

A Guide to the Colorado Academic Standards



Working Together

To support families and teachers in realizing the goals of the Colorado Academic Standards, this guide provides an overview of the learning expectations for Third Grade Dance. This guide offers some learning experiences students may engage in during this school year, experiences that may also be supported at home.

Why Standards?

Created by Coloradans for Colorado students, the Colorado Academic Standards provide a grade-by-grade road map to help ensure students are successful in college, careers, and life. The standards aim to improve what students learn and how they learn in ten content areas – emphasizing critical-thinking, creativity, problem solving, collaboration, and communication as important life skills in the 21st century.

Dance Education for Elementary Schools (k-5)

The dance standards in the elementary years focus on general dance knowledge and skills to ensure a solid foundation for more specialized dance study in later years (ballet, folk, contemporary, choreographic work). In each grade, students investigate and perform various dances, talk about and write in the language of dance (choreography, movements), consider dance creation processes, and develop the ability to describe personal dance preferences and provide constructive feedback on dance performances.

Where can I learn more?

- Contact your school district regarding local decisions related to standards, curriculum, resources, and instruction.
- Colorado Academic Standards Booklets: <http://www.cde.state.co.us/standardsandinstruction/GradeLevelBooks.asp>
- Karol Gates, Colorado Arts Content Specialist at 720-202-9268, Gates_k@cde.state.co.us



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At the end of
Third Grade,
students can...

The Colorado Academic Standards in Dance are organized by elements of the Creative Process:
Perform/Present → Create → Know/Comprehend → Critique/Evaluate/Refine

Dance Education Learning Expectations for Third Grade

Movement, Technique, and Performance (Perform/Present)

Demonstrate correct basic dance combinations individually and in a group; demonstrate transition movements (walk, skip, jump) between dance combinations.

Create, Compose and Choreograph (Create)

Create a group dance that follows a basic pattern; use the areas of a dance space effectively; demonstrate a steady rhythm (beat) and varied speeds of movement.

Historical and Cultural Context (Know/Comprehend)

Talk about how dance as a non-verbal form of effective communication; identify different dance styles and traditions used in classic dances (ballet, ballroom).

Reflect, Connect, and Respond (Critique/Evaluate/Refine)

Discuss the importance of the background and experiences of famous choreographers; verbally describe elements of dance when watching a dance performance (how space is used, how rhythm/beat changes, how fast or slow the movements are performed).

Throughout the Third Grade, you may find students successfully applying the elements of the creative process by...

- Mirroring a basic dance combination modeled by the teacher.
- Performing a simple dance with at least two different expressions (happy/sad); using feelings about personal communities (neighborhoods/towns) to inform a dance
- Changing a well-known dance by changing the pattern or structure (adding three hops instead of one between each segment of the Hokey Pokey).
- Discussing the life of a famous choreographer such as Mia Michaels (Cirque Du Soleil, American Music Awards); finding similarities and differences between dance segments created by the choreographer.
- Explaining the patterns seen in dances (how dancers fill space around them by repeatedly raising hands high in the air or how dancers repeatedly travel in a circle or an "x" shape).

