

3rd Grade Dance Curriculum Standards

Standard 1.0 Elements and Skills

Students will identify and demonstrate movement elements and skills in performing dance.

Learning Expectations

The student will

1.1 Identify the following underlying principles of movement: alignment, balance, initiation of movement, articulation of isolated body parts, weight shift, elevation and landing, and fall and recovery.

1.2 Demonstrate simple combinations of non-locomotor and locomotor movements (e.g., twisty walk, bursting leap, or floating run).

1.3 Transfer a spatial pattern from the visual to the kinesthetic.

1.4 Develop simple rhythmic patterns and transfer to the kinesthetic.

1.5 Demonstrate a range of energy/movement qualities.

1.6 Design and perform a variety of spatial relationships (body part to body part and individual to individual); i.e., beside, between, over, under, together, and apart.

1.7 Memorize and reproduce given short movement sequences.

Performance Indicators: Evidence Standard is Met

The student is able to

Level 1

- Identify the following principles of movement: initiation of movement and articulation of isolated body parts.
- Demonstrate and perform locomotor and non-locomotor movements in isolation from one another.
- Identify and describe spatial patterns in a given visual.
- Execute duple and triple patterns of movement.
- Create, teach and perform a movement phrase showing contrasting energy qualities.
- Design a short movement study showing a variety of spatial relationships (body part to body part and individual to individual).
- Reproduce a given short movement phrase.

Level 2

- Identify the following principles of movement: initiation of movement, articulation of isolated body parts, alignment, and balance.
- Demonstrate a combination pairing a non-locomotor and a locomotor movement. (e.g., twisty walk, bursting leap, or floating run)
- Create a movement phrase based on one spatial pattern from a given visual.
- Develop a simple rhythm pattern and create corresponding movements.
- Create a movement phrase that incorporates a minimum of three energy qualities.
- Design and perform a short movement study showing a variety of spatial relationships (body part to body part and individual to individual).
- Memorize and reproduce a short movement sequence.

Level 3

- Identify the following principles of movement: initiation of movement, articulation of isolated body parts, alignment, balance, weight shift, elevation and landing, and fall and recovery.
- Demonstrate a variety of combinations pairing non-locomotor and locomotor movements. (e.g., twisty walk, bursting leap, or floating run)
- Create a movement phrase based on two spatial patterns from a given visual.
- Create and perform a movement phrase based on simple rhythmic patterns.
- Create and perform a movement phrase that incorporates a minimum of three energy qualities.
- Design and teach a short spatial relationship study to another dancer.
- Memorize, reproduce, and perform a short movement sequence.

Sample Performance Task

As a review of non-locomotor skills, students should work in pairs to explore teacher directed non-locomotor skills such as bend, twist, swing, lift, sway, and float. This should be done as a mirror dance with students taking turns as leader. As a review of locomotor skills, students should perform a shadow dance with partners, practicing specific teacher directed locomotor skills such as run, walk, and skip. Teacher should encourage students to vary space, time and energy as they practice these skills. Once this review is complete, the students should prepare to go across the floor on the diagonal, two by two. Assign each pair locomotor and non-locomotor combinations to demonstrate across the floor such as a swaying skip or a pulling gallop.

Assessment: As an exit dance, students create and perform their own combinations using the locomotor and non-locomotor skills listed on curriculum charts in the room. (LE 1.2)

Integration/Linkages

Physical Education, Math, Language Arts (Vocabulary), Problem Solving, Music

Standard 2.0 Choreography

Students will understand choreographic principles, processes, and structures.

Learning Expectations

The student will

- 2.1 Create sequences or simple dances that demonstrate a smooth transition from beginning to middle to ending.
- 2.2 Demonstrate the following partner skills: contrasting and complementary shapes.
- 2.3 Identify and describe the choreographic elements of space, time, and energy.
- 2.4 Choreograph movement that demonstrates the structures or forms of AB and ABA.
- 2.5 Recognize the choreographic structure of a dance viewed in class, in the theatre, or on video/DVD.

Performance Indicators: Evidence Standard is Met

The student is able to

Level 1

- Create a transition to link a beginning and middle.
- Demonstrate the ability to work cooperatively with a partner in creating contrasting shapes.
- Identify and describe the choreographic elements of space and time.
- Choreograph a movement phrase that would demonstrate a single idea, which would become the A or the B of an AB or ABA piece.
- Recognize the choreographic structure of a dance performed by peers in class.

Level 2

- Create transitions between beginning and middle and between middle and ending.
- Demonstrate the ability to work cooperatively with a partner in creating complementary shapes.
- Identify and describe the choreographic elements of space, time, and energy.
- Combine choreographed movement themes in an AB and ABA structure.
- Recognize choreographic structure of a dance performed in class, in a theatre, or on a video/DVD.

Level 3

- Create and perform a sequence that shows smooth transitions from beginning to middle to ending.
- Create a short movement study incorporating both complementary and contrasting shapes.
- Identify, describe, and demonstrate the choreographic elements of space, time, and energy.
- Perform choreographed AB and ABA dances.
- Describe the choreographic structure viewed in a performance.

Sample Performance Task

The teacher introduces the students to the concept of related shapes both contrasting and complimentary by giving descriptions, examples and demonstrations of both. An “add on dance” movement exploration for related shapes begins with one dancer making a shape in the middle of the space. A second dancer makes a shape relating to the first, creating either a contrasting shape or a complimentary shape. Students, through discussion, decide whether each new related pair of shapes is either contrasting or complimentary. The first dancer leaves once the second dancer is in place and the process continues as the third dancer creates a shape with the second dancer and so on until everyone has had a turn.

Assessment: Teacher assesses as the class discusses each related shape that is created. (LE 2.2)

Integration/Linkages

Physical Education, Language Arts, Cooperative Learning, Communication Skills

Standard 3.0 Creativity and Communication

Students will understand dance as a way to create and communicate meaning.

Learning Expectations

The student will

3.1 Recognize the difference between pantomiming and abstract dance movement.

3.2 Create a dance that successfully communicates a given theme.

3.3 Differentiate between appropriate audience behavior for formal and informal dance performances.

Performance Indicators: Evidence Standard is Met

The student is able to

Level 1

- Recognize the possibilities of communicating an idea through pantomime.
- Create a dance on a given theme.
- Identify appropriate audience behavior for formal and informal dance performances.

Level 2

- Recognize the possibilities of communicating the same idea through pantomime and abstraction.
- Create, perform, and discuss the meaning of a dance on a given theme.
- Compare appropriate audience behavior for formal and informal dance performances.

Level 3

- Describe the differences between pantomime and abstraction.
- Revise a dance on a given theme to clarify the intended meaning.
- Determine appropriate audience behavior for various scenarios (informal and formal).

Sample Performance Task

This lesson is the culmination of a series of lessons on breath and pulse rhythms. The students create an ABA dance showing breath, pulse, and breath rhythms, with a beginning and ending shape. This can be done as solos, duets or trios. The student explores possibilities, makes decisions, creates the A theme and the B theme and practices them in an ABA form. Each student or group performs for and discusses the meaning of the dance with peers.

Assessment: Teacher assesses for understanding by observing the dance and the discussion. (LE 3.2)

Integration/Linkages

Problem Solving, Cooperative Learning, Physical Education, Communication Skills

Standard 4.0 Criticism

Students will apply and demonstrate critical and creative thinking skills in dance.

Learning Expectations

The student will

4.1 Compare multiple solutions to a given movement problem.

4.2 Observe dances and compare them in terms of the elements of dance (space, time, and energy).

4.3 Compare individual opinions about dances in a supportive and constructive way.

Performance Indicators: Evidence Standard is Met

The student is able to

Level 1

Discuss the differences in the solutions to a given movement problem.

- Observe and list how dances use space, time, and energy.
- List individual opinions about a given dance.

Level 2

- Compare multiple solutions to a given movement problem by charting the similarities and differences.
- Compare how dances use space, time, and energy.
- Compare verbally in a supportive and constructive way the variety of opinions about a given dance.

Level 3

- Determine which of the multiple solutions solved the given movement problem most effectively and why.
- Create a dance and critique its use of space, time, and energy.
- Write a positive critique of a given dance.

Sample Performance Task

This lesson is a follow-up to the sample performance task for Standard 3. Using the compositions created in the prior lesson, students compare the ways in which the dances use space, time and energy. Each should be charted (marker board or overhead projector for example). Categories should include the following: Space—self or general space, size, level, direction, pathway, focus; Time—speed and rhythm pattern; Energy—sharp, smooth, vibratory, swinging, strong, light, free or bound. When the dances are charted, students look for similarities and differences.

Assessment: Students determine if the dances successfully communicated the intended idea and why or why not. (LE 4.1; 4.2)

Integration/Linkages

Problem Solving, Communication Skills, Language Arts, Creative Thinking

Standard 5.0 Cultural/Historical

Students will demonstrate and understand dance in various cultures and historical periods.

Learning Expectations

The student will

5.1 Perform folk and social dances from various cultures and periods.

5.2 Describe the basic evolution of a dance form and how it reflects its culture.

Performance Indicators: Evidence Standard is Met

The student is able to

Level 1

- Demonstrate a social dance from a given culture and period of time.
- Identify one contributing factor in the creation of a new dance form (i.e., folk, modern, jazz, or tap).

Level 2

- Perform a social dance and a folk dance and identify the culture and time period of each.
- Describe and explain two cultural factors that caused the creation of a new dance form.

Level 3

- Perform two or more social and/or folk dances and identify the cultures and time periods of each.
- List and illustrate the various cultural factors that contributed to the evolution of a given dance form and discuss how this is a reflection of its culture.

Sample Performance Task

This lesson relates to the study of Neolithic man and the types of tribes in which they lived: nomadic gatherers, hunters, or simple farmers. Have students choose a type of Neolithic tribe and then make a list of instances in which they might dance remembering that traditions were passed on orally through storytelling including dance and song. The list might include birth, death, successful hunt, rain, war, harvest. Students in small groups (or as a class) develop a story for the tribe and then create a dance and song to assist in telling this story. They create a written version of the story to accompany the dance and then perform the folk dance for another class.

Assessment: Teacher assesses group work and effectiveness of the performance.(LE 5.2)

Integration/Linkages

Social Studies, Communication Skills

Standard 6.0 Health

Students will make connections between dance and healthful living.

Learning Expectations

The student will

6.1 Identify the parts of the skeleton and explain how these parts work relevant to dance.

6.2 Explain and compare how healthy practices enhance the ability to dance.

6.3 Describe how dance can improve one's general health and wellness.

Performance Indicators: Evidence Standard is Met

The student is able to

Level 1

- Identify parts of the skeleton that rotate and explain how rotation is important to dancers.
- Give examples of healthy and unhealthy practices that affect one's ability to dance.
- Describe one way in which dance can improve one's general health and wellness.

Level 2

- Identify parts of the skeleton that allow for flexion and extension and explain how these are important to dancers.
- Explain how examples of healthy and unhealthy practices affect one's ability to dance.
- Describe two ways in which dance can improve one's general health and wellness.

Level 3

• Create a movements that demonstrate rotation, flexion and extension using the correct skeletal parts.

- Compare healthy practices with unhealthy practices and how each can affect the ability to dance.
- Describe three ways in which dance can improve one's general health and wellness.

Sample Performance Task

In a class discussion, the teacher introduces the concept of a “boney skeleton” as the structure or foundation upon which the remainder of one’s body rests. Using a skeleton (or pictures if necessary), identify the parts of the body that allow for flexion and extension (ankles, knees, hip joints, spine, shoulder, elbow and wrist) and demonstrate flexing and extending. Have the students move out into space and explore flexion and extension with their bodies as they move through space. Back in a group, teacher discusses with the students why flexion and extension are important to dancers. Students (alone or in groups) create a dance that demonstrates rotation and flexion and extension using an AB format in which A is rotation and B is flexion and extension. Dances are performed for peers who discuss the success of each performance.

Assessment: Teacher assesses performance and discussion for accuracy and understanding of the concepts. (LE 6.1)

Integration/Linkages

Health, Problem Solving, Communication Skills

Standard 7.0 Interdisciplinary Connections

Students will make connections between dance and other disciplines.

Learning Expectations

The student will

7.1 Examine how the same idea can be expressed in dance and in other art forms.

7.2 Demonstrate and explain the connections between dance and other academic disciplines.

Performance Indicators: Evidence Standard is Met

The student is able to

Level 1

- Demonstrate and explain how the same idea can be expressed in dance and theater (storytelling).
- Explore and demonstrate connections between dance and math, dance and language arts, dance and social studies and dance and science.

Level 2

- Create and perform a dance examining the common themes of music and dance that is inspired by a teacher selected piece of music,.
- Explore, demonstrate and explain connections between dance and math, dance and language arts, dance and social studies and dance and science.

Level 3

- Create and perform a dance examining the common themes of visual art and dance that is inspired by a teacher selected piece of visual art,.
- Create and perform a dance that develops a specific concept in math, language arts, science or social studies, and discuss the discoveries with the audience.

Sample Performance Task

This lesson interweaves music, art and poetry culminating in a dance. The teacher selects a piece of music that includes a range of dynamics and development of themes and melodies. Students are given paper and crayons. While listening to the music selection, students draw designs/pictures as the music inspires them. Each student then tears the drawing into four pieces. In groups of four, the students arrange and tape pieces of paper on a large piece of paper creating a collage. Each group of four will make a list of words that describe the collage. They then use these words to create a poem with one member of the group chosen as scribe. With this poem, the group creates a dance and performs it with the original inspirational piece of music. Students choose a title for the dance that identifies a common theme that links the dance to the music.

Assessment: The teacher evaluates the collage, poem and dance as documentation of achievement. (LE 7.1)

Integration/Linkages

Problem Solving, Creative Thinking, Language Arts