New York Arts

Dance: Grade 3

Adopted 2017

Creating

1 Generate and conceptualize artistic ideas and work.

1.1 Choreographers are inspired by a variety of sources to convey concepts and ideas through movement for artistic expression.

a. Experiment with a variety of self-identified stimuli (e.g. music/sound, text, objects/props, images, notation, dance exemplars, own ideas, and experiences) for creating movement. DA:CR1.1.3.A

b. Explore a given movement problem through improvisation with the elements of dance. Select, demonstrate, and describe a solution using accurate language. DA:CR1.1.3.B

2 Organize and develop artistic ideas and work.

2.1 The elements of dance, dance structures, and choreographic structures serve as both a foundation and a departure point for choreographers.

a. Identify and experiment with choreographic devices to create simple movement patterns and dance structures (e.g. repetition, AB, ABA, theme and variation). DA:CR2.1.3.A

b. Develop a dance study that expresses and communicates an idea or feeling by exploring the elements of dance. Explain the artistic intent and effect of the movement choices. DA:CR2.1.3.B

c. Identify, explore, and select production elements (e.g. music/sound, props, costumes) that support formal or informal performances. Contrast the various production jobs of choreographer, composer, and costume designer. DA:CR2.1.3.C

3 Refine and complete artistic work.

3.1 Choreographers analyze, evaluate, refine, and document their work to communicate meaning.

a. Revise movement choices in response to teacher and peer feedback to improve a short dance study. Describe the changes made in the movements after revision. DA:CR3.1.3.A

b. Document directions or spatial patterns in a dance study by drawing a picture or pathway map, using symbols, or working with media technology. DA:CR3.1.3.B

Skip to main content

Performing

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

4.1 Space, time, and energy are basic elements of dance.

a. Estimate distance travelled and use space three dimensionally. Demonstrate shapes with positive and negative space. Perform movement sequences in clear pathways through space with intentionality and focus. DA:PR4.1.3.A

b. Fulfill specified duration of time with improvised locomotor and non-locomotor movements. Differentiate between "in time" and "out of time" to music. Perform movements that follow or contrast the rhythmic pattern of the accompaniment. Use metric and kinesthetic phrasing. DA:PR4.1.3.B

c. Change the use of energy and dynamics by modifying movements to heighten the expressive quality of the body and movement intent, in response to verbalizations, expressive qualities of music/sound, or other cues. DA:PR4.1.3.C

5 Develop and refine artistic techniques and work for presentation.

5.1 Dancers use the body-mind principles and develop the body as an instrument for artistry and artistic expression.

a. Demonstrate the fundamental dance skills of awareness of body alignment and core support while performing body shapes (e.g. twisted, narrow), movement qualities (e.g. light, heavy), and patterns in simple dance sequences. DA:PR5.1.3.A

b. Utilize fundamental dance skills 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 dances. Apply constructive feedback from teacher and peers, and self-assess to improve performance dance skills. DA:PR5.1.3.C

6 Convey meaning through the presentation of artistic work.

6.1 Dance performance is an interaction between performers, production elements, and audience that heightens and amplifies artistic expression.

a. Identify the main areas of performance space by using production terminology (e.g., stage right, stage left, center stage, upstage, and downstage). Learn about the role of a stage manager. Demonstrate appropriate performer and audience etiquette in informal and formal performances. DA:PR6.1.3.A

b. Explore ways to dance with simple production elements (e.g. costumes, props, music, scenery, lighting, or media) for an audience in a designated performance space. Observe video recording as a tool to enhance performance. DA:PR6.1.3.B

Responding

7 Perceive and analyze artistic work.

Skip to main content

7.1 Dance is perceived and analyzed to comprehend its compositional structure.

a. Describe floor pathways and formations in a dance. Identify movement motifs that relate to the title of a dance. DA:RE7.1.3.A

b. Compare and contrast observed or performed movements originating from diverse dance styles, genres, and/or cultural movement practices. DA:RE7.1.3.B

8 Interpret meaning in artistic work.

8.1 Meaningful interpretations of dance consider artistic intent, style, genre, the elements of dance, technique, structure, and context.

a. Identify characteristics of various dance styles and genres and, employing basic dance terminology, relate them to the main ideas and to the meaning of the dances. DA:RE8.1.3.A

9 Apply criteria to evaluate artistic work.

9.1 Criteria for evaluating dance vary across genres, styles, and cultures.

a. Demonstrate and discuss the characteristics of the movement elements used in various genres, styles, or cultural movement practices. Using basic dance terminology where appropriate, discuss how those characteristics contribute to the overall impression of the dances. DA:RE9.1.3.A

Connecting

10 Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.

10.1 Personal experiences, knowledge, and contexts are integrated and synthesized to interpret and create dance.

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. Investigate a research question about a dance that communicates a perspective on an issue or event and explore its key aspects through movement. Share the dance study and describe how the creative process helped discover new aspects of this topic. Communicate the new learning in oral or written form. DA:CN10.1.3.B

11 Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future.

11.1 Societal, cultural, historical, and community contexts both influence and are influenced by dance.

a. Identify the relationship between movement in a dance work or practice to that of the society, or community and the culture from which the dance work or practice is derived. Explain which aspects of the culture are communicated through the dancework or practice. DA:CN11.1.3.A