## Curriculum Development Course at a Glance

### Planning For 3rd Grade Dance

**Authors of the Sample:**
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- Linda Marsh (St. Mary’s Academy)
- Sandra Minton (Littleton Public Schools)
- Anne O’Connor (Colorado Ballet)

### 3rd Grade, Dance Complete Sample Curriculum – Posted: January 31, 2013

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<th>Content Area</th>
<th>Dance</th>
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<tr>
<td><strong>Course Name/Course Code</strong></td>
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<tr>
<td><strong>Standard</strong></td>
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<td><strong>Grade Level Expectations (GLE)</strong></td>
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<tr>
<td><strong>Grade Level</strong> / <strong>3rd Grade</strong></td>
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<tr>
<td><strong>GLE Code</strong></td>
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</tbody>
</table>

#### 1. Movement, Technique, and Performance

1. Perform dance phrases using dance elements and movement skills  
   DA09-GR.3-S.1-GLE.1
2. Perform dances from at least two different styles or genres  
   DA09-GR.3-S.1-GLE.2

#### 2. Create, Compose, and Choreograph

1. Create simple group dances  
   DA09-GR.3-S.2-GLE.1
2. Create a short dance using compositional elements  
   DA09-GR.3-S.2-GLE.2

#### 3. Historical and Cultural Context

1. Dance communicate cultural norms  
   DA09-GR.3-S.3-GLE.1
2. Recognize ideas and styles in major dance works  
   DA09-GR.3-S.3-GLE.2

#### 4. Reflect, Connect, and Respond

1. Compare and contrast the work of well-known choreographers  
   DA09-GR.3-S.4-GLE.1
2. Evaluate the functions of dance training and rehearsal as they contribute to a performance  
   DA09-GR.3-S.4-GLE.2

### Colorado 21st Century Skills

- **Critical Thinking and Reasoning:** Thinking Deeply, Thinking Differently
- **Information Literacy:** Untangling the Web
- **Collaboration:** Working Together, Learning Together
- **Self-Direction:** Own Your Learning
- **Invention:** Creating Solutions

### The Creative Process

- **Choreograph**
- **Perform**
- **Context**
- **Respond**

The Colorado Academic Standards for Dance are not intended to be taught in a linear (checklist of coverage) fashion, but rather should be implemented as a cyclical creative process. Each unit within this sample blueprint intentionally includes standards from all four dance standards to illustrate this process-based philosophy.

<table>
<thead>
<tr>
<th>Unit Titles</th>
<th>Length of Unit/Contact Hours</th>
<th>Unit Number/Sequence</th>
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</thead>
<tbody>
<tr>
<td>Traveling Through Space</td>
<td>3 weeks/15 contact hours</td>
<td>Instructor Choice</td>
</tr>
</tbody>
</table>
| Movements Inspired by Famous Choreographers  
  *Use appropriate repertoire examples* | Two weeks: ten contact hours | Thematic sequence    |
| The Joints Are Dancing               | 2-3 weeks/8 contact hours    | Instructor Choice    |
**Unit Title** | Traveling Through Space  
---|---  
**Length of Unit** | 3 weeks/15 contact hours  
**Focusing Lens(es)** | Structure and Function, Patterns  
**Standards and Grade Level Expectations Addressed in this Unit** | DA09-GR.3-S.1-GLE.1, DA09-GR.3-S.1-GLE.2  
| DA09-GR.3-S.2-GLE.1, DA09-GR.3-S.2-GLE.2  
| DA09-GR.3-S.3-GLE.1, DA09-GR.3-S.3-GLE.2  
| DA09-GR.3-S.4-GLE.1, DA09-GR.3-S.4-GLE.2  
**Inquiry Questions (Engaging-Debatable):**  
• How does experience in a variety of styles help one to understand a dance? (DA09-GR.3-S.1-GLE.1-IQ.4) and (DA09-GR.3-S.4-GLE.2-IQ.1)  
• How do the elements of dance give meaning to the movement?  
**Unit Strands** | Performance Technique  
| Create Lines  
| Historical Context  
| Respond and Self-Correct  
**Concepts** | Technique, Expression, Tradition, Order/Form, Style, Movement, Structure, Patterns  
**Generalizations**  
**My students will Understand that...**  
| **Factual** | **Guiding Questions** | **Conceptual**  
| The organization of dance movements produces specific results (DA09-GR.3-S.1-GLE.1, 2) and (DA09-GR.3-S.3-GLE.1, 2) and (DA09-GR.3-S.4-GLE.1, 2)  
| What are locomotor dance skills? | How are locomotor skills used in different dance forms?  
| Increased technique builds a framework for expression in dance (DA09-GR.3-S.1-GLE.1, 2) and (DA09-GR.3-S.2-GLE.1, 2) and (DA09-GR.3-S.3-GLE.2) and (DA09-GR.3-S.4-GLE.1, 2)  
| How does a short traveling combination communicate an idea? | What are different ways that a dancer communicates without words?  
| What changes about your movement when you make it travel?  
| Dance styles often rely upon predictable structures of movement (DA09-GR.3-S.1-GLE.1, 2) and (DA09-GR.3-S.2-GLE.1, 2) and (DA09-GR.3-S.3-GLE.2) and (DA09-GR.3-S.4-GLE.2)  
| What movement patterns are evident in a specific dance style?; i.e. square dancing, hip hop, tap. | What movement patterns exist to create a dance style?
## Critical Content:

**My students will Know...**

- The correct order of dance class, such as warm-ups and across the floor (DA09-GR.3-S.1-GLE.1, 2) and (DA09-GR.3-S.3-GLE.1, 2) and (DA09-GR.3-S.4-GLE.1, 2)
- Extended warm-ups in center floor, beginning jumps and turns (DA09-GR.3-S.1-GLE.1, 2) and (DA09-GR.3-S.3-GLE.1, 2)
- Examples of traveling combinations with focus on transitional steps (DA09-GR.3-S.1-GLE.1, 2) and (DA09-GR.3-S.2-GLE.1, 2) and (DA09-GR.3-S.3-GLE.1) and (DA09-GR.3-S.4-GLE.1, 2)
- The concept of performing dance while maintaining proper technique (DA09-GR.3-S.1-GLE.1, 2) and (DA09-GR.3-S.2-GLE.1, 2) and (DA09-GR.3-S.3-GLE.1, 2) and (DA09-GR.3-S.4-GLE.1, 2)

## Key Skills:

**My students will be able to (Do)...**

- Perform basic technique with proper form (DA09-GR.3-S.1-GLE.1, 2) and (DA09-GR.3-S.2-GLE.1) and (DA09-GR.3-S.3-GLE.1, 2) and (DA09-GR.3-S.4-GLE.1, 2)
- Combine movements to create traveling combinations (DA09-GR.3-S.1-GLE.1, 2) and (DA09-GR.3-S.2-GLE.1, 2) and (DA09-GR.3-S.3-GLE.1) and (DA09-GR.3-S.4-GLE.1, 2)
- Recognize how the movement combination creates a recognizable style (DA09-GR.3-S.1-GLE.1, 2) and (DA09-GR.3-S.2-GLE.1, 2) and (DA09-GR.3-S.3-GLE.1) and (DA09-GR.3-S.4-GLE.1, 2)
- Express emotions through movement exercises (DA09-GR.3-S.1-GLE.1, 2) and (DA09-GR.3-S.2-GLE.1, 2) and (DA09-GR.3-S.3-GLE.1, 2) and (DA09-GR.3-S.4-GLE.1, 2)

## Critical Language:

**Critical Language:** includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.

**EXAMPLE:** A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *"Mark Twain exposes the hypocrisy of slavery through the use of satire.*"

A student in ______________ can demonstrate the ability to apply and comprehend critical language through the following statement(s):

**Academic Vocabulary:** Stretch, Practice, Technique, Class, Tradition, Warm-Up, Center, Combination, Phrase, Expression, Form, Transition, Energy

**Technical Vocabulary:** On/Off Balance, Glissade/Slide, Jump, Weight Shift, Carriage of the Arms, Direction of the Gaze, Adagio/Down-Tempo, Fifth Position
## Curriculum Development Overview
### Unit Planning for 3rd Grade Dance

<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Focusing Lens(es)</th>
<th>Standards and Grade Level Expectations Addressed in this Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exploring Movement inspired by Famous Choreographers</td>
<td>Influence</td>
<td>DA09-GR.3-S.1-GLE.1, DA09-GR.3-S.1-GLE.2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>DA09-GR.3-S.2-GLE.1, DA09-GR.3-S.2-GLE.2</td>
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<tr>
<td></td>
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<td>DA09-GR.3-S.3-GLE.1, DA09-GR.3-S.3-GLE.2</td>
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<tr>
<td></td>
<td></td>
<td>DA09-GR.3-S.4-GLE.1, DA09-GR.3-S.4-GLE.2</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Length of Unit</th>
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<tbody>
<tr>
<td>Two weeks: ten contact hours</td>
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</tbody>
</table>

### Focusing Lens(es)
- Influence

### Standards and Grade Level Expectations
- DA09-GR.3-S.1-GLE.1
- DA09-GR.3-S.1-GLE.2
- DA09-GR.3-S.2-GLE.1
- DA09-GR.3-S.2-GLE.2
- DA09-GR.3-S.3-GLE.1
- DA09-GR.3-S.3-GLE.2
- DA09-GR.3-S.4-GLE.1
- DA09-GR.3-S.4-GLE.2

### Inquiry Questions (Engaging-Debatable):
- How do your movements tell a story? Is the choreographer the story teller or is the dancer? (DA09-GR.3-S.2-GLE.2-IQ.1)
- What makes a choreographer famous? (DA09-GR.4-S.1-GLE.1)
- Should dancers follow choreography exactly as the choreographer intended? Why or why not? (DA09-GR.3-S.1-GLE.1) and (DA09-GR.4-S.1-GLE.2)

### Unit Strands
- Cultural and theatrical dances
- Create new movement using principles of choreography: Repetition, Retrograde, contrast, highlight
- Context cultural genres
- Respond to different styles of dance

### Concepts
- Space/Time/Energy
- Investigate/Discovery
- Expressions
- Influence
- Improvisation
- Movement
- Dance Style
- Technique

### Generalizations

<table>
<thead>
<tr>
<th>My students will Understand that...</th>
<th>Factual</th>
<th>Guiding Questions</th>
<th>Conceptual</th>
</tr>
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<tbody>
<tr>
<td>Choreography provides the storyline for a dance work (DA09-GR.4-S.1-GLE.1)</td>
<td>Who are considered famous choreographers? What made them famous and why?</td>
<td>How does understanding a choreographer’s life story influence their dance style?</td>
<td></td>
</tr>
<tr>
<td>Improvisation creates original movement (DA09-GR.3-S.1-GLE.1) and (DA09-GR.3-S.2-GLE.1, 2) and (DA09-GR.3-S.3-GLE.1) and (DA09-GR.4-S.1-GLE.1, 2)</td>
<td>How can your movements tell a story?</td>
<td>What does your movement mean?</td>
<td></td>
</tr>
<tr>
<td>Choreographic dance styles reflect the use of the Movement Elements (DA09-GR.3-S.1-GLE.1) and (DA09-GR.3-S.2-GLE.2) and (DA09-GR.3-S.3-GLE.1, 2) and (DA09-GR.4-S.1-GLE.1, 2)</td>
<td>What makes a choreographic dance style identifiable?</td>
<td>How are the Movement Elements used in different choreographer’s works?</td>
<td></td>
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</tbody>
</table>
### Critical Content:

**My students will Know...**

- Dance vocabulary that is performed with precision (DA09-GR.3.S.1-GLE.1) and (DA09-GR.3.S.2-GLE.2) and (DA09-GR.3.S.3-GLE.1, 2) and (DA09-GR.4.S.1-GLE.1, 2)
- The process for creating a dance with intent (DA09-GR.3.S.1-GLE.1) and (DA09-GR.3.S.2-GLE.1, 2) and (DA09-GR.3.S.3-GLE.2) and (DA09-GR.4.S.1-GLE.2)
- Different styles that choreographers use in dance, such as jazz and ballet. (DA09-GR.3.S.2-GLE. 2) and (DA09-GR.3.S.3-GLE.2) and (DA09-GR.4.S.1-GLE.1, 2)
- Examples of famous choreographers (DA09-GR.3.S.2-GLE.1, 2) and (DA09-GR.3.S.3-GLE.2) and (DA09-GR.4.S.1-GLE.1, 2)
- The description of the elements of composition, such as motif and movement phrases (S1-GLE1, EO; S2-GLE1, EO; S2-GLE2, EO; S3-GLE, EO; S4-GLE2, EO)
- (DA09-GR.3.S.1-GLE.1) and (DA09-GR.3.S.2-GLE.1, 2) and (DA09-GR.3.S.3-GLE.1) and (DA09-GR.4.S.1-GLE.2)

### Key Skills:

**My students will be able to (Do)...**

- Demonstrate the articulated use of the dance elements in dance studies (DA09-GR.3.S.1-GLE.1-EO.a)
- Design a group dance using the elements of dance (DA09-GR.3.S.2-GLE.2-EO.a)
- Recognize styles in major dance works (DA09-GR.3.S.3-GLE.2-EO.d)
- Compare and contrast works from different choreographers (DA09-GR.4.S.1-GLE.1-EO.c)

### Critical Language:

Includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.

**EXAMPLE:** A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: "Mark Twain exposes the hypocrisy of slavery through the use of satire."

A student in _____________ can demonstrate the ability to apply and comprehend critical language through the following statement(s):

**After watching the barn dance in “Seven Brides for Seven Brothers,” (or insert dance work) I was able to create my own movement phrase in the style of the original choreography.**

### Academic Vocabulary:

- Improvisation
- Choreography
- Composition
- Performance
- Style
- Appreciation

### Technical Vocabulary:

- Elements Of Dance
- Selection
- Refinement
- Technical Precision
- Practice
- Motif
- Movement Phrase
## Curriculum Development Overview

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<tr>
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<th><strong>Inquiry Questions (Engaging-Debatable):</strong></th>
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<tbody>
<tr>
<td>• How does a different use of the movement elements (space, time &amp; energy) affect joint actions? (DA09-GR.3-S.1-GLE.2)</td>
</tr>
<tr>
<td>• What similarities and differences are there in the actions of the various joints? (DA09-GR.3-S.2-GLE.1)</td>
</tr>
<tr>
<td>• How are joint actions used differently in dances from various cultures? (DA09-GR.3-S.3-GLE.1)</td>
</tr>
<tr>
<td>• How is it possible to move easily from one type of joint action to another joint action within a movement phrase? (DA09-GR.3-S.1-GLE.1)</td>
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<th><strong>Unit Strands</strong></th>
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<tbody>
<tr>
<td>Perform joint actions</td>
</tr>
<tr>
<td>Create new movement phrases using joint actions</td>
</tr>
<tr>
<td>Context cultural influences</td>
</tr>
<tr>
<td>Respond to comparison and contrast of movements</td>
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<table>
<thead>
<tr>
<th><strong>Concepts</strong></th>
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<tbody>
<tr>
<td>Space/Time/Energy, Movement Elements, Investigation/Discovery, Rhythm, Joint Action, Styles, Cultural Dance</td>
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| Creating a dance relies upon intentional movement of joints, bones, and muscles (DA09-GR.3-S.1-GLE.2) and (DA09-GR.3-S.2-GLE.1) and (DA09-GR.3-S.3-GLE.2) and (DA09-GR.3-S.4-GLE.2) |
| What are the different joints in the body and the movement possibilities? |
| What do we need to do to move the joints safely and smoothly? |
| How are the movement elements affected by moving different joints? |

| Movement elements (e.g., fast, slow) require specific joint actions and rhythms (DA09-GR.3-S.1-GLE.2) and (DA09-GR.3-S.2-GLE.1) and (DA09-GR.3-S.3-GLE.2) and (DA09-GR.3-S.4-GLE.2) |
| How can you change from moving one joint and then another joint in a dance? |
| What did you do in order to change the joint movements in your dance? |
| How does understanding the various joint movements assist a dancer in refinement of technique? |

| Cultural dances and dance styles demand different joint movements (DA09-GR.3-S.1-GLE.2) and (DA09-GR.3-S.2-GLE.1) and (DA09-GR.3-S.3-GLE.1, 2) and (DA09-GR.3-S.4-GLE.2) |
| What joint movements can you identify in a particular cultural dance form? |
| Why do different cultures use the joints of the body in dances in different ways? |

Authors of the Sample: Judi Hofmeister (Douglas County School District); Linda Marsh (St. Mary’s Academy); Sandra Minton (Littleton Public Schools); Anne O’Connor (Colorado Ballet)
## Critical Content:

**My students will Know...**

- Examples of dance elements that affect the use of joint actions, such as bend and twist. (DA09-GR.3-S.1-GLE.2) and (DA09-GR.3-S.2-GLE.1) and (DA09-GR.3-S.3-GLE.2) and (DA09-GR.3-S.4-GLE.2)
- That the combination of different joint actions, such as push and press can be combined into one dance. (DA09-GR.3-S.1-GLE.2) and (DA09-GR.3-S.2-GLE.1) and (DA09-GR.3-S.3-GLE.2) and (DA09-GR.3-S.4-GLE.2)
- Joint actions, such as swing and rotate, are affected by different cultural influences, as in African or Latin dance traditions. (DA09-GR.3-S.1-GLE.2) and (DA09-GR.3-S.2-GLE.1) and (DA09-GR.3-S.3-GLE.2) and (DA09-GR.3-S.4-GLE.2)

## Key Skills:

**My students will be able to (Do)...**

- Demonstrate the articulated use of the dance elements in dance studies, (DA09-GR.3-S.1-GLE.1-EO.a)
- Refine the articulation of the body, (DA09-GR.3-S.1-GLE.1-EO.c)
- Identify by name the major bones and muscles in movement, including the spine, pelvis, knees, feet, and abdominals, (DA09-GR.3-S.1-GLE.2-EO.a)
- Use the dance elements to solve a movement problem, (DA09-GR.3-S.2-GLE.1-EO.c)
- Experiment with elements of composition, (DA09-GR.3-S.2-GLE.2-EO.d)
- Select phrases and link them in order to compose a short dance, (DA09-GR.3-S.2-GLE.2-EO.c)
- Learn vocabularies of selected cultural dances, (DA09-GR.3-S.3-GLE.1-EO.c)
- Compare and contrast works by different choreographers, (DA09-GR.3-S.4-GLE.1-EO.c)

## Critical Language:

includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.

**EXAMPLE:** A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: “Mark Twain exposes the hypocrisy of slavery through the use of satire.”

A student in ______________ can demonstrate the ability to apply and comprehend critical language through the following statement(s):

**Some may think creating a new dance is difficult but one way to create a new movement phrase and/or dance is by taking a dance you know and moving different joints in different ways.**

**Academic Vocabulary:** Identify, Describe, Analyze, Learn, Create, Connect, Order, Experiment, Compare, Cultural Expression

**Technical Vocabulary:** Time, Space, Energy, Anatomical Structure, Joint Actions, Phrasing, Dance Form, Transitions