.4	A1.1 translate into dance a variety of movement sequences observed in nature A1.2 A1.4	A1.1 A1.2 A1.3 use narrative form to create short dance pieces on a variety of themes
	A2.	A2.1 demonstrate an understanding of how the language of dance can clarify and highlight ideas, images, and characters from familiar stories A2.2 identify, using dance vocabulary, the elements of dance used in their own and others' dance pieces and explain how each helps communicate ideas and feelings A2.3 identify and give examples of their strengths and areas for growth as dance creators and audience members	A2.1 A2.2 A2.3	A2.1	A2.2 A2.3
	A3.				
	Elements	Body Energy Space Tempo Relationship	Body Energy Space Tempo Relationship		

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Unit/Lesson Title & Location	CODE: Shadow Dances , Publicly available	CODE: What should I do? , Publicly available	CODE: Financial Literacy and the Environment , Publicly available	TVO Learn: Dance in My Life and Around the World , Publicly available TVO Learn: Roles of Dance , Publicly available
Focus of Resource	Students will be attentive to the “leader” of the group, following their movements.	In this unit, a fictional context invites students to encounter multiple perspectives related to a complex community issue. In role, the students are presented with a proposal to build a community centre that is likely to affect the community members, the environment and the animals living in this habitat. Cross-curricular connections with Drama (B1., B2.); Language (A2., A3., B1., C2., C3., D1., D2.); Science (B. Life Systems: Habitats and Communities); Social Studies (B. People and Environments: Political and Physical Regions of Canada)	Students will investigate the relationship between natural resources in the Canadian provinces and the economy. In these lessons, they will consider the overuse of natural resources and discover the impacts humans can have on the natural environment. Students will also learn what happens to the economy of an area that relies on a natural resource, once that resource has been depleted. They will discover the importance of protecting the natural environment and learn about initiatives to protect the environment in various Canadian communities. Cross-curricular connections with Science (B. Life Systems: Habitats and Communities); Social Studies (B. People and Environments: Political and Physical Regions of Canada)	Students demonstrate understanding through critical analysis and explore dance forms, traditions, and styles of the past and present. These lessons are designed for home school use so you may need to adapt them for classroom use.
Suggested Timeline	Beginning ▾	Middle ▾	Middle ▾	Beginning ▾

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Curriculum Expectations	A1.	A1.4 use the elements of energy and time in a dance piece to communicate an idea	A1.1 translate into dance a variety of movement sequences observed in nature A1.2 use dance as a language to explore and communicate ideas derived from a variety of literature sources A1.4 use the elements of energy and time in a dance piece to communicate an idea	A1.1 A1.2	
	A2.		A2.1 demonstrate an understanding of how the language of dance can clarify and highlight ideas, images, and characters from familiar stories A2.2 identify, using dance vocabulary, the elements of dance used in their own and others' dance pieces and explain how each helps communicate ideas and feelings A2.3 identify and give examples of their strengths and areas for growth as dance creators and audience members	A2.1 A2.2 A2.3	
	A3.				A3.1 describe, with teacher guidance, how forms and styles of dance reflect people's different social and political roles in various communities, times, and places A3.2 identify and describe the different roles of dance in their lives and in communities around the world
	Elements	Relationship	Body Energy Space Tempo Relationship	Body Energy Space Tempo Relationship	



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Suggested Sequence

This is an example plan for a class that runs for an entire school year, at least once a week. Expectations that occur more than once are colour-coded with a darker colour to support selection of units/lessons according to your class needs.

September	October	November	December	January	February	March	April	May	June
<u>Art Fusion First Five - Identity Dance</u>	<u>Exploring Dance Elements / Explorer les éléments de danse</u>	<u>Communicating Ideas</u>			<u>What should I do?</u>		<u>Financial Literacy and the Environment</u>	<u>Everyday Dances</u> <u>Dance in My Life and Around the World</u> <u>Roles of Dance</u>	<u>Shadow Dances</u>
A1.2, A1.4	A1.2, A1.4	A1.2, A1.4			A1.1, A1.2, A1.4		A1.1, A1.2	A1.2, A1.3	A1.2
A2.1, A2.2, A2.3	A2.1, A2.2, A2.3	A2.1, A2.2			A2.1, A2.2, A2.3		A2.1, A2.2, A2.3		
								A3.1 A3.2	
Body Energy Space Tempo Relationship	Body Energy Space Tempo Relationship	Body Energy Space Tempo Relationship			Body Energy Space Tempo Relationship		Body Energy Space Relationship	Body Energy Space Tempo Relationship	Body Energy Space Tempo Relationship