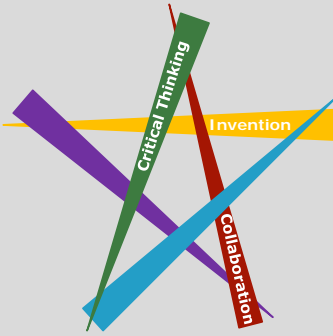


**Curriculum Development Course at a Glance
Planning For 3rd Grade Dance**

Content Area	Dance	Grade Level	3 rd 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	
	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



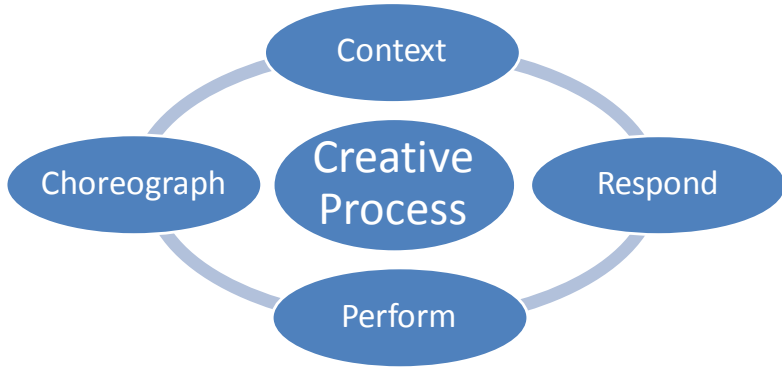
Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*



The 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 <i>Use appropriate repertoire examples</i>	Two weeks: ten contact hours	Thematic sequence
The Joints Are Dancing	2-3 weeks/8 contact hours	Instructor Choice

**Curriculum Development Overview
Unit Planning for 3rd Grade Dance**

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):	<ul style="list-style-type: none"> 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...	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?

**Curriculum Development Overview
Unit Planning for 3rd Grade Dance**

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • 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)

<p>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: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>“In the combination I created, I followed an ABA form to create a line dance”</i></p>
<p>Academic Vocabulary:</p>	<p>Stretch, Practice, Technique, Class, Tradition, Warm-Up, Center, Combination, Phrase, Expression, Form, Transition, Energy</p>
<p>Technical Vocabulary:</p>	<p>On/Off Balance, Glissade/Slide, Jump, Weight Shift, Carriage of the Arms, Direction of the Gaze, Adagio/Down-Tempo, Fifth Position</p>

**Curriculum Development Overview
Unit Planning for 3rd Grade Dance**

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.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):	<ul style="list-style-type: none"> • 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 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?

**Curriculum Development Overview
Unit Planning for 3rd Grade Dance**

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • 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)

<p>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: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>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.</i></p>
<p>Academic Vocabulary:</p>	<p>Improvisation, Choreography, Composition, Performance, Style, Appreciation,</p>
<p>Technical Vocabulary:</p>	<p>Elements Of Dance, Selection, Refinement, Technical Precision, Practice, Motif, Movement Phrase</p>

**Curriculum Development Overview
Unit Planning for 3rd Grade Dance**

Unit Title	The Joints Are Dancing		Length of Unit	2-3 weeks/8 contact hours
Focusing Lens(es)	Structure and Function Origins	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):	<ul style="list-style-type: none"> • 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 actions Create new movement phrases using joint actions Context cultural influences Respond to comparison and contrast of movements			
Concepts	Space/Time/Energy, Movement Elements, Investigation/Discovery, Rhythm, Joint Action, Styles, Cultural Dance			

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?

**Curriculum Development Overview
Unit Planning for 3rd Grade Dance**

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • 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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<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>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.</i></p>
<p>Academic Vocabulary:</p>	<p>Identify, Describe, Analyze, Learn, Create, Connect, Order, Experiment, Compare, Cultural Expression</p>
<p>Technical Vocabulary:</p>	<p>Time, Space, Energy, Anatomical Structure, Joint Actions, Phrasing, Dance Form, Transitions</p>