Rhode Island Arts

Dance: Grades 3, 4

Adopted 2010

Artistic Processes – In dance, problem solving uses the human body and techniques of movement and expression to make the imagined tangible.

D1 (3-4)-1. Students use knowledge of movement to problem solve by… D1 (3-4)-1

a. combining axial and locomotor movements, varying the use of space, time, and energy in response to a prompt

b. improvising in response to a variety of sensory and conceptual stimuli

D1 (3-4)-2. Students express ideas, emotions, or cultural aesthetics by… D1 (3-4)-2

a. selecting and combining movement and choreographic principles (e.g., body parts and shapes, levels, directions, pathways) and applying the structure of beginning, middle, and end

b. improvising , exploring, and selecting dance movement to communicate ideas, experiences, and feelings

c. combining simple rhythmic patterns and identifying movement qualities

Cultural Contexts – Purpose and motivation (intent) are fundamental to dance and can be expressed through traditional, non-traditional, western, and non-western forms and styles.

D2 (3-4)-1. Students view, interpret, and perform a range of forms and styles of dance by… D2 (3-4)-1

a. explaining the reasons why people in various cultures dance

b. describing and demonstrating characteristic movements from various world cultures

c. performing simple dances of different dance forms or styles

Communication – Personal expression and meaning is achieved through the movement of the human body, communicating ideas, values, and emotions.

D3 (3-4)-1. Students demonstrate kinesthetic awareness and movement skills by… D3 (3-4)-1

a. demonstrating concentration while exhibiting awareness of relationships and spatial directions and pathways

b. demonstrating agility, and coordination while: performing simple movement patterns; starting, changing, and stopping movement; and performing a variety of movements (e.g., whole body/isolations)

D3 (3-4)-2. Students demonstrate rhythmic acuity by… D3 (3-4)-2

a. dancing in relation to and in coordination with changes in rhythm and meter and repeating a rhythmic pattern of movement

Skip to main content

D3 (3-4)-3. Students demonstrate qualitative range and phrasing by… D3 (3-4)-3

a. demonstrating a range of space, time, weight, and flow (force/energy) concepts (e.g., through dancing opposites: strong/weak, rise/sink)

b. replicating dance phrases (e.g., sentences)

c. demonstrating focus while dancing

Aesthetic Judgment – Knowledge of dance as an art form is used to reflect on and evaluate the work of self and others.

D4 (3-4)-1. Students demonstrate understanding of dance forms and styles, techniques and elements, and choreographic processes and principles by… `D4 (3-4)-1`

a. identifying, describing and comparing elements between and among dances

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D4 (3-4)-2. Students analyze construction and achievement of effect or affect by… `D4 (3-4)-2`

a. evaluating and revising performed movement to fulfill its purpose

b. explaining what a dance communicates or expresses