

Quarterly Content Guide – Dance, Grade 3	
Quarter 1	Quarter 2
<p>Creative Movement</p> <ul style="list-style-type: none"> · Explore axial, isolations, and locomotor movements in unique combinations and create with a partner a repeatable pattern traveling through space using spatial awareness · Explore the dynamics of breathe rhythms and create series of shapes levels, pause and axial transition. Explore mirroring, shadowing and flocking movements with collapsing and exploding energy. · Create pattern using non-metric rhythms with partners using mirroring, shadowing and flocking <p>Strength and Conditioning</p> <ul style="list-style-type: none"> · Stretches for injury prevention · Alternative approaches such as yoga, Pilates, t'ai chi · Strength/ Circuit Training 	<p>Dance Technique</p> <ul style="list-style-type: none"> · History, famous dancer/ choreographers/ productions · Movement theories and basic movement from various techniques · Ballet, Jazz, Tap, Modern
Quarter 3	Quarter 4
<p>Social</p> <ul style="list-style-type: none"> · Learn different social dances from different cultures · Understand why they are social dances and compare and contrast social dances of different decades and cultures <p>Cultural</p> <ul style="list-style-type: none"> · Watch performances of cultural dance and discuss the differences in the dance forms and the reasons they were created · Create a original folk dance based on events in the community or a ceremonial dance based on cycles of the seasons 	<p>Composition</p> <ul style="list-style-type: none"> · Basic choreographic principles (transition and dynamic change) · Structured improvisation in various groupings · Create motif, repeat and vary it, making changes in time, space, and energy

Third Grade	
Content: Strand A: Skills and Techniques	
Standard 1: The student identifies and demonstrates movement elements in performing dance.	
Standard 2: The student understands choreographic principles, processes, and structures.	
Content: Strand B: Creation and Communication	
Standard 1: The student understands dance is a way to create meaning.	
Content: Strand C: Cultural and Historical Connections	
Standard 1: The student demonstrates and understands dance in various cultural and historical periods.	
Content: Strand D: Aesthetic and Critical Analysis	
Standard 1: The student applies and demonstrates critical and creative thinking skills in dance.	
Content: Strand E: Applications to Life	
Standard 1: The student makes connections between dance and healthful living.	
Standard 2: The student makes connections between dance and other disciplines.	

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Q T R	I D P	SSS Grade Level Expectation	Supplemental Resources	Instructional Strategies	Assessment
Q U A R T E R 1	I	DA.A.1.2.3 Uses transitional movements to connect motions made at low, middle, and high levels, both in place and through space			
	I	DA.A.2.2.4 Works with others using partnering skills such as imitating, leading, following, and mirroring			
	I	DA.B.1.2.1 Knows the difference between pantomiming and abstracting a gesture and performs a gesture using each technique			
	I	DA.D.1.2.2 Understands similarities and differences among various dance compositions in terms of space, time, and force			
	I	DA.E.1.2.1 Creates personal improvement goals in dance and uses problem-solving techniques to achieve goals			
	I	DA.E.1.2.2 Knows movement strategies that involve injury prevention (e.g., strength training, flexibility, and coordination)			

Level Key: I = Introduction D = Developing P = Proficiency

	I	DA.E.1.2.3 Understands how a healthy lifestyle program, which involves proper nutrition, adequate sleep, and daily exercise, leads to enhanced dance performance		
End Quarter 1				

Q T R	ID P	SSS Grade Level Expectation	Supplemental Resources	Instructional Strategies	Assessment
Q U A R T E R 2	I	DA.A.1.2.1 Uses underlying principles of body movement (e.g., alignment, balance, imitation of movement, articulation of isolated body parts, weight shift, elevation and landing, contraction and release, and fall and recovery)			
	I	DA.A.1.2.2 Knows dance steps, positions, and patterns from dance forms or traditions (e.g., ethnic, modern, and ballet)			
	I	DA.A.2.2.2 Creates structured improvisations of dance movements in a variety of groupings			
	I	DA.B.1.2.2 Performs movement sequences to various accompaniments e.g., sound, music, and spoken text), demonstrating their effect			
End Quarter 2					

Q T R	ID P	SSS Grade Level Expectation	Supplemental Resources	Instructional Strategies	Assessment
Q U	I	DA.C.1.2.1 Knows the traditions and techniques (e.g., steps and movement styles) of various dances (e.g., folk, social, and classical) in various cultures			

Level Key: I = Introduction D = Developing P = Proficiency

	I	DA.C.1.2.2 Performs folk, social, and classical dances from various cultures			
	I	DA.C.1.2.3 Understands the role of dance in different cultures			
End Quarter 3					

Q T R	I D P	SSS Grade Level Expectation	Supplemental Resources	Instructional Strategies	Assessment
Q U A R T E R 4	I	DA.A.2.2.1 Explores the use of basic choreographic principles (e.g., transition and dynamic change)			
	I	DA.A.2.2.3 Creates a dance phrase (i.e., a brief sequence of related movements that has a sense of rhythmic completion), repeats it and varies it (e.g., makes changes in time, space, and force/ energy)			
	I	DA.B.1.2.3 Creates a dance that communicates experiences and ideas of personal significance			
	I	DA.D.1.2.3 Knows possible aesthetic criteria for evaluating dance (e.g., skill of performers, originality, visual and emotional impact, variety, and contrast)			
	I	DA.E.2.2.1 Creates a movement study that illustrates a concept			
End Quarter 4					