

# Grade Three

## Visual and Performing Arts: Dance Content Standards.

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### 1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Dance

Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.

#### **Development of Motor Skills and Technical Expertise**

- 1.1 Combine and perform basic locomotor skills, moving on a specific pathway (e.g., skip in circles, slide in zigzags, run in a variety of linear paths). Combine and perform locomotor and axial movements (e.g., walk and turn, stretch and slide).
- 1.2 Demonstrate the ability to start, change, and stop movement.

#### **Comprehension and Analysis of Dance Elements**

- 1.3 Perform short movement problems, emphasizing the element of force/energy (e.g., swing, melt, explode, quiver).
- 1.4 Expand the ability to incorporate spatial and time concepts in movement problems (e.g., select and combine three locomotor movements traveling in three different path-ways and using three different tempos).

#### **Development of Dance Vocabulary**

- 1.5 Describe dance elements used in personal work and that of others.

### 2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in Dance

Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance.

#### **Creation/Invention of Dance Movements**

- 2.1 Create and perform complex improvised movement patterns, dance sequences, and studies.
- 2.2 Improvise and select multiple possibilities to solve a given movement problem (e.g., find four different ways to combine a turn, stretch, and jump).

### **Application of Choreographic Principles and Processes to Creating Dance**

- 2.3 Create a sequence that has a beginning, a middle, and an end. Name and refine the parts of the sequence.
- 2.4 Create a wide variety of shapes and movements, using different levels in space.

### **Communication of Meaning in Dance**

- 2.5 Perform dances to communicate personal meaning, using focus and expression.
- 2.6 Compare and contrast the role of the performer with that of a member of the audience.

### **Development of Partner and Group Skills**

- 2.7 Demonstrate a variety of partner skills (e.g., imitation, leading/following, mirroring).
- 2.8 Create, memorize, and perform original movement sequences with a partner or a small.

## **3.0 HISTORICAL AND CULTURAL CONTEXT**

### Understanding the Historical Contributions and Cultural Dimensions of Dance

Students analyze the function and development of dance in past and present cultures throughout the world, noting human diversity as it relates to dance and dancers.

#### **Development of Dance**

- 3.1 Describe commonalities among and differences between dances from various countries.
- 3.2 Describe and demonstrate ceremonial and folk/traditional dances that show work activities (e.g., harvesting, fishing, weaving).

#### **History and Function of Dance**

- 3.3 Explain the function of dance in ceremonial and social community events in Native American cultures.
- 3.4 Describe how costumes and shoes influence dance movement.

#### **Diversity of Dance**

- 3.5 Name and demonstrate dances of Native Americans.

## **4.0 AESTHETIC VALUING**

### Responding to, Analyzing, and Making Judgments About Works of Dance

Students critically assess and derive meaning from works of dance, performance of dancers, and original works according to the elements of dance and aesthetic qualities.

#### **Description, Analysis, and Criticism of Dance**

- 4.1 Name specific criteria to assess the quality of a dance performance of peers (e.g., focus, level of personal involvement, physical control).
- 4.2 Explain and demonstrate what it means to be a good audience member.

#### **Meaning and Impact of Dance**

- 4.3 Explain how a performers dance skills contribute to communication of ideas and moods when performing a dance (e.g., focus, strength, coordination).

## **5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS**

Connecting and Applying What Is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers

Students apply what they learn in dance to learning across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to dance.

### **Connections and Applications Across Disciplines**

- 5.1 Explain relationships between dance elements and other subjects (e.g., spatial path-ways maps and grids; geometric shapes body shapes).
- 5.2 Describe how dancing develops physical and mental well-being (e.g., control, flexibility, posture, strength, risk taking).

### **Development of Life Skills and Career Competencies**

- 5.3 Explain how the time management, problem solving, and self-discipline skills required for composing a dance apply to other school activities.
- 5.4 Give examples of ways in which the activities of professionals in the performing arts are similar to each other (e.g., observing discipline, practicing skills, rehearsing performances).

**Questions: State Board of Education | 916-319-0827**

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