

# Dance: Grade 3

Adopted 2016

## Creating

### 1: Generate and conceptualize artistic ideas and work.

- a. Experiment with a variety of self-identified stimuli (for example, music/sound, text, objects, images, notation, observed dance, experiences) for movement. [DA:CR1.1.3.A](#)
  - b. Explore a given movement problem. Select and demonstrate a solution. [DA:CR1.1.3.B](#)
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### 2: Organize and develop artistic ideas and work.

- a. Identify and experiment with choreographic devices to create simple movement patterns and dance structures (for example, AB, ABA, theme and development). [DA:CR2.1.3.A](#)
  - b. Develop a dance phrase that expresses and communicates an idea or feeling. Discuss the effect of the movement choices. [DA:CR2.1.3.B](#)
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### 3: Revise, refine, and complete artistic work.

- a. Revise movement choices in response to feedback to improve a short dance study. Describe the differences the changes made in the movements. [DA:CR3.1.3.A](#)
  - b. Depict directions or spatial pathways in a dance phrase by drawing a picture map or using a symbol. [DA:CR3.1.3.B](#)
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## Performing

### 4: Select, analyze, and interpret artistic work for presentation.

- a. Demonstrate shapes with positive and negative space. Perform movement sequences in and through space with intentionality and focus. [DA:PR4.1.3.A](#)
- b. Fulfill specified duration of time with improvised locomotor and nonlocomotor movements. Differentiate between "in time" and "out of time" to music. Perform movements that are the same or of a different time orientation to accompaniment. Use metric and kinesthetic phrasing. [DA:PR4.1.3.B](#)
- c. Change use of energy and dynamics by modifying movements and applying specific characteristics to heighten the effect of their intent. [DA:PR4.1.3.C](#)

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**5: Develop and refine artistic techniques and work for presentation.**

- a. Replicate body shapes, movement characteristics, and movement patterns in a dance sequence with awareness of body alignment and core support. [DA:PR5.1.3.A](#)
  - b. Apply kinesthetic awareness to coordinate with a partner or other dancers to safely change levels, directions, and pathway designs. [DA:PR5.1.3.B](#)
  - c. Recall movement sequences with a partner or in group dance activities. Apply constructive feedback from teacher and self check to improve dance skills. [DA:PR5.1.3.C](#)
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**6: Convey meaning through the presentation of artistic work.**

- a. Identify the main areas of a performance space using production terminology (for example, stage right, stage left). [DA:PR6.1.3.A](#)
  - b. Explore simple production elements (for example, costumes, props, music, scenery, lighting, media) for a dance performed for an audience in a designated specific performance space. [DA:PR6.1.3.B](#)
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**Responding**

**7: Perceive and analyze artistic work.**

- a. Identify a movement pattern that creates a theme in a dance work. [DA:RE7.1.3.A](#)
  - b. Demonstrate and explain how one dance genre is different from another or how one cultural movement practice is different from another. [DA:RE7.1.3.B](#)
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**8: Construct meaningful interpretations of artistic work.**

- a. Select specific context cues from movement. Use basic dance terminology to explain how they relate to the main idea of the dance. [DA:RE8.1.3.A](#)
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**9: Apply criteria to evaluate artistic work.**

- a. Select dance movements from specific genres, styles, or cultures. Identify characteristic movements from these dances and describe in basic dance terminology ways in which they are alike and different. [DA:RE9.1.3.A](#)
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**Connecting**

**10: Synthesize and relate knowledge and personal experiences to make art.**

- a. Compare the relationships expressed in a dance to relationships with others. Explain how they are the same or different. [DA:CN10.1.3.A](#)
- b. Ask a question about a key aspect of a dance. Explore it through movement. Communicate the answer to the question in oral, written, or movement form. [DA:CN10.1.3.B](#)

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**11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.**

- a. Find a relationship between a movement in a dance and the culture, society, or community from which the dance is derived. Explain what the movements communicate about the key aspects of the culture, society, or community. DA:CN11.1.3.A