



Grade 5 Dance Long-Range Plan Framework

Using this Framework

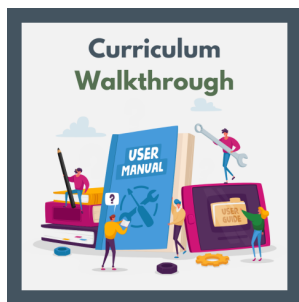
This document is designed as a support tool for educators developing their long-range plans. CODE recognizes that teachers have varying assignments, time allocations, access to materials, student engagement, student identities, and student needs. A one-size-fits-all long-range plan is not feasible or 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](#)



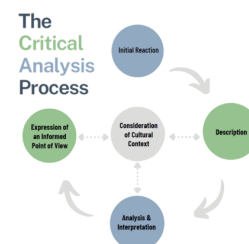
[Posters for the Elements \(Fr/Eng\)](#)

Overall Expectations	Scope and Sequence	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
01. Creating and Presenting	Develop the understanding of scope and sequence, using the elements and components of drama to communicate feelings, ideas, and events.								
02. Reflecting, Responding, and Analyzing	Apply the critical analysis process to communicate feelings, ideas, and understanding in response to a variety of drama and performance.								
03. Examining Form and Cultural Contexts	Develop the understanding of scope and sequence, using the elements and components of drama to communicate feelings, ideas, and events.								

[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](#).

Grade 5 Dance Long-Range Plan Framework

Overview of Suggested Resources

Unit/Lesson Title & Location	CODE: Art Fusion First Five - Identity Dance , Publicly available	CODE: Everyday Dances , Publicly available	TVO Learn: Dance Styles , Publicly available TVO Learn: Dance in Popular Culture , Publicly available	CODE: Canon , 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. Cross-curricular connections with Literacy (A2., A3., C2, C3.)	Through the use of movements common in everyday activities, students develop and choreograph group dances. Call & Response: (e.g., the teacher performs or calls a movement and the whole class responds; one student calls and the rest of the group responds; in partners, one student leads the movement and the other mirrors it) Extend this lesson with the following challenge: Create a 4–8 count “call” movement, then pass the stage to your partner/group who responds with a “response.” Try at least two rounds.	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.	This resource offers instructional strategies, definitions and curriculum links to Canon, a choreographic form in which a dance phrase is performed by more than one soloist or group and begins at different times so that the phrases overlap. Combine this lesson with relevant content areas such as Black History month. Cross-curricular connections with Music; Visual Arts; Physical Education.
Suggested Timeline	Beginning ▾	Beginning ▾	Middle ▾	Middle ▾

Grade 5 Dance Long-Range Plan Framework

Curriculum Expectations	A1.	A1.1 translate into movement sequences a variety of images and ideas from other classroom subjects, including the arts A1.2 use dance as a language to explore, interpret, and communicate ideas derived from a variety of literature sources A1.4 use the element of relationship in short dance pieces to communicate an idea	A1.3 use movement in the choreographic form call and response in a variety of ways when creating dance pieces		A1.1 A1.2 A1.3 A1.4
	A2.	A2.1 relate stories and characters in their own and others' dance pieces to personal knowledge and experience A2.2 identify the elements of dance used in their own and others' dance pieces and explain how they help communicate a message A2.3 identify and give examples of their strengths and areas for growth as dance creators and audience members		A2.2	A2.1 A2.2 A2.3
	A3.			A3.1 describe, with teacher guidance, dance forms and styles that reflect the beliefs and traditions of diverse communities, times, and places A3.2 identify and describe some of the ways in which dance influences popular culture (e.g., hip hop)	A3.2
	Elements	Body Energy Space Tempo Relationship		Body Energy Space Tempo Relationship	Body Energy Space Tempo Relationship

Grade 5 Dance Long-Range Plan Framework

Unit/Lesson Title & Location	CODE: In or Out , Publicly available	CODE: Dance, Financial Literacy and Media Messages / La danse, littérature financière, et messages médiatiques , Publicly available	CODE: Exploring Symmetry - Demonstration classroom video , Publicly available	Code.org: Dance Party Coding , Publicly available CODE: Elements of Dance Posters , Publicly available
Focus of Resource	This unit explores the theme of exclusion and inclusion through a series of lessons that encourages students to consider these ideas in creative ways. Literacy Focus on Drama and Dance. Cross-curricular connections with Drama, Health (D2.5 Emotional, interpersonal stresses), Language (A1., A2., A3., B2., C1., C2., C3.)	In these lessons, students will explore the message and meaning presented by a variety of media texts. They will have the opportunity to create their own media text that conveys a message. Cross-curricular connections with Language (A1., A2., C1., C3.); Visual Arts (D1., D2.)	Students use their bodies to practice the concept of symmetry in this video. Students explore body shapes, mirroring (non-locomotor movements and locomotor movements). Cross-curricular connections with Math (Reviewing Grade 4 E1.1; Grade 5 preparing for E1.2; extending for Grade 5 E1.5 rotational symmetry); Visual Arts (Principle of Design: Balance - Radial symmetry)	This code.org activity allows students to program choreography for virtual characters. Students can demonstrate their understanding of the elements of dance and make connections between coding and patterning & sequencing in choreography. Great for reluctant dancers to demonstrate the creative process and their knowledge of dance elements. (Options available for extensions and “unplugged” versions.) Cross-curricular connections with Math (C3.)
Suggested Timeline	Middle ▾	Middle ▾	Beginning ▾	End ▾

Grade 5 Dance Long-Range Plan Framework

Curriculum Expectations	A1.	A1.1 translate into movement sequences a variety of images and ideas from other classroom subjects, including the arts A1.2 use dance as a language to explore, interpret, and communicate ideas derived from a variety of literature sources A1.4 use the element of relationship in short dance pieces to communicate an idea	A1.1 A1.4	A1.1 A1.4	A1.3 use movement in the choreographic form call and response in a variety of ways when creating dance pieces
	A2.	A2.2 identify the elements of dance used in their own and others' dance pieces and explain how they help communicate a message A2.3 identify and give examples of their strengths and areas for growth as dance creators and audience members	A2.2	A2.2 A2.3	A2.2 A2.3
	A3.		A3.2 identify and describe some of the ways in which dance influences popular culture (e.g., hip hop)		
	Elements	Body Energy Space Tempo Relationship	Body Energy Space Tempo Relationship	Body Energy Space Tempo Relationship	Body Energy Space Tempo Relationship

[illegible]