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| **Content Area** | Dance | **Grade Level** | 3rd Grade |
| **Course Name/Course Code** |  |
| **Standard** | **Grade Level Expectations (GLE)** | **GLE Code** |
| 1. Movement, Technique, and Performance
 | 1. Perform dance phrases using dance elements and movement skills
 | DA09-GR.3-S.1-GLE.1 |
| 1. Perform dances from at least two different styles or genres
 | DA09-GR.3-S.1-GLE.2 |
| 1. Create, Compose, and Choreograph
 | 1. Create simple group dances
 | DA09-GR.3-S.2-GLE.1 |
| 1. Create a short dance using compositional elements
 | DA09-GR.3-S.2-GLE.2 |
| 1. Historical and Cultural Context
 | 1. Dance communicate cultural norms
 | DA09-GR.3-S.3-GLE.1 |
| 1. Recognize ideas and styles in major dance works
 | DA09-GR.3-S.3-GLE.2 |
| 1. Reflect, Connect, and Respond
 | 1. Compare and contrast the work of well-known choreographers
 | DA09-GR.3-S.4-GLE.1 |
| 1. 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 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. |
| **Unit Titles** | **Length of Unit/Contact Hours** | **Unit Number/Sequence** |
| Traveling Through Space | 3 weeks/15 contact hours | Instructor Choice |
| 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 |

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| **Unit Title** | Traveling Through Space | **Length of Unit** | 3 weeks/15 contact hours |
| **Focusing Lens(es)** | Structure and FunctionPatterns | **Standards and Grade Level Expectations Addressed in this Unit** | DA09-GR.3-S.1-GLE.1, DA09-GR.3-S.1-GLE.2DA09-GR.3-S.2-GLE.1, DA09-GR.3-S.2-GLE.2DA09-GR.3-S.3-GLE.1, DA09-GR.3-S.3-GLE.2DA09-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?
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| **Unit Strands** | Performance TechniqueCreate LinesHistorical ContextRespond and Self-Correct |
| **Concepts** | Technique, Expression, Tradition, Order/Form, Style, Movement, Structure, Patterns |

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| **Generalizations****My students will Understand that…** | **Guiding Questions** **Factual 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? |

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| **Critical Content:** **My students will Know…** | **Key Skills:****My students will be able to (Do)…** |
| * 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.2) and (DA09-GR.3-S.4-GLE.1, 2)
 | * 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.2)
* Express emotions through movement exercises (DA09-GR.3-S.1-GLE.1, 2) and (DA09-GR.3-S.2-GLE.2) and (DA09-GR.3-S.3-GLE.1, 2) and (DA09-GR.3-S.4-GLE.1, 2)
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| **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):**  | *“In the combination I created, I followed an ABA form to create a line dance”* |
| **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 |

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| **Unit Title** | Exploring Movement inspired by Famous Choreographers | **Length of Unit** | Two weeks: ten contact hours |
| **Focusing Lens(es)** | Influence | **Standards and Grade Level Expectations Addressed in this Unit** | DA09-GR.3-S.1-GLE.1, DA09-GR.3-S.1-GLE.2DA09-GR.3-S.2-GLE.1, DA09-GR.3-S.2-GLE.2DA09-GR.3-S.3-GLE.1, DA09-GR.3-S.3-GLE.2DA09-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 dancesCreate new movement using principles of choreography: Repetition, Retrograde, contrast, highlightContext cultural genresRespond to different styles of dance |
| **Concepts** | Space/Time/Energy, Investigate/Discovery, Expressions, Influence, Improvisation, Movement, Dance Style, Technique |

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| **Generalizations****My students will Understand that…** | **Guiding Questions** **Factual Conceptual** |
| Choreography provides the storyline for a dance work (DA09-GR.4-S.1-GLE.1) | Who are considered famous choreographers? What made them famous and why? | How does understanding a choreographer’s life story influence their dance style? |
| 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) | How can your movements tell a story?  | What does your movement mean? |
| 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) | What makes a choreographic dance style identifiable? | How are the Movement Elements used in different choreographer’s works? |

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| **Critical Content:** **My students will Know…** | **Key Skills:****My students will be able to (Do)…** |
| * 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)
 | * 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)
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| **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 |

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| **Unit Title** | The Joints Are Dancing | **Length of Unit** | 2-3 weeks/8 contact hours |
| **Focusing Lens(es)** | Structure and FunctionOrigins | **Standards and Grade Level Expectations Addressed in this Unit** | DA09-GR.3-S.1-GLE.1, DA09-GR.3-S.1-GLE.2DA09-GR.3-S.2-GLE.1, DA09-GR.3-S.2-GLE.2DA09-GR.3-S.3-GLE.1, DA09-GR.3-S.3-GLE.2DA09-GR.3-S.4-GLE.1, DA09-GR.3-S.4-GLE.2 |
| **Inquiry Questions (Engaging- Debatable):**  | * How does a different use of the movement elements (space, time & energy) affect joint actions? (DA09-GR.3-S.1-GLE.2)
* What similarities and differences are there in the actions of the various joints? (DA09-GR.3-S.2-GLE.1)
* How are joint actions used differently in dances from various cultures? (DA09-GR.3-S.3-GLE.1)
* 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)
 |
| **Unit Strands** | Perform joint actionsCreate new movement phrases using joint actionsContext cultural influencesRespond to comparison and contrast of movements |
| **Concepts** | Space/Time/Energy, Movement Elements, Investigation/Discovery, Rhythm, Joint Action, Styles, Cultural Dance |

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| **Generalizations****My students will Understand that…** | **Guiding Questions** **Factual Conceptual** |
| 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? |

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| **Critical Content:** **My students will Know…** | **Key Skills:****My students will be able to (Do)…** |
| * 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)
 | * 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)
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| **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 |