







Unit of Study 1 Elements of Dance- Body/Mind		3 <sup>rd</sup> GRADE	Quarter 1	DANCE 2013
<b>Key Concepts:</b> The student has knowledge of the body: INDIVIDUAL BODY PARTS, AND COMBINATIONS of body parts. The student can COMBINE LOCOMOTOR and AXIAL movements 		<b>Skills:</b> <ul style="list-style-type: none"> <li>• Knowledge of the body</li> <li>• Basic locomotor and axial movement skills</li> <li>• Listen to signals and respond to movement directions.</li> <li>• Understands conditioning principles (balance, strength, flexibility, endurance, alignment).</li> <li>• Can duplicate movement and memorize sequences.</li> <li>• Isolation of body parts and joint articulation.</li> <li>• Relationship of bodily skills to time, space and energy.</li> </ul>		
<b>Standards:</b> <ul style="list-style-type: none"> <li>➤ <b>Moving</b> – The student identifies and demonstrates knowledge of the body as the instrument of dance by exploring movement skills. This include the practice of safety for self and others and regular participation in body strengthening, flexibility, and endurance activities through stationary and locomotor movement.</li> <li>➤ <b>Investigating</b> – The student identifies and demonstrates the dance elements of time, space, and energy. This involves the student in exploration of the elements and enables the student to recognize how these elements are used by performers and choreographers.</li> <li>➤ <b>Creating</b> – The student identifies and demonstrates choreographic principles and processes in the art form of dance. These principles and processes include solving a problem through a sequence of exploring, integrating, synthesizing, making choices, and organizing a final expression through movement.</li> <li>➤ <b>Contextualizing</b> – The student understands and demonstrates dance in relation to its historical, cultural, and personal origins. This contributes to an appreciation of personal, physical, and emotional uniqueness. It also helps the student to understand the language of dance in daily life.</li> </ul>				
Dance Content Objectives	Vocabulary students should use	Lessons (Activities)		
<ul style="list-style-type: none"> <li>• I can explore the joy of moving my body.</li> <li>• I can explore different ways of moving body parts and combinations of body parts.</li> <li>• I can choreograph and perform a short dance that combines several locomotor steps using unusual variations.</li> </ul>	<p><b>Warm-up:</b> A series of exercises/movement to ready the mind and body</p> <p><b>Locomotor:</b> Steps that travel through space</p> <p><b>Axial Movement:</b> Movement that revolves around the axis and is performed in place</p> <p><b>Conditioning Principles:</b> Strength Flexibility Stability Endurance</p>	<ul style="list-style-type: none"> <li>• Have the students create a warm up using balance, strength, endurance and flexibility.</li> <li>• Explore the many ways you can move individual body parts. Then explore moving combinations of body parts.</li> <li>• Choreograph a short dance based on one body part. Include shapes, pathways, axial and locomotor steps.</li> <li>• Teach a locomotor pattern that includes four of the basic locomotor steps. Have the students vary the pattern by adding arms and backs.</li> <li>• <a href="#">Brain Dance</a></li> <li>• <a href="#">Body Parts Lesson Plan</a></li> </ul>		
Dance / Common Core Language Objectives	Additional Resources			
<ul style="list-style-type: none"> <li>• Engage in a discussion about the body. What combinations of body parts are difficult to move together? What two are easy to move together? Articulate in full sentences.</li> <li>• Use dictionaries, glossaries and thesauruses to create a list of action words that can provide variations for the locomotor pattern.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Books and DVDs</a> Materials available for check out from Granite School District</li> <li>• <a href="#">3<sup>rd</sup> Grade Guide Book</a></li> <li>• <a href="#">Dance PowerPoint</a></li> <li>• <a href="#">UDEO</a> Utah Dance Education Organization</li> <li>• <a href="#">NDEO</a> National Dance Education Organization</li> <li>• <a href="#">Lesson Plans Dance - BYU</a></li> </ul>			
<b>Assessment Options:</b> The student uses the elements of dance to effectively communicate ideas. Make individual copies of the Spiral Learning Map. Have students color in content objectives on their personal Learning Map <a href="#">Student Assessment Spiral B&amp;W 3-6 Grade Dance</a>				

<b>Unit of Study 2 Elements of Dance- TIME</b>		<b>3<sup>rd</sup> GRADE</b>	<b>Quarter 2</b>	<b>DANCE 2013</b>
<b>Key Concepts:</b>		<b>Skills:</b>		
<p>0→ The student has knowledge of the dance element of time: specifically METER, NOTE VALUE AND METRIC/NON-METRIC/BREATH RHYTHMS.</p> 		<ul style="list-style-type: none"> <li>• Knowledge of the dance element of time.</li> <li>• Understands not only meter and note value, but also steady beat, tempo, changing tempos, simple rhythms, rhythmic patterns, accents, changing accents and duration.</li> <li>• Can differentiate between metric rhythms and non-metric/breath rhythms.</li> <li>• Call and response.</li> </ul>		
<b>Standards:</b>				
<ul style="list-style-type: none"> <li>➤ <b>Moving</b> – The student identifies and demonstrates knowledge of the body as the instrument of dance by exploring movement skills. This include the practice of safety for self and others and regular participation in body strengthening, flexibility, and endurance activities through stationary and locomotor movement.</li> <li>➤ <b>Investigating</b> – The student identifies and demonstrates the dance elements of time, space, and energy. This involves the student in exploration of the elements and enables the student to recognize how these elements are used by performers and choreographers.</li> <li>➤ <b>Creating</b> – The student identifies and demonstrates choreographic principles and processes in the art form of dance. These principles and processes include solving a problem through a sequence of exploring, integrating, synthesizing, making choices, and organizing a final expression through movement.</li> <li>➤ <b>Contextualizing</b> – The student understands and demonstrates dance in relation to its historical, cultural, and personal origins. This contributes to an appreciation of personal, physical, and emotional uniqueness. It also helps the student to understand the language of dance in daily life.</li> </ul>				
<b>Dance Content Objectives</b>		<b>Vocabulary students should use</b>	<b>Lessons (Activities)</b>	
<p>*I can explore the differences in 4/4, 2/4 and 3/4 meters.</p> <p>*I can improvise, choreograph and perform a dance about meters (specifically 4/4, 2/4 and 3/4) using body parts, body facings and levels.</p> <p>*I can improvise, choreograph and perform a dance that contains non-metric and breath rhythms.</p> <p>*I can improvise, choreograph and perform a dance that emphasizes note value, including whole, half, quarter and eighth notes.</p>		<p><b>Meter:</b> Measure or unit of a metrical verse</p> <p><b>Note Value:</b> The relative duration of a musical note</p> <p><b>Metric Rhythm:</b> Grouping of beats in recurring pattern</p> <p><b>Breath Rhythm:</b> An internal rhythm established by the movement in relation to breath</p> <p><b>Duration:</b> Length of movement (short/long)</p> <p><b>Tempo:</b> Speed of movement (fast/slow)</p> <p><b>Accent:</b> Emphasis that results in a beat being louder or longer than another in a measure.</p>	<p>*Practice moving to 4/4, 3/4 and 2/4 rhythms.</p> <p>*Choreograph a dance based on 4/4, 3/4 or 2/4 meters.</p> <p>*Improvise non-metric and breath rhythms alone, with a partner and with a group. Add voice, sound, percussion or music.</p> <p>*Divide the class into four groups. Have each group create a movement that will represent: whole note, half note, quarter note and eighth note. Have each group teach their movement to the rest of the class. Create dances that contain the four movements and note values.</p> <p><a href="#">*Transferring Rhythmic Patterns from Music to Movement</a></p> <p><a href="#">*Speed and Rhythms</a></p>	
<b>Dance / Common Core Language Objectives</b>			<b>Additional Resources</b>	
<ul style="list-style-type: none"> <li>• When reading out loud, compare breath rhythms to metric rhythms. Notice how breath rhythms add more expression and how they help us better comprehend the content of the book.</li> <li>• Duration is used when reading. We emphasize words when we make them longer or shorter. Have one student read from a book and emphasize certain words while other students improvise movement to the same duration as the reader.</li> </ul>			<ul style="list-style-type: none"> <li>• <a href="#">Books and DVDs</a> Materials available for check out from Granite School District</li> <li>• <a href="#">3<sup>rd</sup> Grade Guide Book</a></li> <li>• <a href="#">Dance PowerPoint</a></li> <li>• <a href="#">UDEO</a> Utah Dance Education Organization</li> <li>• <a href="#">NDEO</a> National Dance Education Organization</li> <li>• <a href="#">Lesson Plans Dance - BYU</a></li> </ul> 	
<b>Assessment Options:</b> The student uses the elements of dance to effectively communicate ideas. Make individual copies of the Spiral Learning Map. Have students color in content objectives on their personal Learning Map <a href="#">Student Assessment Spiral B&amp;W 3-6 Grade Dance</a>				

Unit of Study 3 Elements of Dance- Space		3 <sup>rd</sup> GRADE	Quarter 3	DANCE 2013
<b>Key Concepts:</b>		<b>Skills:</b>		
<ul style="list-style-type: none"> <li>The student has knowledge of the dance element of space, specifically POSITIVE and NEGATIVE space.</li> </ul>		<ul style="list-style-type: none"> <li>Knowledge that space defines where one moves.</li> <li>Understand not only positive and negative space, but also range, shape, levels, directions, symmetry/asymmetry, moving in place and through space, pathways and mapping.</li> </ul>		
<b>Standards:</b>				
<ul style="list-style-type: none"> <li><b>Moving</b> – The student identifies and demonstrates knowledge of the body as the instrument of dance by exploring movement skills. This include the practice of safety for self and others and regular participation in body strengthening, flexibility, and endurance activities through stationary and locomotor movement.</li> <li><b>Investigating</b> – The student identifies and demonstrates the dance elements of time, space, and energy. This involves the student in exploration of the elements and enables the student to recognize how these elements are used by performers and choreographers.</li> <li><b>Creating</b> – The student identifies and demonstrates choreographic principles and processes in the art form of dance. These principles and processes include solving a problem through a sequence of exploring, integrating, synthesizing, making choices, and organizing a final expression through movement.</li> <li><b>Contextualizing</b> – The student understands and demonstrates dance in relation to its historical, cultural, and personal origins. This contributes to an appreciation of personal, physical, and emotional uniqueness. It also helps the student to understand the language of dance in daily life.</li> </ul>				
<b>Dance Content Objectives</b>		<b>Vocabulary Students should use</b>	<b>Lessons (Activities)</b>	
<ul style="list-style-type: none"> <li>I can explore positive and negative space alone, with a partner and with a group.</li> <li>I can improvise, choreograph and perform a dance using positive and negative shapes and moving transitions.</li> </ul> 		<p><b>Shape:</b> The form of the body.</p> <p><b>Pathways:</b> Patterns or designs created on the floor or in the air</p> <p><b>Relationships:</b> The body's position relative to something or someone</p> <p><b>Negative Space:</b> The space surrounding objects and things (positive space)</p>	<ul style="list-style-type: none"> <li>Improvise and discover positive and negative space alone, with a partner and in small or large groups.</li> <li>Create a visual art project that contains positive and negative space. <a href="#">Positive and Negative Space Art Lesson</a> Using that image, have some kids represent the positive space by creating a shape, while other kids represent the negative space by moving in and around the shape (or positive space).</li> <li>Choreograph and perform a dance that uses positive shapes and moving transitions with varied locomotor steps in between the shapes.</li> </ul>	
<b>Dance / Common Core Language Objectives</b>			<b>Additional Resources</b>	
<ul style="list-style-type: none"> <li>Discuss synonyms, homonyms, antonyms and multiple meaning words for “positive” and “negative”.</li> <li>Reflect and discuss ideas for improving choreography.</li> </ul>			<ul style="list-style-type: none"> <li><a href="#">Books and DVDs</a> Materials available for check out from Granite School District</li> <li><a href="#">3<sup>rd</sup> Grade Guide Book</a></li> <li><a href="#">Dance PowerPoint</a></li> <li><a href="#">UDEO</a> Utah Dance Education Organization</li> <li><a href="#">NDEO</a> National Dance Education Organization</li> <li><a href="#">Lesson Plans Dance - BYU</a></li> </ul>	
<b>Assessment Options:</b> The student uses the elements of dance to effectively communicate ideas. Make individual copies of the Spiral Learning Map. Have students color in content objectives on their personal Learning Map <a href="#">Student Assessment Spiral B&amp;W 3-6 Grade Dance</a>				

Unit of Study 4 Elements of Dance- Energy/Culture		3 <sup>rd</sup> GRADE	Quarter 4	DANCE 2013
<b>Key Concepts:</b>		<b>Skills:</b>		
<ul style="list-style-type: none"> <li>The student has knowledge of ENERGY QUALITIES that are identified in the NATURAL WORLD (e.g. water, wind, lightning).</li> <li>The student has awareness of SELF to the COMMUNITY and the WORLD.</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge that energy defines how one moves.</li> <li>Understand the following energy qualities: percussive, sustained, swing, vibrate, explode, rebound, and suspend.</li> <li>Sequence together and perform qualities of motion.</li> <li>Understand contrasting energy qualities.</li> <li>Springboard energy qualities from music and nature.</li> <li>Knowledge of ritual or ceremonial dances.</li> <li>Knowledge that dance reflects culture.</li> </ul>			
<b>Standards:</b>				
<ul style="list-style-type: none"> <li><b>Moving</b> – The student identifies and demonstrates knowledge of the body as the instrument of dance by exploring movement skills. This include the practice of safety for self and others and regular participation in body strengthening, flexibility, and endurance activities through stationary and locomotor movement.</li> <li><b>Investigating</b> – The student identifies and demonstrates the dance elements of time, space, and energy. This involves the student in exploration of the elements and enables the student to recognize how these elements are used by performers and choreographers.</li> <li><b>Creating</b> – The student identifies and demonstrates choreographic principles and processes in the art form of dance. These principles and processes include solving a problem through a sequence of exploring, integrating, synthesizing, making choices, and organizing a final expression through movement.</li> <li><b>Contextualizing</b> – The student understands and demonstrates dance in relation to its historical, cultural, and personal origins. This contributes to an appreciation of personal, physical, and emotional uniqueness. It also helps the student to understand the language of dance in daily life.</li> </ul>				
<b>Dance Content Objectives</b>		<b>Vocabulary Students should use</b>	<b>Lessons (Activities)</b>	
<ul style="list-style-type: none"> <li>I can explore and expand qualities of movement identified in the natural world (e.g. water, wind, and lightning).</li> <li>I can improvise, choreograph and perform a dance based on qualities found in the natural world.</li> <li>I can learn an authentic ceremonial or ritual dance, then analyze it as it relates to the culture.</li> <li>I can create an original ritual or ceremonial dance using elements based on the culture.</li> </ul>		<p><b>Qualities of Motion:</b> Characteristics of a movement</p> <p><b>Dynamics:</b> The degree of energy, intensity, or power in the execution of movements</p> <p><b>Ritual/ceremonial dance:</b> A dance that is performed as part of a ceremony or religious event/ritual</p>	<ul style="list-style-type: none"> <li>-Improvise specific and contrasting movement qualities identified in the natural world.</li> <li>-Create and perform a dance based on qualities found in the natural world.</li> <li>-Watch a live performance or video of ritual or ceremonial dance.</li> <li>-Learn and perform an authentic ceremonial or ritual dance (e.g. Ve David from Israel, Troika from Russia or Hasapikos from Greece).</li> <li>-Create a simple ritual or ceremonial dance by studying a particular culture. Use the elements based on that culture to create the movement for the dance.</li> </ul> <p><a href="#">-Lesson on Energy</a></p>	
<b>Dance / Common Core Language Objectives</b>			<b>Additional Resources</b>	
<ul style="list-style-type: none"> <li>Read books about nature. Discuss how things in nature compare to energy qualities in dance (e.g. water can be sustained; lightning is percussive; wind can suspend, etc).</li> <li>Read a story about a different culture. Collaboratively discuss the differences of that culture to our culture.</li> </ul>			<ul style="list-style-type: none"> <li><a href="#">Books and DVDs</a> Materials available for check out from Granite School District</li> <li><a href="#">3<sup>rd</sup> Grade Guide Book</a></li> <li><a href="#">Dance PowerPoint</a></li> <li><a href="#">UDEO</a> Utah Dance Education Organization <a href="#">NDEO</a> National Dance Education Org.</li> <li><a href="#">Lesson Plans Dance - BYU</a></li> <li><a href="#">Rhythmically Moving</a> Folk Dance Resource</li> <li><a href="#">Multicultural Folk Dance Treasure Chest</a> Folk Dance Resource</li> </ul>	
<b>Assessment Options:</b> The student uses the elements of dance to effectively communicate ideas. Make individual copies of the Spiral Learning Map. Have students color in content objectives on their personal Learning Map <a href="#">Student Assessment Spiral B&amp;W 3-6 Grade Dance</a>				