

DANCE CURRICULUM

GRADE LEVEL: 3

OVERVIEW: The Curriculum Map is designed to integrate 3rd grade science standards and 3rd grade National Dance Standards. The integration of dance standards will be implemented into each unit to both reinforce science concepts, as well as, to experience opportunities to create, perform, connect and respond while developing dance literacy.



Month & Estimated Time of Unit	Theme/Content
September – October (9 weeks)	Forces and Interactions
November – Mid-January (9 weeks)	Weather and Climate
Mid-January – March (9 weeks)	Engineering and Design
April – June (9 weeks)	Life Cycles and Traits

NCAS DANCE PRESENT IN UNITS 1-4

DA:Cr1.1

CREATE:

Process Component: Explore

Anchor Standard: Generate and conceptualize artistic ideas and work.

Enduring Understanding: Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.

Essential Question: Where do choreographers get ideas for dances?

DA:Cr2.1

CREATE:

Process Component: Plan

Anchor Standard: Organize and develop artistic ideas and work.

Enduring Understanding: The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.

Essential Question: What influences choice-making in creating choreography?

DA:Cr3.1

CREATE:

Process Component: Revise

Anchor Standard: Refine and complete artistic work.

Enduring Understanding: Choreographers analyze, evaluate, refine, and document their work to communicate meaning.

Essential Question: How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?

DA:Pr.4.1

PERFORM:

Process Component: Express

Anchor Standard: Select, analyze, and interpret artistic work for presentation.

Enduring Understanding: Space, time, and energy are basic elements of dance.

Essential Question: How do dancers work with space, time and energy to communicate artistic expression?

PERFORMING:

Process Component: Embody

Anchor Standard: Develop and refine artistic technique and work for presentation.

Enduring Understanding: Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.

Essential Question: What must a dancer do to prepare the mind and body for artistic expression?

DA:Cn10.1

Process Component: Synthesize

Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.

Enduring Understanding: As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.

Essential Question: How does dance deepen our understanding of ourselves, other knowledge, and events around us?

3rd Grade Curriculum Map: Michigan Science GLCE's and Dance National Standards

Unit 1: Forces and Interactions

GOAL: To connect physical science concepts to dance. Science concepts will be reinforced through the creation of an original movement and dance composition.			
	Michigan 3rd Grade Science GLCE's	3rd Grade Dance NCCAS	Dance Integration Activities
September-October: Forces and Interactions	<p>3-PS2-1 Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.</p> <p>3-PS2-2 Make observations and/or measurements of an objects motion to provide evidence that a pattern can be used to predict future motion.</p> <p>3-PS2-3 Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.</p> <p>3-PS2-4 Define a simple design problem that can be solved by applying scientific ideas about magnets.</p>	<p>DA:Pr5.1.3 Replicate body shapes, movement characteristics, and movement patterns in a dance sequence with awareness of body alignment and core support.</p> <p>DA:Cr1.1.3 a. Experiment with a variety of self-identified stimuli (for example, music/sound, text, objects, images, notation, observed dance, experiences) for movement. b. Explore a given movement problem. Select and demonstrate a solution.</p> <p>DA:Pr4.1.3c Change use of energy and dynamics by modifying movements and applying specific characteristics to heighten the effect of their intent.</p>	<p>*Students will participate in a Braindance warm-up that integrates movement concepts and actions related to Force and Interactions. *Students will explore symmetrical and asymmetrical shapes. *Students will demonstrate force/effort (element of dance) *Students will work with partner in weight sharing experiences. *Students will create a dance phrase that investigates the effects of balanced and unbalanced forces. *Students will show relationships of magnetic field through movement inquiry. *Students will explore movement and make dances to demonstrate the properties of attraction and repulsion found in and outside of a magnetic field. Can be performed on own or with partner.</p>

Unit 2: Weather & Climate

GOAL: To connect weather and climate concepts to dance. Science concepts will be reinforced through the creation of an original movement and dance composition.			
	Michigan 3rd Grade Science GLCE's	3rd Grade Dance NCCAS	Dance Integration Activities
November-Mid January: Weather and Climate	<p>3-ESS2-1 Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season</p> <p>3-ESS2-2 Obtain and combine information to describe climates in different regions of the world.</p> <p>3-ESS3-1 Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard</p>	<p>DA:Pr5.1.3 Replicate body shapes, movement characteristics, and movement patterns in a dance sequence with awareness of body alignment and core support.</p> <p>DA:Cr2.1.3 a. Identify and experiment with choreographic devices to create simple movement patterns and dance structures (for example, AB, ABA, theme and development). b. Develop a dance phrase that expresses and communicates an idea or feeling. Discuss the effect of the movement choices.</p> <p>DA:Cr1.1.3 a. Experiment with a variety of self-identified stimuli (for example, music/sound, text, objects, images, notation, observed dance, experiences) for movement. b. Explore a given movement problem. Select and demonstrate a solution.</p>	<p>*Students will participate in a Braintdance warm-up that integrates movement concepts and actions related to Weather and Climate. *Students will brainstorm characteristics of a variety of weather conditions. Action words and movement will be explored the variety of weather. *Students will use a range of qualities of movement to represent weather conditions. *Students will create a dance demonstrating clear and concise characteristics of the actual weather and climate. *Students will write a cinquain poem related to weather condition or season. Students will create and perform a dance to represent poem. *Students will use improvisation to design a solution that reduces the impact of a weather-related hazard prompted by the teacher *Students will perform and receive feedback from peers.</p>

Unit 3: Engineering and Design

GOAL: To connect engineering and design concepts to dance. Science concepts will be reinforced through the creation of an original movement and dance composition.			
Mid January- March: Engineering and Design	Michigan 3rd Grade Science GLCE's	3rd Grade Dance NCCAS	Dance Integration Activities
	<p>3-5-ETS1-1 Define a simple problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.</p> <p>3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.</p> <p>3-5-ETS1-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.</p>	<p>DA:Pr5.1.3 Replicate body shapes, movement characteristics, and movement patterns in a dance sequence with awareness of body alignment and core support.</p> <p>DA:Cr3.1.3a Revise movement choices in response to feedback to improve a short dance study. Describe the differences the changes made in the movements.</p> <p>DA:Cr2.1.3a Identify and experiment with choreographic devices to create simple movement patterns and dance structures (for example, AB, ABA, theme and development).</p>	<p>*Students will participate in a Braindance warm-up that integrates movement concepts and actions related to Engineering and Design.</p> <p>*Students will overlap the engineering design process and the dance composition process.</p> <p>*Students will demonstrate the choreographic process: <i>Inspiration, Explore, Plan, Create, and Revision.</i></p> <p>*Students will use problem-solving skills when given situation to edit and change movement patterns.</p> <p>*Students will create a theme and create at least 2 variations using the elements of dance.</p>

Unit 4: Life Cycles and Traits

GOAL: To connect life cycles and traits to concepts of dance. Science concepts will be reinforced through the creation of an original movement and dance composition.			
	Michigan 3rd Grade Science GLCE's	3rd Grade Dance NCCAS	Dance Integration Activities
March - June: Life Cycles and Traits	<p>3-LS1-1 Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.</p>	<p>DA:Pr5.1.3 Replicate body shapes, movement characteristics, and movement patterns in a dance sequence with awareness of body alignment and core support.</p>	<p>*Students will participate in a Braindance warm-up that integrates movement concepts and actions related to Life Cycles and Traits. *Students will demonstrate each stage of the life cycle through movement characteristics representative of each stage. *Students will create a shape, transition, shape dance that demonstrates each stage of the life cycle, birth, growth, reproduction, death, demonstrating difference between plants and animals. Students will be provided with images to motivate movement generating. *Students will watch a video of the life cycle. Students will observe the environment, movement characteristics and images. Students will then use improvisation to demonstrate understanding. *Class will be divided in half. Once class will represent environment and other represent living organism. Students will perform and adapt to ways environment influences traits.</p>
	<p>3-LS3-1 Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.</p>	<p>DA:Cn10.1.3b Ask and research a question about a key aspect of a dance that communicates a perspective about an issue or event. Explore the key aspect through movement. Share movements and describe how the movements help to remember or discover new qualities in these key aspects. Communicate the new learning in oral, written, or movement form.</p>	
	<p>3-LS3-2 Use evidence to support the explanation that traits can be influenced by the environment.</p>		
	<p>3-LS4-2 Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.</p>		

The NCAS Standards in Dance Resources include lessons, units, Model Cornerstone Assessments (MCAs), and curriculum maps as well as guidance documents to help you understand and implement the National Core Arts Standards for Dance. Contributors include members of the dance standards writing and leadership teams and participants in the OPDI courses Implementing the National Core Dance Standards for Dance and Developing Cornerstone Assessments for the New Dance Standards. The contributor's name and bio is provided at the end of each document. Contributors represent all NDEO sectors, teaching in K-12, Higher Education, Private Studio, and Community and Performing Arts organizations. This cross sector representation demonstrates that the standards provide essential content to all constitutes.

These standards resources were partially funded by a generous grant from the National Endowment for the Arts.

EDUCATOR BIO: Nicole Flinn, M.A., is Associate Professor of Dance at Hope College. She specializes in dance pedagogy, curriculum development, arts integration, assessment, and advocacy. She developed a K-12 dance program and worked in the district for 12 years. Nicole is the director of StrikeTime Dance Company, a student resident company that promotes dance outreach for children. She is on Board of Directors for SHAPE Michigan, and an active member of NDEO, MDC, and DaCI.