

Elementary Dance Third Grade Unit Analyses Units 1-4

The Cumberland County Schools Unit Analyses is intended to guide instruction and ensure that all concepts and skills from the North Carolina Standard Course of Study are taught and implemented during the instructional year. It is expected that the Unit Analyses are followed in order of the general timeline. In order to fully teach the North Carolina Standard Course of Study, it is expected that teachers plan for and implement daily use of the new curriculum documents developed by teachers in their field with the guidance from the Cumberland County Curriculum Specialists. These standards identify areas of proficiency that all students should achieve throughout the year.

Acknowledgement

A committee of classroom teachers in collaboration with Lydia Stewart, Arts Education Supervisor for each course devoted many hours deliberating and consulting with colleagues in order to create the best Unit Analyses. Cumberland County Schools expresses its gratitude to the following team members who willingly sacrificed time and effort in order to improve instruction and experiences for all of our students in Cumberland County Schools.

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INTRODUCTION	
AREA: Dance	Level: Elementary Course: Third Grade Dance
UNIT #: 1	TITLE: The Body in Space (Weeks:1-9)
Unit Description:	Students will discover how to control and maneuver their body in personal and general space and how to manipulate the space to create different dance shapes and movement sequences.
Unit Objectives:	<ol style="list-style-type: none"> 1. Demonstrate safe and respectful habits in the dance space. 2. Demonstrate awareness of how to control the body and body parts in motion and stillness. 3. Identify basic elements of dance technique including positions of the feet/legs, center, and isolation of different body parts. 4. Create a variety of spatial designs using the element of space. 5. Use transitions to connect dance shapes and movement phrases.
ESSENTIAL STANDARDS	
Essential Standard	Clarifying Objectives
CP.2 Understand how to use performance values (kinesthetic awareness, concentration, focus, and etiquette) to enhance dance performance.	3.CP.2.1: Use safe and respectful practices in the dance setting.
DM.1 Understand how to use movement skills in dance.	3.DM.1.1: Recognize beginning principles of dance technique, including rotation, elevation, and landing in dance movement.
	3.DM.1.2: Use transitions between multiple body shapes.
	3.DM.1.3: Exemplify dance quality in performing locomotor and non-locomotor (axial) movement.

3.DM.1.5:
Understand a variety of spatial designs and relationships used in dance.

CONTENT ELABORATION

ESSENTIAL STANDARD: CP.2 Understand how to use performance values (kinesthetic awareness, concentration, focus, and etiquette) to enhance dance performance.

Clarifying Objective:	Essential Questions:	Knowledge/Concepts/Skills
<p>3.CP.2.1 Use safe and respectful practices in the dance setting.</p>	<p>3.CP.2.1 What are safe and respectful practices? Why are safe and respectful practices necessary?</p>	<p>3.CP.2.1 Students know: Respectful behaviors are used in dance. Safe and respectful practices impact performance in dance. Safe behaviors are important in dance when moving with other dancers. Students understand: Respectful behaviors when working with peers in the dance setting enhance the ability to dance. Safe movement practices in self performance and when working with peers in the dance setting enhances the ability to dance. Students are able to: Implement behaviors in dance that promote safety for all dancers and respect for participants within the dance setting.</p>

ESSENTIAL STANDARD: DM.1 Understand how to use movement skills in dance.

Clarifying Objective:	Essential Questions:	Knowledge/Concepts/Skills
3.DM.1.1 Recognize beginning principles of dance technique, including rotation, elevation, and landing in dance movement.	3.DM.1.1 What is rotation? What is elevation? How does a dancer land safely from elevation?	3.DM.1.1 Students know: Rotation of the leg involves alignment of the whole leg (hip, knee, and ankle). Elevation is movement that leaves the floor and includes jumps, hops, and leaps. Safe landing procedures including rolling through the foot, knee, and hip. Students understand: Whole leg rotation (turned-out and turned-in) involves both legs at the same time. Dancers must use the foot, leg, and abdominal muscles to take off for elevation. Landing from elevation uses the foot, leg, and abdominal muscles. Students are able to: Execute rotation of the legs using alignment of the hips, knees, and ankles. Implement principles of dance technique when taking off and/or landing from jumps.
Clarifying Objective:	Essential Questions:	Knowledge/Concepts/Skills
3.DM.1.2 Use transitions between multiple body shapes.	3.DM.1.2 What are transitions in dance?	3.DM.1.2 Students know: Transitions can create a bridge to connect shape ideas.

		<p>Students understand: Transitions between shapes in dance can be locomotor or non-locomotor movements.</p> <p>Students are able to: Apply the use of transitions to connect a variety of shapes.</p>
Clarifying Objective:	Essential Questions:	Knowledge/Concepts/Skills
<p>3.DM.1.3 Exemplify dance quality in performing locomotor and non-locomotor (axial) movement.</p>	<p>3.DM.1.3 What is dance quality?</p>	<p>3.DM.1.3 Students know: Dance quality is shown in the execution of the movement.</p> <p>Dance quality includes body control and awareness, focus, and clarity of movement.</p> <p>Students understand: Body control enhances the clarity of movement in dance.</p> <p>Self-awareness and focus will enhance the performance of locomotor and non-locomotor movements.</p> <p>Students are able to: Use self-awareness, body control, clarity of movement, and focus to enhance dance quality while performing locomotor and non-locomotor movements.</p>

Clarifying Objective:	Essential Questions:	Knowledge/Concepts/Skills
<p>3.DM.1.5 Understand a variety of spatial designs and relationships used in dance.</p>	<p>3.DM.1.5 How are spatial designs created in dance?</p> <p>What are spatial relationships?</p>	<p>3.DM.1.5 Students know: Spatial design is created by the dancer's use of space in movement and stillness.</p> <p>The dancer has specific relationships to other dancers and to the dance space including in front, behind, beside, over, under, across, near, far, etc.</p> <p>Students understand: Dance shapes and movements use space to create a variety of designs including wide, narrow, curved, angular, geometric shapes, scattered, etc.</p> <p>The dancer's movement or shape is directly related to the use of dance space.</p> <p>Students are able to: Implement a variety of spatial relations while performing dance movements.</p>

LEARNING ANALYSIS

Clarifying Objective	Revised Bloom's	Knowledge/Concepts/Skills	Suggested Assessments F-Formative; S-Summative
<p>3.CP.2.1 Use safe and respectful practices in the dance setting.</p>	Remembering	Recall respectful behaviors used in dance.	F—Learning activities, verbal questioning, peer and teacher feedback S—Class performance assessment, verbal short answer, journal reflections
		Identify safe and respectful practices that impact self-performance in dance.	
		Identify safe behaviors in dance when moving with other dancers.	

	Understanding	Illustrate respectful behaviors when working with peers in the dance setting.	F–Learning activities, peer discussions, questioning
		Exemplify safe movement practices in self performance and when working with peers in the dance setting.	S–Class performance assessment, extended written response
	Applying	Implement behaviors in dance that promote safety for all dancers and respect for participants within the dance setting.	F–Learning activities, short answer (verbal and student demonstration) S–Class performance assessment with extended response
3.DM.1.1 Recognize beginning principles of dance technique, including rotation, elevation, and landing in dance movement.	Remembering	Remember that rotation of the leg involves alignment of the whole leg (hip, knee, ankle).	F–Learning activities, verbal questioning, peer and teacher feedback
		Recognize elevation as movements that leave the floor and include jumps, hops, leaps.	S–Class performance assessment, verbal short answer, journal reflections
		Identify safe landing procedures including rolling through the foot, knee, and hip.	
	Understanding	Illustrate the use of whole leg rotation (turned-out and turned-in) in both legs at the same time.	F–Learning activities, peer discussions, questioning
		Explain how to take off for elevation using the foot, leg, and abdominal muscles.	S–Class performance assessment, extended written response
		Explain how to land from elevation using the foot, leg, and abdominal muscles.	
	Applying	Execute rotation of the legs using alignment of the hips, knees, and ankles.	F–Learning activities, short answer (verbal and student demonstration)

		Implement principles of dance technique when taking off and/or landing from jumps.	S–Class performance assessment with extended response
3.DM.1.2 Use transitions between multiple body shapes.	Remembering	Recall that transitions can create a bridge to connect shape ideas.	F–Flow map, learning activities S–Extended response, graphic organizer showing shapes and connections
	Understanding	Understand that transitions between shapes in dance can be locomotor or non-locomotor movements.	F–Learning activities, questioning S–Class performance assessment with verbal or written list of transitions
	Applying	Apply the use of transitions to connect a variety of shapes.	F–Learning activities, short answer (verbal and student demonstration) S–Class performance assessment with extended response
3.DM.1.3 Exemplify dance quality in performing locomotor and non-locomotor (axial) movement.	Remembering	Recall that dance quality is shown in the execution of the movement.	F–Class and small group discussions, ‘unpacking’ S–Portfolio with extended response and images
		Remember that dance quality includes body control and awareness, focus, and clarity of movement.	
	Understanding	Explain how body control enhances the clarity of movement in dance.	F–Learning activities, short answer (verbal and student demonstration)

		Illustrate the use of self-awareness and focus while performing locomotor and non-locomotor movements.	S–Class performance assessment with extended response
	Applying	Use self-awareness, body control, clarity of movement, and focus to enhance dance quality while performing locomotor and non-locomotor movements.	F–Learning activities, short answer (verbal and student demonstration) S–Class performance assessment with extended response
3.DM.1.5 Understand a variety of spatial designs and relationships used in dance.	Remembering	Recall that spatial design is created by the dancer’s use of space in movement and stillness.	F–Learning activities, verbal questioning, peer and teacher feedback
		Remember that the dancer has specific relationships to other dancers and to the dance space including in front, behind, beside, over, under, across, near, far, etc.	S–Class performance assessment, verbal short answer, journal reflections
	Understanding	Illustrate dance shapes and movements that use space to create a variety of designs including wide, narrow, curved, angular, geometric shapes, scattered, etc.	F–Learning activities, short answer (verbal and student demonstration)
		Understand the relationship of the dancer’s movement or shape to the dance space.	S-Class performance assessment with journal entry that includes extended response and images
Applying	Implement a variety of spatial relations while performing dance movements.	F-Learning activities, graphic organizer S-Class performance assessment with list/image of spatial relations	

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LEARNING PROGRESSION

C.O.	Learning Outline:
3.CP.2.1	Demonstrate respect for peers of varying abilities in the dance space.
3.DM.1.1	Demonstrate control of center in whole body movement, body part movement, and in stillness.
3.CP.2.1	Explain the importance of safe habits when performing dance movement.
3.DM.1.1	Execute positions of the feet (turned out, turned in, parallel) and feet (1 st , 2 nd , 3 rd).
3.DM.1.3	Demonstrate a variety of locomotor and non-locomotor movements using beginning elements of technique.
3.DM.1.5	Demonstrate a variety of shapes in the body and as a group.
3.DM.1.5	Use locomotor and/or non-locomotor movement to create pathways on the floor and/or in the air.
3.DM.1.5	Demonstrate a variety of spatial relationships using dance movement.
3.DM.1.2	Connect a variety of spatial designs using transitional movements.

VOCABULARY

Center	Spatial relationship	Parallel	Turned out	Turned in
First position (feet)	Second position (feet)	Third position (feet)	Plie	Tendu
Releve	Jump	Hop	Gallop	Skip
Chasse (sideways)	Tour (in place)	Spot	Transition	Vertical space
Pathways (floor)	Pathways (air)	Kick	Extend	Contract

CURRICULAR CONNECTIONS & RESOURCES				
Cross-Curricular Connections (e.g. Arts Education, Social Studies, ELA, Math, Science, World Lang., Healthful Living, Guidance, Literacy)	21st Century Skills <ul style="list-style-type: none">• Core Subjects & 21st Century Themes• Learning & Innovation Skills• Information, Media & Technology Skills• Life & Career Skills	Information & Technology SI – Sources of Information IN – Informational Text TT - Technology as a Tool RP – Research Process SE – Safety & Ethical Issues	Instructional Considerations (e.g. Differentiation, Integration, Collaboration, Thematic Units, EC, Multiple Entry Pts., Mixed Proficiency Levels, Rigor, ESL)	
PE – Locomotor/non-locomotor movement, body awareness, pathways, transitions, safe habits in movement Visual Art – Line, space, form, shape, design Math – Geometric shape and vocabulary (parallel, vertical, horizontal, perpendicular, intersecting, perimeter, etc.) Literacy – Vocabulary development, transitions in narrative writing, parts of speech	Health Literacy – understand preventive physical health measures Social and Cross-Cultural Skills – Conduct themselves in a respectable and professional manner. Respect cultural differences and work effectively with people from a range of social and	SI – Classify sources of information as appropriate or inappropriate. TT – Use a variety of technology tools to gather data and information. SE – Understand safe and ethical use of information and technology resources.	Differentiation in visual materials Cross curricular concept integration EC strategies to enable comprehension and movement participation / success (i.e., wheelchair students will focus on upper body movement, directions will be accompanied by visual cues for deaf students, speed of lesson/instruction will be adapted as necessary, etc.)	

<p>Science – Position words, different ways things move, living things (structure, growth, needs)</p> <p>Guidance – Recognize how to interact and work cooperatively</p>	<p>cultural backgrounds.</p> <p>Initiative and Self-Direction – Demonstrate initiative to advance skill levels toward a professional level.</p>		<p>Thematic Unit ideas include motion, healthy practices, collaboration.</p> <p>Multiple Entry Points and Mixed Proficiency Levels due to transiency of community and limited dance experience of some students will be addressed through cross curricular concept integration and differentiation in the lesson.</p>
Materials/Equipment Needed		Other Resources (e.g. Websites, literature, videos, artworks etc.)	
<p>Percussion instruments (drum, triangle, wood block, etc.)</p> <p>Simple instrumental music selections, music player</p> <p>Word and/or picture cards (EC, ELL - picture and word on the same card) showing position words, math vocabulary</p> <p>Manipulatives for students to demonstrate position words and spatial designs</p> <p>Word and/or picture cards showing the name of geometric shapes (may use pictures of shapes on 1 side, name on the other side). For EC, ELL use shape pictures and words on the same side of each card to begin the lesson.</p>		<p>A Sense of Dance CD</p> <p>http://abt.org/education/dictionary/index.html</p> <p>http://www.danceducationweb.org/technology.html</p>	

INTRODUCTION	
AREA: Dance	Level: Elementary Course: Third Grade Dance
UNIT #: 2	TITLE: Moving Through the Dance Space (Weeks:10-18)
Unit Description:	Students will use improvisation to create dance phrases and will develop an increased focus on body control and rhythmic movement.
Unit Objectives:	<ol style="list-style-type: none"> 1. Discover improvisation as a way to create ideas for dance movement and shape. 2. Use improvisation to create a variety of spatial relationships with dance peers. 3. Identify safe habits in the execution of jumps in dance. 4. Demonstrate common time and waltz time aurally and with movement. 5. Create dance phrases that demonstrate rhythmic patterns. 6. Demonstrate increasing concentration on dance movement and technique to enhance performance and safety. 7. Combine dance phrases to create a short dance.
ESSENTIAL STANDARDS	
Essential Standard	Clarifying Objectives
CP. 1 Use choreographic principles, structures, and processes to create dances that communicate ideas, experiences, feelings, and images.	3.CP.1.1: Create simple dance sequences by combining dance phrases.
	3.CP.1.2: Use teacher-led improvisation to expand movement possibilities for creating dance sequences.
CP.2 Understand how to use performance values (kinesthetic awareness,	3.CP.2.2: Understand how use of concentration enhances performance.

concentration, focus, and etiquette) to enhance dance performance.		
DM.1 Understand how to use movement skills in dance.	3.DM.1.1: Recognize beginning principles of dance technique, including rotation, elevation, and landing in dance movement.	
	3.DM.1.3: Exemplify dance quality in performing locomotor and non-locomotor (axial) movement.	
	3.DM.1.4: Recall dance movement phrases containing rhythmic patterns in various meters.	
CONTENT ELABORATION		
ESSENTIAL STANDARD: CP. 1 Use choreographic principles, structures, and processes to create dances that communicate ideas, experiences, feelings, and images.		
Clarifying Objective:	Essential Questions:	Knowledge/Concepts/Skills
3.CP.1.1 Create simple dance sequences by combining dance phrases.	3.CP.1.1 What is a dance sequence? How are dance sequences created?	3.CP.1.1 Students know: The elements of dance can be identified in the creation of dance movements. Pattern form can be used in dance creations. The order (sequence) of dance movements and phrases can be identified. Students understand: Patterns can be combined to create dance phrases. Dance phrases are connected to create a sequence. Students are able to:

		Organize dance phrases into a sequence of movement that can be repeated.
Clarifying Objective:	Essential Questions:	Knowledge/Concepts/Skills
3.CP.1.2 Use teacher-led improvisation to expand movement possibilities for creating dance sequences.	3.CP.1.2 What is improvisation? How is improvisation used in dance?	3.CP.1.2 Students know: Planned movement (choreography) and spontaneous movement (improvisation) are different. Students understand: Dance movement can be varied by changing the elements of dance. The difference between pedestrian movement and dance movement can be illustrated through improvisation. Students are able to: Generate dance movement ideas through improvisation. Create dance sequences using ideas generated through improvisation.
ESSENTIAL STANDARD: CP.2 Understand how to use performance values (kinesthetic awareness, concentration, focus, and etiquette) to enhance dance performance.		
Clarifying Objective:	Essential Questions:	Knowledge/Concepts/Skills
3.CP.2.2	3.CP.2.2 What is concentration?	3.CP.2.2 Students know:

<p>Understand how use of concentration enhances performance.</p>	<p>What does a dancer concentrate on?</p>	<p>Concentration in a variety of dance and pedestrian situations promotes safety.</p> <p>Concentration on the body in dance improves dance performance and safety.</p> <p>Students understand: Concentration in pedestrian movement can be compared to concentration in dance movement.</p> <p>The effects of concentration on dance performance can be observed.</p> <p>Students are able to: Illustrate the use of concentration while participating in dance.</p>
<p>ESSENTIAL STANDARD: DM.1 Understand how to use movement skills in dance.</p>		
<p>Clarifying Objective:</p>	<p>Essential Questions:</p>	<p>Knowledge/Concepts/Skills</p>
<p>3.DM.1.1 Recognize beginning principles of dance technique, including rotation, elevation, and landing in dance movement.</p>	<p>3.DM.1.1 What is rotation? What is elevation? How does a dancer land safely from elevation?</p>	<p>3.DM.1.1 Students know: Rotation of the leg involves alignment of the whole leg (hip, knee, and ankle). Elevation is movement that leaves the floor and includes jumps, hops, and leaps. Safe landing procedures including rolling through the foot, knee, and hip. Students understand:</p>

		<p>Whole leg rotation (turned-out and turned-in) involves both legs at the same time.</p> <p>Dancers must use the foot, leg, and abdominal muscles to take off for elevation.</p> <p>Landing from elevation uses the foot, leg, and abdominal muscles.</p> <p>Students are able to: Execute rotation of the legs using alignment of the hips, knees, and ankles.</p>
Clarifying Objective:	Essential Questions:	Knowledge/Concepts/Skills
<p>3.DM.1.3 Exemplify dance quality in performing locomotor and non-locomotor (axial) movement.</p>	<p>3.DM.1.3 What is dance quality?</p>	<p>3.DM.1.3 Students know: Dance quality is shown in the execution of the movement.</p> <p>Dance quality includes body control and awareness, focus, and clarity of movement.</p> <p>Students understand: Body control enhances the clarity of movement in dance.</p> <p>Self-awareness and focus will enhance the performance of locomotor and non-locomotor movements.</p> <p>Students are able to: Use self-awareness, body control, clarity of movement, and focus to enhance dance quality while performing locomotor and non-locomotor movements.</p>

Clarifying Objective:	Essential Questions:	Knowledge/Concepts/Skills
<p>3.DM.1.4 Recall dance movement phrases containing rhythmic patterns in various meters.</p>	<p>3.DM.1.4 What is meter? What are examples of different meters? What are rhythmic patterns?</p>	<p>3.DM.1.4 Students know: Rhythmic patterns are part of sound and dance. There are a variety of meters in music and dance. Students understand: Rhythmic patterns in music can be interpreted through dance movement. Different meters have different phrasing, counts, and feeling. Students are able to: Use dance movement to illustrate rhythmical patterns. Use dance movement to illustrate various meters.</p>

LEARNING ANALYSIS

Clarifying Objective	Revised Bloom's	Knowledge/Concepts/Skills	Suggested Assessments F-Formative; S-Summative
<p>3.CP.1.1 Create simple dance sequences by combining dance phrases.</p>	Remembering	Identify the elements of dance in the creation of dance movements.	F-Verbal question and answer, learning activities, teacher feedback
		Recall the use of pattern form in dance creation.	S-Short answer (verbal), selected response (matching rhythm notation or sound to movements), class performance assessments
		Identify the order (sequence) that dance movements are performed.	

	Understanding	Illustrate the use of combined patterns in dance phrases.	F–Learning activities, discussion with peers, ‘Simultaneous Roundtable’ (cooperative learning strategy)
		Explain how dance phrases are connected to create a sequence.	S–Extended written response in journal, class performance assessments, teacher feedback
	Analyzing	Organize dance phrases into a sequence of movement that can be repeated.	F–Learning activities S–Class performance assessment
	Creating	Construct simple dance sequences by combining dance phrases.	F–Learning activities S–Class performance assessment, flow map
3.CP.1.2 Use teacher-led improvisation to expand movement possibilities for creating dance sequences.	Remembering	Identify the difference between planned movement (choreography) and spontaneous movement (improvisation).	F-short answer, Think-Pair-Share S-Class performance assessment with selected response
	Understanding	Illustrate the difference between pedestrian movement and dance movement through improvisation.	F-Short answer, learning activities S-Class performance assessment with extended response

	Applying	Use improvisation to generate dance movement ideas.	F-Learning activities, peer questioning S-Class performance assessment with extended response
	Creating	Create dance sequences using ideas generated through improvisation.	F-Learning activities, peer questioning S-Class performance assessment with extended response
3.CP.2.2 Understand how use of concentration enhances performance.	Remembering	Identify how concentration in a variety of dance and pedestrian situations promotes safety.	F-Think-Pair-Share, short answer
		Recall that concentration on the body in dance improves dance performance and safety.	S-Extended response, journal reflection
	Understanding	Summarize the observed effects of concentration on the body in dance performance.	F-Mix-Pair-Share, short answer S-Extended response, journal reflection
	Applying	Use concentration and focus while participating in dance.	F-Peer conferencing, learning activities S-Class performance assessment, journal reflection
3.DM.1.1 Recognize beginning principles of dance	Remembering	Remember that rotation of the leg involves alignment of the whole leg (hip, knee, ankle).	F-Verbal question and answer, learning activities, teacher feedback

technique, including rotation, elevation, and landing in dance movement.		Recognize elevation as movements that leave the floor and include jumps, hops, leaps. Identify safe landing procedures including rolling through the foot, knee, and hip.	S–Short answer (verbal), class performance assessments
	Understanding	Illustrate the use of whole leg rotation (turned-out and turned-in) in both legs at the same time.	F–Learning activities, Pairs-Check
		Explain how to take off for elevation using the foot, leg, and abdominal muscles. Explain how to land from elevation using the foot, leg, and abdominal muscles.	S–Extended written response in journal, class performance assessments, teacher feedback
	Applying	Execute rotation of the legs using alignment of the hips, knees, and ankles.	F–Learning activities, Pairs-Check S–Extended written response in journal, class performance assessments, teacher feedback
3.DM.1.3 Exemplify dance quality in performing locomotor and non-locomotor (axial) movement.	Remembering	Recall that dance quality is shown in the execution of the movement.	F–Verbal question and answer, learning activities
		Remember that dance quality includes body control and awareness, focus, and clarity of movement.	S–Short answer (verbal), class performance assessments
	Understanding	Explain how body control enhances the clarity of movement in dance.	F–Learning activities, discussion with peers

		Illustrate the use of self-awareness and focus while performing locomotor and non-locomotor movements.	S–Extended written response in journal, class performance assessments, teacher feedback
	Applying	Use self-awareness, body control, clarity of movement, and focus to enhance dance quality while performing locomotor and non-locomotor movements.	F–Learning activities, peer conferencing S–Class performance assessments with extended response
3.DM.1.4 Recall dance movement phrases containing rhythmic patterns in various meters.	Remembering	Identify rhythmic patterns.	F–Verbal question and answer, learning activities, teacher feedback
		Recognize a variety of meters in music and dance.	S–Short answer (verbal), selected response (matching rhythm notation or sound to movements), class performance assessments
	Understanding	Interpret rhythmic patterns in music and dance movement.	F–Learning activities, rhythm lines
		Understand that different meters have different phrasing, counts, and feeling.	S–Call and response with movement, class performance assessments
	Applying	Use dance movement to illustrate rhythmical patterns.	F–Learning activities, peer check
		Use dance movement to illustrate various meters.	S–Class performance assessments, flow maps with rhythm lines
LEARNING PROGRESSION			
C.O.	Learning Outline:		

3.DM.1.1	Demonstrate use of center, awareness of plie in take-off and landing for jumps, and extension of legs in the air.			
3.CP.2.2	Use concentration to maintain body control in motion and stillness.			
3.DM.1.3	Demonstrate a variety of spatial designs including shape in vertical space, pathways in the air and on the floor, and spatial relationships among dance peers.			
3.DM.1.4	Demonstrate movement with a steady beat.			
3.DM.1.4	Demonstrate movement with duple meter.			
3.DM.1.4	Demonstrate movement with triple meter.			
3.CP.1.2	Use improvisation to create dance phrases			
3.CP1.1	Combine dance phrases to create dance sequences.			
VOCABULARY				
Improvise	Improvisation	Meter	Duple	Triple
Beat	Rhythm	Spatial relationships	2 feet to 1foot jumps	Scottishe (3 walking steps, 1 hop)
CURRICULAR CONNECTIONS & RESOURCES				
Cross-Curricular Connections (e.g. Arts Education, Social Studies, ELA, Math, Science, World Lang., Healthful Living, Guidance, Literacy)	21 st Century Skills	Information & Technology	Instructional Considerations	
	<ul style="list-style-type: none"> Core Subjects & 21st Century Themes Learning & Innovation Skills Information, Media & Technology Skills Life & Career Skills 	SI – Sources of Information IN – Informational Text TT - Technology as a Tool RP – Research Process SE – Safety & Ethical Issues	(e.g. Differentiation, Integration, Collaboration, Thematic Units, EC, Multiple Entry Pts., Mixed Proficiency Levels, Rigor, ESL)	
PE – Focus and attention to improve skills, motor skills with rhythmic patterns, mature form in the execution of skills Visual Arts – Line, shape, form, space, balance, rhythm	Health Literacy – Preventative physical health measures, risk avoidance. Creativity and Innovation – Use a wide range of idea creation techniques. Demonstrate originality and inventiveness and understand	IN – Compare the characteristics of genres. Use visual and literacy cues to locate relevant information in a given text.	Differentiation in visual materials Collaboration with classroom teachers to ensure common language/vocabulary in cross curricular concept integration EC strategies to enable comprehension and movement	

<p>Music – Steady beat, meter</p> <p>Math – Fractions, division, sets, skip counting (multiplication)</p> <p>Literacy – Poetry (rhythm, meter, and movement), vocabulary development, fluency, comprehension</p> <p>Science – Force and motion</p>	<p>the limits to adopting new ideas.</p> <p>View failure as an opportunity to learn and understand that creativity is a cyclical process of small successes.</p> <p>Critical Thinking and Problem Solving – use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation.</p> <p>Information, Media and Technology - Access information efficiently and effectively.</p> <p>Initiative and Self-Direction – Go beyond basic mastery of skills to explore and expand one’s own learning and opportunities to gain expertise.</p>	<p>TT – Use a variety of technology tools to gather data and information.</p>	<p>participation / success (i.e., wheelchair students will focus on upper body movement, directions will be accompanied by visual cues for deaf students, speed of lesson/instruction will be adapted as necessary, etc.)</p> <p>Thematic Unit ideas include “Rhythm, Meter, and Movement”, “Time in Language and Dance”, “The shape of Art(s)”</p> <p>Multiple Entry Points and Mixed Proficiency Levels due to transiency of community and limited dance experience of some students will be addressed through cross curricular concept integration and differentiation in the lesson.</p>
<p align="center">Materials/Equipment Needed</p>		<p align="center">Other Resources (e.g. Websites, literature, videos, artworks etc.)</p>	
<p>Percussion instruments (drum, triangle, wood block, etc.)</p> <p>Simple instrumental music selections demonstrating a variety of meters and player</p> <p>Metronome</p>		<p>ArtSource Cultural Connections Video (Appalachian Dance for spatial design)</p>	

Word and/or picture cards (EC, ELL - picture and word on the same card) showing dance vocabulary	
Access to computer and whiteboard or Elmo	
Video player	

INTRODUCTION	
AREA: Dance	Level: Elementary Course: Third Grade Dance
UNIT #: 3	TITLE: Creating Dance (Weeks:19-27)
Unit Description:	Students will develop an understanding of abstraction in dance creation and use elements of dance in the creation of dance for the sake of artistic expression.
Unit Objectives:	<ol style="list-style-type: none"> 1. Create movement sequences that demonstrate duple and triple meter. 2. Define “abstract” using words and teacher-led improvisation. 3. Create dance sequences that interpret the form and comprehension of poems. 4. Identify the elements of dance in peer performances of sequences. 5. Interpret and apply teacher feedback to improve the artistic expression and execution of dance sequences.
ESSENTIAL STANDARDS	
Essential Standard	Clarifying Objectives
CP. 1 Use choreographic principles, structures, and processes to create dances that communicate ideas, experiences, feelings, and images.	3.CP.1.1: Create simple dance sequences by combining dance phrases.
	3.CP.1.3: Use abstraction of everyday movement to create sequences that communicate feelings, ideas, and stories.

CP.2 Understand how to use performance values (kinesthetic awareness, concentration, focus, and etiquette) to enhance dance performance.	3.CP.2.3: Use teacher and peer feedback to refine performance quality in dance.	
DM.1 Understand how to use movement skills in dance.	3.DM.1.4: Recall dance movement phrases containing rhythmic patterns in various meters.	
R.1 Use a variety of thinking skills to analyze and evaluate dance.	3.R.1.2: Identify examples of movement skills and elements observed in dance from one’s own and different cultures.	
C.1 Understand cultural, historical, and interdisciplinary connections with dance.	3.C.1.1: Exemplify how dance is used by various groups for artistic expression within the local community.	
	3.C.1.2: Exemplify connections between dance and concepts in other curricular areas.	
CONTENT ELABORATION		
ESSENTIAL STANDARD: CP. 1 Use choreographic principles, structures, and processes to create dances that communicate ideas, experiences, feelings, and images.		
Clarifying Objective:	Essential Questions:	Knowledge/Concepts/Skills
3.CP.1.1 Create simple dance sequences by combining dance phrases.	3.CP.1.1 What is a dance sequence? How are dance sequences created?	3.CP.1.1 Students know: The elements of dance can be identified in the creation of dance movements. Pattern form can be used in dance creations. The order (sequence) of dance movements and phrases can be identified.

		<p>Students understand: Patterns can be combined to create dance phrases.</p> <p>Dance phrases are connected to create a sequence.</p> <p>Students are able to: Organize dance phrases into a sequence of movement that can be repeated.</p>
Clarifying Objective:	Essential Questions:	Knowledge/Concepts/Skills
<p>3.CP.1.3 Use abstraction of everyday movement to create sequences that communicate feelings, ideas, and stories.</p>	<p>3.CP.1.3 What is abstraction?</p> <p>How do you create abstraction of everyday movements?</p> <p>How is abstraction used to create dance sequences?</p>	<p>3.CP.1.3 Students know: Pedestrian movement is different from dance movement.</p> <p>Improvisation is a way to generate ideas for dance movement.</p> <p>Ideas from improvisation can be recalled to create dance sequences that communicate feelings, ideas, and stories.</p> <p>Students understand: Dance movements can be interpreted to communicate feelings, and ideas.</p> <p>Sequences of dance movement can be compared to sequences of body language.</p> <p>Students are able to:</p>

		<p>Generate ideas for dance movements through improvisation.</p> <p>Use abstract movement to create dance sequences that communicate ideas, feelings, and stories.</p>
<p>ESSENTIAL STANDARD: CP.2 Understand how to use performance values (kinesthetic awareness, concentration, focus, and etiquette) to enhance dance performance.</p>		
<p>Clarifying Objective:</p>	<p>Essential Questions:</p>	<p>Knowledge/Concepts/Skills</p>
<p>3.CP.2.3 Use teacher and peer feedback to refine performance quality in dance.</p>	<p>3.CP.2.3 How does feedback improve the dancer's performance? Why does a dancer need to refine performance quality?</p>	<p>3.CP.2.3 Students know: Respectful behavior is expected while giving and receiving feedback in dance. Feedback in dance and revision in other subject areas (writing, sports performance, etc) is similar. Students understand: Teacher or peer feedback in dance enhances the quality of the dance performance. Feedback must be implemented by the dancer in order for change to happen. Students are able to:</p>

		<p>Apply teacher and peer feedback to dance performance.</p> <p>Evaluate changes in dance performance based on the application of feedback.</p>
ESSENTIAL STANDARD: DM.1 Understand how to use movement skills in dance.		
Clarifying Objective:	Essential Questions:	Knowledge/Concepts/Skills
<p>3.DM.1.4 Recall dance movement phrases containing rhythmic patterns in various meters.</p>	<p>3.DM.1.4 What is meter?</p> <p>What are examples of different meters?</p> <p>What are rhythmic patterns?</p>	<p>3.DM.1.4 Students know: Identify rhythmic patterns.</p> <p>Recognize a variety of meters in music and dance.</p> <p>Students understand: Interpret rhythmic patterns in music and dance movement.</p> <p>Understand that different meters have different phrasing, counts, and feeling.</p> <p>Students are able to: Use dance movement to illustrate rhythmical patterns.</p> <p>Use dance movement to illustrate various meters.</p>
ESSENTIAL STANDARD: R.1 Use a variety of thinking skills to analyze and evaluate dance.		
Clarifying Objective:	Essential Questions:	Knowledge/Concepts/Skills
<p>3.R.1.2 Identify examples of movement skills and elements observed in</p>	<p>3.R.1.2 What are movement skills?</p> <p>What are elements of movement?</p>	<p>3.R.1.2 Students know: Dance elements include body, space, time, and energy.</p>

<p>dance from one's own and different cultures.</p>	<p>How are dances from other cultures the same or different from our own culture?</p>	<p>Students understand: Movement skills and dance elements can be observed and identified in dance in a peer setting.</p> <p>Students are able to: Interpret dance using dance elements.</p>
<p>ESSENTIAL STANDARD: C.1 Understand cultural, historical, and interdisciplinary connections with dance.</p>		
<p>Clarifying Objective:</p>	<p>Essential Questions:</p>	<p>Knowledge/Concepts/Skills</p>
<p>3.C.1.1 Exemplify how dance is used by various groups for artistic expression within the local community.</p>	<p>3.C.1.1 How is dance used in the local community?</p>	<p>3.C.1.1 Students know: Dance is used in customs and traditions of various cultures.</p> <p>The culture of the local community can be identified.</p> <p>Students understand: The culture of the local community can be represented through dance.</p> <p>Students are able to: Carry out dance reflective of the local community.</p>
<p>Clarifying Objective:</p>	<p>Essential Questions:</p>	<p>Knowledge/Concepts/Skills</p>
<p>3.C.1.2 Exemplify connections between dance and</p>	<p>3.C.1.2 How does dance connect to other curricular areas?</p>	<p>3.C.1.2 Students know:</p>

<p>concepts in other curricular areas.</p>		<p>Dance can express ideas and concepts from other curricular areas.</p> <p>Students understand: Connections between dance elements and other curricular areas can be identified.</p> <p>Students are able to: Illustrate connections between dance and other curricular areas.</p>
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LEARNING ANALYSIS

Clarifying Objective	Revised Bloom's	Knowledge/Concepts/Skills	Suggested Assessments F-Formative; S-Summative
<p>3.CP.1.1 Create simple dance sequences by combining dance phrases.</p>	<p>Remembering</p>	<p>Identify the elements of dance in the creation of dance movements.</p>	<p>F–Verbal questioning, learning activities, peer discussions</p>
		<p>Recall the use of pattern form in dance creation.</p>	<p>S–Short answer (1-2 sentences, written and verbal), extended written response in journals</p>
		<p>Identify the order (sequence) that dance movements are performed.</p>	
	<p>Understanding</p>	<p>Illustrate the use of patterns to combine dance phrases.</p>	<p>F–Learning activities, peer and teacher feedback, peer interviews</p>
<p>Explain how dance phrases are connected to create a sequence.</p>		<p>S–Extended written response, thinking map, class performance assessment</p>	

	Analyzing	Organize dance phrases into a sequence of movement that can be repeated.	F-Thinking map (flow) S-Class performance assessment with rubric
	Creating	Create dance sequences by combining dance phrases.	F-Thinking map (flow) S-Class performance assessment with rubric
3.CP.1.3 Use abstraction of everyday movement to create sequences that communicate feelings, ideas, and stories.	Remembering	Identify the difference between pedestrian movement and dance movement.	F-Verbal questioning, learning activities, peer discussions S-Short answer (1-2 sentences, written and verbal), extended written response in journals
		Understand that improvisation is a way to generate ideas for dance movement.	
		Retrieve ideas from improvisation to create dance sequences that communicate feelings, ideas, and stories.	
	Understanding	Interpret dance movements that communicate feelings, and ideas.	F-Learning activities, peer interviews
		Compare sequences of dance movement to sequences of body language.	S-Extended written response, Venn diagram, class performance assessment
Applying	Use abstract movement to create dance sequences that communicate ideas, feelings, and stories.	F-Learning activities, teacher feedback/observation, peer interviews S-Class performance assessment, extended written reflection in journal	

	Creating	Generate ideas for dance movements through improvisation.	F–Learning activities S–Class performance assessment
3.CP.2.3 Use teacher and peer feedback to refine performance quality in dance.	Remembering	Identify respectful behaviors while giving and receiving feedback in dance.	F–Verbal questioning, learning activities, peer discussions
		Recognize the similarities between feedback in dance and revision in other subject areas (writing, sports performance, etc).	S–Short answer (1-2 sentences, written and verbal), extended written response in journals
	Understanding	Explain the value of teacher or peer feedback in dance performance.	F–Learning activities, peer interviews
		Understand that feedback must be implemented by the dancer in order for change to happen.	S–Extended written response, class performance assessment
	Applying	Apply teacher and peer feedback to dance performance.	F–Learning activities, peer and teacher feedback S–Class performance assessment with conferencing
Evaluating	Evaluate changes in dance performance based on the application of feedback.	F–Learning activities, cause and effect thinking map S–Class performance assessment with journal reflection	

3.DM.1.4 Recall dance movement phrases containing rhythmic patterns in various meters.	Remembering	Identify rhythmic patterns.	F–Verbal questioning, learning activities, call and response with movement
		Recognize a variety of meters in music and dance.	S–Short answer (1-2 sentences, written and verbal), call and response with movement
	Understanding	Interpret rhythmic patterns in music and dance movement.	F–Learning activities, peer and teacher feedback
		Understand that different meters have different phrasing, counts, and feeling.	S–Extended written response (journal), Selected response items (multiple choice and/or matching teacher or pre-recorded performance to written concept), class performance assessment
	Applying	Use dance movement to illustrate rhythmical patterns.	F–learning activities, teacher feedback/observation, Pairs-Check
		Use dance movement to illustrate various meters.	S–Class performance assessment, rhythm line with music notation and images of dance movement
3.R.1.2 Identify examples of movement skills and elements observed in dance from one’s own and different cultures.	Remembering	Recall movement elements.	F–Verbal questioning, learning activities, Think-Pair-Share
		Identify movement skills and elements observed in dance in a peer setting.	S–Short answer (1-2 sentences, written and verbal), checklist

	Understanding	Interpret dance using dance elements.	F–Learning activities, questioning, peer interviews S–Selected response items (matching teacher/student or pre-recorded performance to written concept), class performance assessment with extended response
3.C.1.1 Exemplify how dance is used by various groups for artistic expression within the local community.	Remembering	Recall how dance is used in customs and traditions of various cultures.	F–Verbal questioning, learning activities, peer discussions S–Short answer (1-2 sentences, written and verbal), extended written response in journals
		Identify the culture of the local community.	
	Understanding	Represent the culture of the local community through dance.	F-Verbal questioning, learning activities, class discussions S-Class performance assessment with thinking map
	Applying	Carry out dance reflective of the local community.	F–learning activities, teacher feedback/observation S–Class performance assessment
3.C.1.2 Exemplify connections between dance and concepts in other curricular areas.	Remembering	Remember that dance can express ideas and concepts from other curricular areas.	F–Verbal questioning, learning activities, Mix-Pair-Share S–Short answer (1-2 sentences, written and verbal), thinking maps
		Identify connections between dance elements and other curricular areas.	

	Understanding	Illustrate connections between dance and other curricular areas.	F-Thinking maps, questioning S-Thinking maps, class performance assessment with rubric
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LEARNING PROGRESSION

C.O.	Learning Outline:
3.DM.1.4	Demonstrate movement in duple and triple time.
3.CP.1.3	Explore abstraction of movement ideas.
3.CP.1.3	Use abstraction of movement ideas to represent comprehension of words or poems.
3.CP.1.1	Combine dance phrases to create dance sequences that convey words or poems.
3.C.1.1	Identify other dance venues within the community and identify the artistic purpose (entertainment, communications, aesthetic value, history or heritage, etc.)
3.C.1.1	Compare and identify similarities with self-created dance sequences and dance of community groups.

VOCABULARY

Quality	Feedback	Abstraction	Meter	Rhythm
Beat	Common time	Musical phrasing	Expression	Poetic form
Artistic purpose	Aesthetic	Heritage	Jumps that assemble (1 to 2 feet)	triplet

CURRICULAR CONNECTIONS & RESOURCES

Cross-Curricular Connections (e.g. Arts Education, Social Studies, ELA, Math, Science, World Lang., Healthful Living, Guidance, Literacy)	21st Century Skills <ul style="list-style-type: none"> • Core Subjects & 21st Century Themes • Learning & Innovation Skills • Information, Media & Technology Skills • Life & Career Skills 	Information & Technology <ul style="list-style-type: none"> SI – Sources of Information IN – Informational Text TT - Technology as a Tool RP – Research Process SE – Safety & Ethical Issues 	Instructional Considerations (e.g. Differentiation, Integration, Collaboration, Thematic Units, EC, Multiple Entry Pts., Mixed Proficiency Levels, Rigor, ESL)
Music – rhythm, meter, beat	Global Awareness – Understand other nations	RP – Implement a research process by	Differentiation in visual materials and interpretive

<p>Literacy – vocabulary development, poetry, fluency, comprehension, fact and opinion, transitions in writing, writing process</p> <p>Math – fractions, division, sets, skip counting</p> <p>Social Studies –Artistic expression from various groups within the local and regional communities.</p>	<p>and cultures, including the use of non-English languages</p> <p>Environmental Literacy – Understand the society’s impact on the natural world.</p> <p>Creativity and innovation – Use a wide range of idea creation techniques.</p> <p>Be open-minded and responsive to new and diverse perspectives</p> <p>Critical Thinking and Problem Solving – analyze and evaluate evidence, arguments, beliefs.</p> <p>Communication and Collaboration – Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms.</p>	<p>collaborating effectively with other students.</p> <p>SI – Classify various types of resources as appropriate or inappropriate for purposes.</p> <p>TT – Use a variety of technology to gather, organize and present data and information</p>	<p>assistance with certain exceptionalities.</p> <p>Collaboration with classroom teachers will facilitate the use of common language, concepts and effective cross curricular integration</p> <p>EC strategies to enable comprehension and movement participation / success (i.e., wheelchair students will focus on upper body movement, directions will be accompanied by visual cues for deaf students, speed of lesson/instruction will be adapted as necessary, etc.). Deaf students will need increased bass and access to the speaker for musical selections.</p> <p>Thematic Unit ideas include Community, Communication</p>
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	<p>Demonstrate the ability to work effectively and respectfully with diverse teams.</p> <p>Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal.</p>		
Materials/Equipment Needed		Other Resources <small>(e.g. Websites, literature, videos, artworks etc.)</small>	
<p>Percussion instruments (drum, triangle, wood block, etc.)</p> <p>Simple instrumental music selections and player</p> <p>Word and/or picture cards (EC, ELL - picture and word on the same card) showing dance vocabulary.</p> <p>Samples of abstract art and music</p> <p>Samples of musical tone poems</p> <p>Video selections of dance showing how ideas can be represented in abstract ways</p> <p>Tourist/city brochures from local community</p> <p>Access to several computers or computer lab</p>		<p>Recording of “The Cathedral” composed by Claude Debussy</p> <p>Recording of Four Seasons, composed by Antonio Vivaldi</p> <p>http://artnc.org/ for contemporary art samples</p> <p>Video “Divining” choreographed by Alvin Ailey</p> <p>http://www.cityoffayetteville.org/visitors.aspx</p> <p>http://www.theartscouncil.com/</p>	

INTRODUCTION

AREA: Dance	Level: Elementary Course: Third Grade Dance
UNIT #: 4	TITLE: Dance Performance (Weeks:28-36)
Unit Description:	Students will utilize the elements of dance to create and interpret dance sequences that express ideas, feelings, or stories. They will compare these dances to dances from other cultures.
Unit Objectives:	1. Abstract pedestrian movement to create dance movement that shows meaning.

	<p>2. Demonstrate appropriate audience etiquette when observing or critiquing dance.</p> <p>3. Recognize similarities and differences between dances created by peers and dances passed down through history.</p> <p>4. Evaluate peer created dances for elements.</p>
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ESSENTIAL STANDARDS

Essential Standard	Clarifying Objectives
CP. 1 Use choreographic principles, structures, and processes to create dances that communicate ideas, experiences, feelings, and images.	<p>3.CP.1.3: Use abstraction of everyday movement to create sequences that communicate feelings, ideas, and stories.</p>
CP.2 Understand how to use performance values (kinesthetic awareness, concentration, focus, and etiquette) to enhance dance performance.	<p>3.CP.2.1: Use safe and respectful practices in the dance setting.</p>
	<p>3.CP.2.3: Use teacher and peer feedback to refine performance quality in dance.</p>
R.1 Use a variety of thinking skills to analyze and evaluate dance.	<p>3.R.1.2: Identify examples of movement skills and elements observed in dance from one’s own and different cultures.</p>

CONTENT ELABORATION

ESSENTIAL STANDARD: CP. 1 Use choreographic principles, structures, and processes to create dances that communicate ideas, experiences, feelings, and images.

Clarifying Objective:	Essential Questions:	Knowledge/Concepts/Skills
<p>3.CP.1.3 Use abstraction of everyday movement to create sequences that communicate feelings, ideas, and stories.</p>	<p>3.CP.1.3 What is abstraction? How do you create abstraction of everyday movements?</p>	<p>3.CP.1.3 Students know: Pedestrian movement is different from dance movement.</p>

	<p>How is abstraction used to create dance sequences?</p>	<p>Improvisation is a way to generate ideas for dance movement.</p> <p>Ideas from improvisation can be recalled to create dance sequences that communicate feelings, ideas, and stories.</p> <p>Students understand: Dance movements can be interpreted to communicate feelings, and ideas.</p> <p>Sequences of dance movement can be compared to sequences of body language.</p> <p>Students are able to: Generate ideas for dance movements through improvisation.</p> <p>Use abstract movement to create dance sequences that communicate ideas, feelings, and stories.</p>
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ESSENTIAL STANDARD: CP.2 Understand how to use performance values (kinesthetic awareness, concentration, focus, and etiquette) to enhance dance performance.

Clarifying Objective:	Essential Questions:	Knowledge/Concepts/Skills
<p>3.CP.2.1 Use safe and respectful practices in the dance setting.</p>	<p>3.CP.2.1 What are safe and respectful practices? Why are safe and respectful practices necessary?</p>	<p>3.CP.2.1 Students know: Respectful behaviors are used in dance. Safe and respectful practices impact performance in dance.</p>

		<p>Safe behaviors are important in dance when moving with other dancers.</p> <p>Students understand: Respectful behaviors when working with peers in the dance setting enhance the ability to dance.</p> <p>Safe movement practices in self performance and when working with peers in the dance setting enhances the ability to dance.</p> <p>Exemplify safe movement practices in self performance and when working with peers in the dance setting.</p> <p>Students are able to: Implement behaviors in dance that promote safety for all dancers and respect for participants within the dance setting.</p>
Clarifying Objective:	Essential Questions:	Knowledge/Concepts/Skills
<p>3.CP.2.3 Use teacher and peer feedback to refine performance quality in dance.</p>	<p>3.CP.2.1 How does feedback improve the dancer's performance? Why does a dancer need to refine performance quality?</p>	<p>3.CP.2.3 Students know: Respectful behavior is expected while giving and receiving feedback in dance. Feedback in dance and revision in other subject areas (writing, sports performance, etc) is similar.</p>

		<p>Students understand: Teacher or peer feedback in dance enhances the quality of the dance performance.</p> <p>Feedback must be implemented by the dancer in order for change to happen.</p> <p>Students are able to: Apply teacher and peer feedback to dance performance.</p> <p>Evaluate changes in dance performance based on the application of feedback.</p>
ESSENTIAL STANDARD: R.1 Use a variety of thinking skills to analyze and evaluate dance.		
Clarifying Objective:	Essential Questions:	Knowledge/Concepts/Skills
<p>3.R.1.1 Compare movement elements (body, space, time, energy) observed in dance.</p>	<p>3.R.1.1 What are dance movement elements?</p> <p>How do dance elements relate to each other in a movement phrase?</p>	<p>3.R.1.1 Students know: Dance elements can be identified in the performance of dance.</p> <p>Students understand: The varied use of dance elements can be related or combined in dance.</p> <p>Students are able to: Explain the use of dance elements observed in dance.</p>
Clarifying Objective:	Essential Questions:	Knowledge/Concepts/Skills
<p>3.R.1.2 Identify examples of movement skills and elements observed in dance</p>	<p>3.R.1.2 What are movement skills?</p> <p>What are elements of movement?</p>	<p>3.R.1.2 Students know: Dance elements include body, space, time, and energy.</p>

<p>from one's own and different cultures.</p>	<p>How are dances from other cultures the same or different from our own culture?</p>	<p>Students understand: Movement skills and dance elements can be observed and identified in dance in a peer setting.</p> <p>Students are able to: Interpret dance using dance elements.</p>
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LEARNING ANALYSIS

Clarifying Objective	Revised Bloom's	Knowledge/Concepts/Skills	Suggested Assessments F-Formative; S-Summative
<p>3.CP.1.3 Use abstraction of everyday movement to create sequences that communicate feelings, ideas, and stories.</p>	<p>Remembering</p>	<p>Identify the difference between pedestrian movement and dance movement.</p>	<p>F–Learning activities, questioning, peer discussions</p> <p>S–Selected (movement) response items, class performance assessments with personal essay</p>
		<p>Retrieve ideas from improvisation to create dance sequences that communicate feelings, ideas, and stories.</p>	
	<p>Understanding</p>	<p>Understand that improvisation is a way to generate ideas for dance movement.</p>	<p>F–Peer interviews, learning activities, questioning, student reflections</p> <p>S–Extended written reflection, 1-2 sentence verbal response, short answer (fill in the blank)</p>
		<p>Interpret dance movements that communicate feelings, and ideas.</p>	
		<p>Compare sequences of dance movement to sequences of body language.</p>	
	<p>Applying</p>	<p>Use abstract movement to create dance sequences that communicate ideas, feelings, and stories.</p>	<p>F–Learning activities, teacher feedback, student reflections</p> <p>S-Class performance assessment with extended journal reflection</p>

	Creating	Generate ideas for dance movements through improvisation.	F–Learning activities S–Class performance assessment followed by short answer reflections
3.CP.2.1 Use safe and respectful practices in the dance setting.	Remembering	Recall respectful behaviors used in dance.	F–Learning activities, questioning, peer discussions
		Identify safe and respectful practices that impact self-performance in dance.	S–Selected (movement) response items, class performance assessments with checklist
		Identify safe behaviors in dance when moving with other dancers.	
	Understanding	Illustrate respectful behaviors when working with peers in the dance setting.	F–Peer interviews, learning activities, questioning, student reflections
		Exemplify safe movement practices in self-performance and when working with peers in the dance setting.	S–Extended written reflection in journal, 1-2 sentence verbal response, class performance assessment
Applying	Implement behaviors in dance that promote safety for all dancers and respect for participants within the dance setting.	F–Learning activities, teacher feedback, student reflections S–Class performance assessment with extended journal reflection	
3.CP.2.3 Use teacher and peer feedback to refine performance quality in dance.	Remembering	Identify respectful behaviors while giving and receiving feedback in dance.	F–Learning activities, questioning, peer discussions

		Recognize the similarities between feedback in dance and revision in other subject areas (writing, sports performance, etc)	S–Selected (movement) response items, class performance assessments with personal essay
	Understanding	Explain the value of teacher or peer feedback in dance performance.	F–Peer interviews, learning activities, questioning, student reflections
		Understand that feedback must be implemented by the dancer in order for change to happen.	S–Extended written reflection, 1-2 sentence verbal response, short answer (fill in the blank)
	Applying	Apply teacher and peer feedback to dance performance.	F–Learning activities, teacher feedback, student reflections S–Class performance assessment with extended journal reflection
	Evaluating	Evaluate changes in dance performance based on the application of feedback.	F–Questioning, peer interviews S–Extended written response
3.R.1.1 Compare movement elements (body, space, time, energy) observed in dance.	Remembering	Identify dance elements observed in dance.	F–Learning activities, questioning, peer discussions S–Selected (movement) response items, checklist
	Understanding	Explain how dance elements are used in a dance.	F–Peer interviews, learning activities, questioning, student reflections
		Explain the use of dance elements observed in dance.	S–Extended written reflection in journal, 1-2 sentence verbal

			response, class performance assessment
3.R.1.2 Identify examples of movement skills and elements observed in dance from one's own and different cultures.	Remembering	Recall movement elements.	F–Learning activities, questioning, peer discussions S–Selected (movement) response items, checklist
	Understanding	Identify movement skills and elements observed in dance in a peer setting.	F–Peer interviews, learning activities, questioning, student reflections
		Interpret dance using dance elements.	S–Extended written reflection in journal, class performance assessment

LEARNING PROGRESSION

C.O.	Learning Outline:
3.CP.1.3	Define abstract and discuss how abstraction can be used to create meaning.
3.CP.1.3	Create abstract shape and movement ideas to represent words and phrases.
3.CP.2.1	Demonstrate appropriate audience behavior when observing peers.
3.CP.1.3	Use abstracted movement to create dance sequences.
3.CP.2.3	Use peer and teacher feedback to improve quality of dance sequences.
3.R.1.2	Compare and contrast dance from community groups to dances within the class.
3.R.1.1	Compare dance from community groups to dances created within the class for use of dance elements.

VOCABULARY

Abstract	Represent	Tours in place	Traveling jumps	Turning jumps
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CURRICULAR CONNECTIONS & RESOURCES

Cross-Curricular Connections	21st Century Skills • Core Subjects & 21st Century Themes	Information & Technology	Instructional Considerations (e.g. Differentiation, Integration, Collaboration, Thematic Units, EC,
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<p>(e.g. Arts Education, Social Studies, ELA, Math, Science, World Lang., Healthful Living, Guidance, Literacy)</p>	<ul style="list-style-type: none"> • Learning & Innovation Skills • Information, Media & Technology Skills • Life & Career Skills 	<p>SI – Sources of Information IN – Informational Text TT - Technology as a Tool RP – Research Process SE – Safety & Ethical Issues</p>	<p>Multiple Entry Pts., Mixed Proficiency Levels, Rigor, ESL)</p>
<p>Literacy – comprehension, writing process, vocabulary development (rich language), sequence of events, story structure compare/contrast</p> <p>Math – sequence/order of operations, geometric shape</p> <p>Social Studies – historical thinking skills, artistic expression of various community and regional groups</p> <p>PE – use of feedback to improve performance</p> <p>Theatre Arts – audience and performer etiquette</p>	<p>Creativity and Innovation – Use a wide range of creation techniques to create new and worthwhile ideas.</p> <p>Elaborate, refine, analyze and evaluate ideas in order to improve and maximize creative efforts.</p> <p>Be open and responsive to new and diverse perspectives and incorporate feedback into the work.</p> <p>Critical Thinking and problem Solving – Use various types of reasoning as appropriate to the situation.</p> <p>Solve different kinds of non-familiar problems in both conventional and innovative ways.</p> <p>Communication and Collaboration – Articulate</p>	<p>RP – Implement a research process by collaborating effectively with other students.</p> <p>SI – Classify various types of resources as appropriate or inappropriate for purposes.</p> <p>TT – Use a variety of technology to gather, organize and present data and information</p>	<p>Differentiation in visual materials and interpretive assistance with certain exceptionalities.</p> <p>Collaboration with classroom teachers will facilitate the use of common language, concepts and effective cross curricular integration</p> <p>EC strategies to enable comprehension and movement participation / success (i.e., wheelchair students will focus on upper body movement, directions will be accompanied by visual cues for deaf students, speed of lesson/instruction will be adapted as necessary, etc.). Deaf students will need increased bass and access to the speaker for musical selections.</p> <p>Thematic Unit ideas include Community, Communication, Connecting the Past to the Present</p>

	<p>thoughts and ideas effectively using oral. Written and nonverbal communication skills in a variety of forms and contexts.</p> <p>Global Awareness – Understand other nations and cultures.</p>		
Materials/Equipment Needed		Other Resources <small>(e.g. Websites, literature, videos, artworks etc.)</small>	
<p>Percussion instruments (drum, triangle, wood block, etc.)</p> <p>Simple instrumental music selections, player</p> <p>Word and/or picture cards (EC, ELL - picture and word on the same card) showing dance vocabulary.</p> <p>Word and/or picture cards showing the name of geometric shapes.</p> <p>Music appropriate for historical dance</p>		<p>ArtSource, Cultural Connections Video</p> <p>http://www.cityoffayetteville.org/visitors.aspx</p> <p>Rhythmically Moving CD set</p>	