

DanceCurriculum Guide

Grade / H Y 3 H O

Unit #1 EU/EQ	Standards to be addressed	Culminating Student Work to be Produced	Instruction Needed	Assessment Criteria (To meet standard)	Documen- tation
Locomotive Skills Dance is an extension of human movement. How do we move?	DA:Cr1.1.3a DA:Cr1.1.3b DA:Cr2.1.3a DA:Cr2.1.3b DA:Cr3.1.3a DA:Pr4.1.3a DA:Pr5.1.3c	Name 8 basdNie			

important to
dance?

DA:Pr5.1.3a
DA:Re7.1.3a

for 8 counts. Share and
discuss. Why are travel,
space and time important
to dance?

Leaf Dance or Ghost
Dance (Choose one no
time for both). Explore the
space as a leaf floating
down from a tree or as a
ghost on Halloween
creating a path

<p>Dance uses line, space, time and patterns</p> <p>Why are line, space, time and patterns part of a dance?</p>	<p>DA:Cr3.1.3a DA:Pr4.1.3a DA:Pr5.1.3b DA:Pr5.1.3c</p>	<p>groups demonstrating knowledge of space, time, relationship and pattern.</p> <p>DA:Pr4.1.3a DA:Pr5.1.3b</p> <p>Discuss what worked and what didn't work</p> <p>Revise work based on feedback.</p> <p>DA:Cr3.1.3a</p> <p>Students create their own sequence making choices about space, time, relationship and pattern using box steps, spiral sits fan kicks, lunges and pivots. (DA:Pr4.1.3a; DA:Pr5.1.3b) Organize movements using ABA choreographic form (DA:Cr2.1.3a) Share and discuss.</p>	<p>and pattern part of dancing? Why?</p>
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			<p>it called that? Who knows spiral sit? Why is it called that? Who knows a fan kick? Why is it called that? Each question to be followed by demonstration and practice. Create combination in small group using box step, spiral sit and fan kick. Using students ideas demo a combination with a box step, spiral sit and fan kick while also considering the space and rhythm. 16 counts.</p>		
Unit # 4 EU/EQ	Standards to be addressed	Culminating Student Work to be Produced	Instruction Needed	Assessment Criteria (To meet standad)	Documentation
<p>A Dancer to Know</p> <p>There are great dancers and choreographers worth knowing. What famous dancers do you know? What do you like about their dancing?</p>	<p>DA:Cr1.1.3a DA:Cr2.1.3a DA:Cr3.1.3a DA:Pr4.1.3a DA:Pr5.1.3b DA:Pr5.1.3c DA:Re7.1.3a DA:Re9.1.3a</p>	<p>Work in small groups to create a 32-64 count dance phrase in the style of Bob</p>			

				<p>kinesthetic phrasing DA:Pr4.1.3b. Replicate body shapes, movement characteristics, and movement patterns in a dance sequence with awareness of body alignment and core support. DA:Pr5.1.3a. Adjust body use to coordinate with a partner or other dancers to safely change levels, directions, and pathway designs. DA:Pr5.1.3b Recall movement sequences with a partner or in a group dance activities. Apply constructive feedback from teacher and self to improve dance skills DA:Pr5.1.3c Find a movement pattern that creates a movement phrase in a dance work. DA:Re7.1.3a. Select dance movements from specific genres, styles or cultures. Identify characteristic movements from these dances and describe in basic dance terminology ways in which they are alike and different DA:Re9.1.3a</p>	
Unit #5 EU/EQ	Standards to be addressed	Culminating Student Work to be Produced	Instruction Needed	Assessment Criteria (To meet standard)	Documentation

				<p>movement phrase in a dance work. DA:Re7.1.3a.Select dance movement from specific genres, styles, or culture Identify characteristic movements from these dances and describe basic dance terminology ways in which they are alike and different DA:Re9.1.3a</p>	
Unit #6 EU/EQ	Standards to be addressed	Culminating Student Work to be Produced	Instruction Needed	Assessment Criteria (To meet standard)	Documentation

				<p>terminology ways in which they are alike and different.DA:Re9.1.3.</p> <p>Compare the relationships expressed a dance to relationships with others. Explain how they are the same or different.DA:Cn10.1.3.</p> <p>Find a relationship between movement in a dance from a culture, society, or community and the culture from which the dance is derived. Explain what the movements communicate about key aspects of the culture, society, or community.DA:Cn11.1.3</p>	
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Unit	Anchor	Performance Standards ~ Grade 3
		Anchor Standard: Generate and conceptualize artistic ideas and work.
	DA:Cr1.1.3	a. Experiment with a variety of self-identified stimuli (for example, music/sound, text, objects, images, notation, observed dance experiences) for movement.
		b. Explore a given movement problem. Select and demonstrate a solution.
		Anchor Standard: Organize and develop artistic ideas and work.
	DA:Cr2.1.3	a. Identify and experiment with choreographic devices to create simple movement patterns and dance structures (for example, ABA, theme and development).
		b. Develop a dance phrase that expresses and communicates an idea. Discuss the effect of the movement choices.
		Anchor Standard: Refine and complete artistic work.
	DA:Cr3.1.3	a. Revise movement choices in response to feedback to improve a short dance study. Describe the differences the changes to the movements.
		b. Depict directions or spatial pathways in a dance phrase by drawing a picture map or using a symbol.
		Anchor Standard: Select, analyze, and interpret artistic work for 434 420 scn 48 0.48v11 rtd

		terminology.
		Anchor Standard: Apply criteria to evaluate artistic work.
	DA:Re9.1.3	a. Select dance movements from specific genres, styles, or sub identify characteristic movements from these dances and describe in basic dance terminology ways in which they are alike and different.
		Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.
	DA:Cn10.1.3	a. Compare the relationships expressed in a dance to relationships with others. Explain how they are the same or different.
		b. Ask and research a question about a key aspect of a dance that communicates a perspective about an issue or the key aspect through movement. Share movements and describe how the movements help to remember or discover new c these key aspects. Communicate the new learning in oral, written, or movement form.

Expectation	I DID A GREAT JOB! !! !!	I DID A GOOD JOB! !! !	I DID AN OK JOB! ! !	I DIDN'T REALLY GET IT THIS TIME. ! I TRIED!
Choose a poem/theme/idea	Example: Friendship .	Friendship	Friendship or we can't decide...	We can't decide...
Pathway	2 figure eights diagonal, circle. Clearly danced using the space fully.	Figure eight circle	circle	Only moved straight across the floor

Pattern	A few pleasing movements repeating to see the pattern and appreciate it. Shapes changing levels in unison. Figure eight from opposite sides repeating arm movements.	Shapes changing levels in unison. Figure eight from opposite sides repeating 2 patterns precisely done.	One pattern repeated once. Or sometimes forgetting to complete the pattern. Not clear to see.	No pattern at all, even after the critique reminded me to do so.
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<p>Sym- metrical/ Asym- metrical Shapes</p>	<p>Interesting. Pleasant shapes smoothly appearing and disappearing. Both Asym and sym shapes clearly defined in the piece.</p>	<p>Center stage pyramid. Simple ideas for Asy. And sym shapes. Shapes there but not well defined.</p>	<p>1 out of 2. Asym or sym shapes not well defined.</p>	<p>Forgot to put any shape in the dance, even after the critique reminded me to do so.</p>
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DQG LPSOHPHQW WKH 1DWLRQDO &RUH \$UWV 6WDQGDUGV
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