

Third Grade: Dance Curriculum

Unit: Dancers make changes in their movements using elements of body, space, time and energy/force

Time: September- November

Standards:

1.1.5.A.1 Analyze both formal and expressive aspects of time, shape, space, and energy, and differentiate basic choreographic structures in various dance works.

1.1.5.A.2 Analyze the use of improvisation that fulfills the intent of and develops choreography in both its form and structure.

1.4.5.B.4 Define technical proficiency, using the elements of the arts and principles of design.

Essential Questions

- Why is it important for dancers and choreographers to understand elements of dance?

Enduring Understandings

- Dancers build on and develop their skills and knowledge.
- Choreographers can change, or vary, movement using concepts of body, space, time and energy/force.
- Force, or energy, is a tool of the dancer. Dancers can change the quality of their movement by varying the amount of force, or energy, used.
- We can use the vocabulary of dance to describe the quality of movement.
- Dancers must build their rhythmic capacity and musicality.
- Dancers need to understand musical concepts of time in order to perform expressively.
- Dances have a beginning, middle and end.
- Dances consist of sequenced, or ordered, movements.
- Choreographers create dances for others to perform.
- We can choreograph and perform our own dances.
- Dancers rehearse to memorize their movements for performance.

Benchmark Assessment(s)

- As a class, create or learn a short movement sequence. Working in small groups, change, or vary the sequence using elements of body, space, time and/or energy/force. Memorize both the original and the changed movement sequences, and perform both for your classmates. Write a paragraph(s) describing how you changed the original sequence.

Other Assessments

- ✓ Teacher observation
- ✓ Student Growth Objectives
- ✓ Dress Rehearsals
- ✓ Final performances

Materials

- Music & Audio player: CD, radio, Bluetooth speaker, iPod
- Students should wear appropriate clothing and footwear

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SUGGESTED ACTIVITIES

- Move through space on a specific pathway, or following a specific floor pattern
- Execute simple rhythmic locomotor combinations on defined pathways
- Move through space on a variety of air and floor pathways using changes of directions and level
- Design body shapes alone or with a partner utilizing the concept of positive and negative space
- Design symmetrical and asymmetrical body shapes alone or with a partner
- Explore and use a variety of body shapes in space, including still shapes, shapes that move in place (non-locomotor) and shapes that travel through space (locomotor)
- Transition from one shape to another with confidence
- Use the spine to sculpt the body
- Execute a three-point turn
- Explore and improvise using concepts of body, space, time and energy/force (e.g., body shapes, level, direction, tempo, tension v. relaxation)
- Explore and improvise using spatial relationships
- Change, or vary, given movements or movement sequences using concepts of body, space, time and energy/force
- Demonstrate a basic kinesthetic understanding of the concept of abstraction by varying individual movements and gestures using concepts of body, space, time and energy/force
- Discuss the concept of energy/force as it relates to movement using an expanded dance vocabulary
- Describe the quality of a movement(s) using dance vocabulary
- Clearly demonstrate different movement qualities
- Change, or vary, movement qualities in an improvisation or set movement sequence
- Explore tensing and relaxing the muscles both suddenly and gradually; lying, sitting and standing; in place and through space
- Relate states of tension and relaxation to and explore the concept of flow in movement (bound and free flow; Laban vocabulary)
- Relate states of tension and relaxation to and explore “forceful” and “forceless” movements (Barbara Mettler vocabulary)
- Working with others, explore forceful and forceless movement as active and passive movers
- Use and contrast varying states of tension and relaxation in technique, movement sequences and improvised movements.
- Explore the Margaret H'Doubler's six movement qualities individually and in varied sequences
- Move confidentially to metered and non-metered accompaniment
- Execute simple rhythmic movement sequences, both locomotor and nonlocomotor
- Execute tempo changes suddenly and gradually
- Identify and move to accent the downbeat in 3/4 and 4/4 meter
- Move with rhythmic accuracy in both duple and triple meter

REINFORCEMENT

- Provide written, visual, auditory, and hands on manipulatives/activities to meet all learning styles.
- Modify worksheets for individual needs, use leveled support materials, peer tutoring and individualize instruction for special needs and accelerated students.
- Allow students to revise, rethink, and refine their understanding of the topics covered: Use subject matter questioning to review and activate prior learning.
- Give timely feedback on formative assessments and allow time for review.
- Work cooperatively with classmates.

ENRICHMENT

- Allow students to use technology to express themselves through another medium.
- Allow students to create a multimedia presentation.
- Have students view great performances through online video.
- Use recording techniques to record and evaluate skills learned.

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- Demonstrate an understanding of the concept of duration
- Create and perform simple rhythmic movement patterns using movements of varying durations
- Relate concept of duration to concept of note value, e.g., whole, half and quarter notes (rhythm cards)
- Perform improvised movements or set movement sequences with a clear beginning and ending
- Create movement sequences with clear changes in movement quality timing or action
- Create, memorize and perform original movement sequences
- Learn, memorize and perform set movement sequences
- Articulate reasons for making particular choices in ordering a sequence of movements
- Work cooperatively with others
- Perform their own original movement as well as movement choreographed by others
- Demonstrate focus and concentration in the rehearsal process
- Perform for others with focus and concentration
- Demonstrate body control and awareness in performing movement
- Memorize movement for performance
- Perform set as well as improvised movement

Vocabulary: Pathways, Floor Pattern, Symmetrical, Asymmetrical, Positive and Negative Space, Shape/Body Design, Explore, Improvise, Abstract, Change, Vary, Elements of Dance, Choreographer, Force or Energy, Tension v. Relaxation, Forceful v. Forceless, Active v. Passive, Bound v. Free Flow, Movement Quality, H'Doubler's Six Movement, Qualities: swing, suspend, collapse, sustain, percussive, vibratory, Duration, Note Value, Meter (triple and duple), Accent, Rhythm, Tempo, Sudden, Gradual, Beginning, Middle, End, Change, Order, Movement Sequence, Choreograph, Cooperation, Memorize, Focus, Concentration, Control, Awareness, Perform, Audience, Choreograph, Choreography, Memorize, Rehearse

Cross-Curricular Connections

21st Century Skills - CRP4 Communicate clearly and effectively and with reasons when working on benchmark that requires students to work as a group to create or learn a short movement sequence.

Technology- 8.1.5.A.3 Use a graphic organizer to organize information about problem or issue when working on benchmark that requires students to change, or vary the sequence using elements of body, space, time and/or energy/force and then memorize both the original and the changed movement sequences, and perform both for your classmates.

SEL - Utilize positive communication and social skills to interact effectively with others when working as a class, create or learn a short movement sequence.

Language Arts- W3.3 Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences when completing benchmark that requires students to write a paragraph(s) describing how you changed the original sequence.

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Unit : Movement can be organized to create dances

Time: December- February

Standards:

1.3.5.A.1 Perform planned and improvised sequences with a distinct beginning, middle, and end that manipulate time, space, and energy, and accurately transfer rhythmic patterns from the auditory to the kinesthetic.

1.3.5.A.5 Perform basic sequences of movement from different styles or traditions accurately, demonstrating proper alignment, balance, initiation of movement, and direction of focus.

1.4.5.B.5 Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.

Essential Questions

- How do you decide the sequence of a dance phrase or study?
- Why are the beginning and ending of a dance study so important?

Enduring Understandings

- Dances should have a clear beginning, middle, and end.
- Choreographers explore movement possibilities and make conscious choices in creating movement sequences.
- Choreographers create movement phrases around an idea.
- Ideas for movement are inspired by many things.
- Choreographers use the elements of dance (body, space, time and energy) to explore movement possibilities.
- Movement exploration and improvisation are an important part of the choreographic process. Choreographers explore movement and improvise in order to generate movement ideas for their dances
- Choreographers can work with others to create dances.
- Dancers can perform together in groups, e.g., duets, trio or quartets.

Benchmark Assessment(s)

- In a group of 2-3, choose a simple movement idea around which you will build a short movement study. Cooperatively explore movements and sequencing possibilities. Select and sequence movements. Select the most effective order making sure there is a clear beginning and ending. Perform for your classmates. Write at least one paragraph reflecting on your group's movement and sequencing choices, including your choices for beginning and ending the dance. Write a paragraph reflecting on your group's process of working and performing together.

Other Assessments

- ✓ Teacher observation
- ✓ Student Growth Objectives
- ✓ Dress Rehearsals
- ✓ Final performances

Materials

- Music
- Audio player: CD, radio, Bluetooth speaker, iPod
- Students should wear appropriate clothing and footwear

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SUGGESTED ACTIVITIES

- Explore various options for beginning a movement study and ending a movement study (still shapes; entrances; exits)
- Make thoughtful choices in choreographing the beginning and ending of a movement study
- Explore and improvise multiple possibilities to solve a given movement problem
- Make choices in sequencing movements (movement selection)
- Articulate the reasons for your movement choices
- Respond to and generate ideas which inspire movement
- Identify a simple idea on which to build a phrase
- Explore movement possibilities around an idea
- Select and sequence movements to create a movement phrase
- Create a movement phrase with a clear beginning and ending.
- Use the elements of dance to explore the possibilities of given movements, movement sequences and/or phrases
- Use the elements of dance to extend and develop given movements, movement sequences and/or phrases
- Improvise with a focus on the elements of dance
- Use exploration and improvisation as means of movement invention in the choreographic process
- Use exploration and improvisation to expand/develop movement possibilities
- Make movement choices for dance sequences/studies from movement ideas generated in movement explorations and/or improvisations
- Work cooperatively with a partner or in a small group to create dance sequences or short dance studies
- Perform dance sequences or short dance studies in different groupings, e.g., duet, trio, quartet.

REINFORCEMENT

- Provide written, visual, auditory, and hands on manipulatives/activities to meet all learning styles.
- Modify worksheets for individual needs, use leveled support materials, peer tutoring and individualize instruction for special needs and accelerated students.
- Allow students to revise, rethink, and refine their understanding of the topics covered: Use subject matter questioning to review and activate prior learning.
- Give timely feedback on formative assessments and allow time for review.
- Work cooperatively with classmates.

ENRICHMENT

- Allow students to use technology to express themselves through another medium.
- Allow students to create a multimedia presentation.
- Have students view great performances through online video.
- Use recording techniques to record and evaluate skills learned.

Vocabulary: Entrance, Exit, Beginning, Middle, End, Sequence, Exploration/Explore, Improvisation/Improvise, Choreograph, Choreography, Choreographer, Phrase, Movement Idea, Sequence, Inspire, Elements of Dance (body, space time and energy/force), Exploration, Improvisation, Movement Choices, Cooperation, Partner, Duet, Trio, Quartet

Cross-Curricular Connections

21st Century Skills- CRP4 Communicate clearly and effectively and with reason when completing benchmark that requires students to work in a groups of 2-3 and choose a simple movement idea around which students will build a short movement study.

Technology- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. Students will utilize technology after choosing a simple movement idea around which you will build a short movement study.

SEL - Utilize positive communication and social skills to interact effectively with others. Students are required to work cooperatively to explore movements and sequencing possibilities.

Language Arts- W3.3 Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences when completing benchmark that requires students to write at least one paragraph reflecting on your group's movement and sequencing choices, including your choices for beginning and ending the dance.

Third Grade: Dance Curriculum

Unit: Dance is an important way to explore the world and its people

Time: March- June

Standards:

1.3.5.A.3 Create and perform dances alone and in small groups that communicate meaning on a variety of themes, using props or artwork as creative stimuli.

1.2.5.A.1 Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.

1.2.5.A.2 Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.

1.2.5.A.3 Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.

Essential Questions

- What do the dances of a people tell us about their beliefs and culture?

Enduring Understandings

- Patterns and repetition are part of folk, traditional and ceremonial dances.
- Folk, traditional and ceremonial dance may have set movement patterns and sequences.
- Native American dances use simple but distinct rhythmic steps.
- Ceremonial and ritual dances use repetition to create rhythm.
- Performing requires group awareness.
- Folk/traditional and ceremonial dances are often based on daily work activities.
- There are commonalities among and differences between dances from various countries and cultures
- Folk/traditional and ceremonial dances teach us about the people or culture from which they come.
- Costumes (and shoes) influence dance movement.

Benchmark Assessment(s)

- After exploring the function of dance in Native American cultures, create your own ritual or ceremonial dance study with a partner or small group. Choose a simple idea around which to choreograph. Choose movements and gestures to convey that idea.

Other Assessments

- ✓ Teacher observation
- ✓ Student Growth Objectives
- ✓ Dress Rehearsals
- ✓ Final performances

Materials

- Music
- Audio player: CD, radio, Bluetooth speaker, iPod
- Students should wear appropriate clothing and footwear

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SUGGESTED ACTIVITIES

- Recall and perform set patterns and sequences in folk, traditional and ceremonial dances from various countries
- Learn and/or create and memorize set patterns and sequences around the theme of work activities
- Recognize the use of pattern in ritual/ceremonial dance
- Execute simple Native American foot patterns, i.e., two-step, toe-heel
- Improvise/explore pathways using the basic Native American foot patterns
- Experience rhythm through repetition
- Work cooperatively with others to perform dances
- Work cooperatively with others to create
- Perform a group ceremonial dance with an awareness of each other
- Perform folk/traditional and/or ceremonial dances that are based on work activities
- Create dance sequences or patterns that are based on work activities
- Describe similarities and differences between dances from various cultures or countries
- Talk about what the dances learned tell us about the people or culture from which they come
- Describe how costumes (including shoes) influence dance movement
- Describe how (or if) the costume/dress affect the dances learned
- Recognize that different dance styles use different types of shoes or no shoes at all

REINFORCEMENT

- Provide written, visual, auditory, and hands on manipulatives/activities to meet all learning styles.
- Modify worksheets for individual needs, use leveled support materials, peer tutoring and individualize instruction for special needs and accelerated students.
- Allow students to revise, rethink, and refine their understanding of the topics covered: Use subject matter questioning to review and activate prior learning.
- Give timely feedback on formative assessments and allow time for review.
- Work cooperatively with classmates.

ENRICHMENT

- Allow students to use technology to express themselves through another medium.
- Allow students to create a multimedia presentation.
- Have students view great performances through online video.
- Use recording techniques to record and evaluate skills learned.

Vocabulary: Pattern, Repetition, Native American, rhythm, two-step, toe-heel, Self-awareness, Group Awareness, Work Activities, Folk/traditional dances, Ceremonial dances, Cultures, Costumes, Influence, Dance styles, Dance shoes

Cross-Curricular Connections

21st Century Skills- CRP4 Communicate clearly and effectively and with reason when working cooperatively with others to create dance.

Technology- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. Students will utilize technology to complete benchmark that requires exploring the function of dance in Native American cultures.

SEL - Utilize positive communication and social skills to interact effectively with others when working cooperatively to create ritual or ceremonial dance study.

Language Arts- SL3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace when creating ritual or ceremonial dance study with a partner or small group.