

3rd Grade dance

USOE Fine Arts Rainbow Chart

Third - Page 1		Moving		Investigating		Creating	Contextualizing
Previously mastered grade level skills	Elements of Dance with definitions	Experience/Identify	Explore/Contextualize	Apply/Build Skills	Analyze/Integrate	Research/Create	Refine/Contribute
Knowledge of body Basic locomotor and axial movement skills. Listen to signals and respond to movement directions	<p>BODY / MIND <i>The body is the instrument of dance</i></p> <p>Warm-up <i>A series of exercises/movement to ready the mind and body</i></p> <p>Locomotor Steps <i>Steps that travel through space</i></p> <p>Axial Movement <i>Movement that revolves around the axis and is performed in place</i></p>	<p>Warm-up*</p> <p>Conditioning Principles</p> <ul style="list-style-type: none"> Strength Flexibility Stability Endurance <p>Body Parts*</p> <p>Skills*</p>	<p>Explore the joy of moving the body.</p> <p>Explore a body part warm up (head, shoulders, arms, back, etc.) in place and through space.</p> <p>Explore combining locomotor steps.</p>	<p>Explore movement that incorporates balance, strength, flexibility, and/or endurance.</p> <p>Explore different ways of moving body parts and combinations of body parts.</p> <p>Explore combining locomotor steps with directions, pathways, etc. Practice axial and locomotor steps with more accuracy and with unusual variations including arms and back.</p> 	<p>Improvise using movement with balance, strength, endurance, and/or flexibility.</p> <p>Improvise using body parts and combinations of body parts.</p> <p>Improvise using axial and locomotor steps using unusual variations including back and arms.</p> 	<p>Choreograph a short warm up phrase using balance, strength, endurance and/or flexibility.</p> <p>Choreograph a short dance based on one body part include change of shape, pathway, axial and locomotor steps.</p>  <p>Choreograph a short locomotor dance that uses unusual variations.</p>	<p>Perform balance, strength, endurance, and flexibility warm up.</p> <p>Perform body part dance for peers, another class, or community. Perceive and reflect using dance terminology.</p> <p>Perform a locomotor dance for peers, another class, or community. Perceive and reflect using dance terminology.</p>
Steady beat, tempo, changing tempos	<p>TIME <i>Defines when one moves.</i></p> <p>Duration(short/long) <i>Length of movement</i></p> <p>Tempo(fast/slow) <i>Speed of movement</i></p>	<p>Meter*</p>	<p>Explore the differences in 4/4, 2/4 and 3/4 meters.</p>	<p>Practice moving to 4/4 2/4 and 3/4 meters using body parts alone (isolations) body facings (directions) levels (high, medium, low).</p>	<p>Improvise differences in 4/4, 2/4 and 3/4 meters using body parts, body facings, and levels.</p>	<p>Choreograph a short dance based on 4/4, 2/4 3/4 meter using body parts, body facings, and levels.</p>	<p>Perform meter dance. Perceive and reflect using dance terminology.</p>

Third - Page 2		Moving		Investigating		Creating	Contextualizing
Previously mastered grade level skills	Elements of Dance with definitions	Experience/ Identify	Explore/ Contextualize	Apply/ Build Skills	Analyze/ Integrate	Research/ Create	Refine/ Contribute
Simple rhythms, call and response, meter, accent, non-metric/breathe rhythm, note values	<p>Metric Rhythm <i>Grouping of beats in recurring pattern</i></p> <p>Accent <i>Emphasis that results in a beat being louder or longer than another in a measure</i></p> <p>Meter <i>Measure or unit of a metrical verse</i></p> <p>Breath Rhythm <i>An internal rhythm established by the movement in relation to breath</i></p>	<p>Metric, Non-metric, Breath rhythm*</p>  <p>Duration*</p>	<p>Explore non-metric and breathe rhythm (rhapsodic).</p> <p>Clap and move whole, half, quarter, and eighth notes.</p> 	<p>Explore non-metric and breath rhythms in nature, in the body, and in mechanical objects, alone, with a partner or small/large group.</p> <p>Explore clapping and moving whole, half, quarter, and eighth notes.</p>	<p>Improvise non-metric and breathe rhythms phrases alone, with a partner, and with a small/large group. Add voice, sound, percussion, or music.</p> <p>Improvise moving with axial and locomotor steps whole, half, quarter and eighth notes.</p>	<p>Create a short non-metric and breathe rhythm dance alone, with a partner or small group. Add voice, sound, percussion, or music.</p> <p>Choreograph a short duration dance with whole, half, quarter, and eighth notes, include axial and locomotor steps.</p> 	<p>Perform non-metric and breathe rhythm dance for peers, another class, or community. Perceive and reflect using dance terminology.</p> <p>Perform a short duration dance for peers, another class, or community. Perceive and reflect using dance terminology.</p>
Range of movement, shape, levels, direction, symmetry and asymmetry, moving in place and through space, pathways, mapping, negative/positive space	<p>SPACE <i>Defines where one moves</i></p> <p>Shape <i>The form of the body.</i></p> <p>Pathways <i>Patterns or designs created on the floor or in the air</i></p> <p>Relationships <i>The body's position relative to something or someone</i></p> <p>Negative Space <i>the space surrounding objects and things (positive space)</i></p>	<p>Negative/Positive Spatial relationship*</p> 	<p>Explore negative and positive space alone, with a partner, and in a small/large group. Compare with a work of visual art.</p>	<p>Demonstrate a series of three shapes, with a partner or group using negative and positive space.</p> 	<p>Improvise with a partner or small group; organize positive and negative shapes and design moving transitions between them.</p>	<p>With a partner or small group, choreograph a dance using negative and positive shapes and moving transitions through space with varied locomotor steps.</p>	<p>Perform a positive and negative partner or group dance for peers, another class, or community. Perceive and reflect using dance terminology.</p>

Third - Page 3		Moving		Investigating		Creating	Contextualizing
Previously mastered <i>grade level skills</i>	Elements of Dance <i>with definitions</i>	Experience/ Identify	Explore/ Contextualize	Apply/ Build Skills	Analyze/ Integrate	Research/ Create	Refine/ Contribute
Performing and sequencing qualities of motion. contrasting qualities	ENERGY <i>Defines how one moves</i> Qualities of motion <i>Characteristics of a movement</i> Dynamics <i>The degree of energy, intensity, or power in the execution of movements</i>	Qualities*	Explore and expand qualities of movement identified in the natural world (e.g. water, wind, and lightning).	Practice and expand specific and contrasting qualities of movement.	Improvise specific and contrasting movement qualities identified in the natural world. 	Create a dance based on qualities found in the natural world.	Perform a dance based on qualities found in the natural world. Perceive and reflect.
Awareness of self to community, world; and purpose of dance in community, cultural understanding Artistic/Creating Skills Creativity, imagination, audience skills Compositional structures Beginning, middle, end; individual, partner; call and response Performance Skills Focus, concentration, kinesthetic, visual, auditory skills increased Life Skills Cooperation, respect following directions, engagement in learning, self-efficacy, turn taking,	CULTURAL <i>Individual and family</i> Ritual/Ceremonial Dance <i>A dance that is performed as part of a, ceremony or religious event/ritual.</i>	Ritual dance video	Watch a live performance or video of ritual or ceremonial dance. Identify the elements of the dance.	Learn an authentic ceremonial or ritual dance.	Analyze the dance as it relates to the culture. Improvise using elements based on the culture.	Create an original ritual or ceremonial dance using elements based on the culture. video	Perform an original ritual or ceremonial dance. Perceive and reflect.