

Grade 3 Module 1

Enduring Understanding

Foundational: Dancers make changes in their movements using elements of body, space, time and energy/force.

Essential Questions

- Why is it important for dancers and choreographers to understand elements of dance?

Domain	Process	Standards
Create	Generating Exploring Improvising Creating	2.1 Create and perform complex improvised movement patterns, dance sequences, and studies. 2.8 Create, memorize, and perform original movement sequences with a partner or a small.
Perform	Practicing and Developing Movement Skills Building Vocabulary	1.2 Demonstrate the ability to start, change, and stop movement.
Respond	Observing Responding	
Connect	Connecting Applying	5.1 Explain relationships between dance elements and other subjects.

Essential standards and **supporting standards** to be assessed.

Developing Concepts

Development of Movement Skills Focus: Pathways and Shape

Key Idea:

- Dancers build on and develop their skills and knowledge.

Knowledge

Vocabulary

- Pathways
- Floor Pattern
- Symmetrical
- Asymmetrical
- Positive and Negative Space
- Shape/Body Design

Skills

- Move through space on a specific pathway, or following a specific floor pattern
- Execute simple rhythmic locomotor combinations on defined pathways
- Move through space on a variety of air and floor pathways using changes of directions and level
- Design body shapes alone or with a partner utilizing the concept of positive and negative space
- Design symmetrical and asymmetrical body shapes alone or with a partner
- Explore and use a variety of body shapes in space, including still shapes, shapes that move in place (non-locomotor) and shapes that travel through space (locomotor)
- Transition from one shape to another with confidence
- Use the spine to sculpt the body
- Execute a three-point turn

Movement Invention

Key Idea:

- Choreographers can change, or vary, movement using concepts of body, space, time and energy/force.

Knowledge

Vocabulary

- Explore
- Improvise
- Abstract
- Change, Vary
- Elements of Dance
- Choreographer

Skills

- Explore and improvise using concepts of body, space, time and energy/force (e.g., body shapes, level, direction, tempo, tension v. relaxation)
- Explore and improvise using spatial relationships
- Change, or vary, given movements or movement sequences using concepts of body, space, time and energy/force
- Demonstrate a basic kinesthetic understanding of the concept of abstraction by varying individual movements and gestures using concepts of body, space, time and energy/force

Element of Dance**Focus Element: Energy/Force****Key Idea:**

- Force, or energy, is a tool of the dancer. Dancers can change the quality of their movement by varying the amount of force, or energy, used.
- We can use the vocabulary of dance to describe the quality of movement.

Knowledge**Vocabulary**

- Force, or Energy
- Tension v. Relaxation
- Forceful v. Forceless
- Active v. Passive
- Bound v. Free Flow
- Movement Quality
- H'Doubler's Six Movement Qualities: swing, suspend, collapse, sustain, percussive, vibratory

Skills

- Discuss the concept of energy/force as it relates to movement using an expanded dance vocabulary
- Describe the quality of a movement(s) using dance vocabulary
- Clearly demonstrate different movement qualities
- Change, or vary, movement qualities in an improvisation or set movement sequence
- Explore tensing and relaxing the muscles both suddenly and gradually; lying, sitting and standing; in place and through space
- Relate states of tension and relaxation to and explore the concept of flow in movement (bound and free flow; Laban vocabulary)
- Relate states of tension and relaxation to and explore "forceful" and "forceless" movements (Barbara Mettler vocabulary)
- Working with others, explore forceful and forceless movement as active and passive movers
- Use and contrast varying states of tension and relaxation in technique, movement sequences and improvised movements.
- Explore the Margaret H'Doubler's six movement qualities individually and in varied sequences

Rhythmic Perception

Key Idea:

- Dancers must build their rhythmic capacity and musicality.
- Dancers need to understand musical concepts of time in order to perform expressively.

Knowledge

Vocabulary

- Duration
- Note Value
- Meter (triple and duple)
- Accent
- Rhythm
- Tempo
- Sudden
- Gradual

Skills

- Move confidently to metered and non-metered accompaniment
- Execute simple rhythmic movement sequences, both locomotor and non-locomotor
- Execute tempo changes suddenly and gradually
- Identify and move to accent the downbeat in 3/4 and 4/4 meter
- Move with rhythmic accuracy in both duple and triple meter
- Demonstrate an understanding of the concept of duration
- Create and perform simple rhythmic movement patterns using movements of varying durations
- Relate concept of duration to concept of note value, e.g., whole, half and quarter notes (rhythm cards)

Form and Structure

Focus: Sequence

Key Idea:

- Dances have a beginning, middle and end.
- Dances consist of sequenced, or ordered, movements.

Knowledge

Vocabulary

- Beginning, Middle, End
- Change
- Order
- Movement Sequence
- Choreograph
- Cooperation
- Memorize

Skills

- Perform improvised movements or set movement sequences with a clear beginning and ending
- Create movement sequences with clear changes in movement quality, timing or action
- Create, memorize and perform *original* movement sequences
- Learn, memorize and perform *set* movement sequences
- Articulate reasons for making particular choices in ordering a sequence of movements
- Work cooperatively with others

Dance is a performing art.

Key Idea:

- Choreographers create dances for others to perform.
- We can choreograph and perform our own dances.
- Dancers rehearse to memorize their movements for performance.

Knowledge

Vocabulary

- Focus
- Concentration
- Control
- Awareness
- Perform
- Audience
- Choreograph
- Choreography
- Memorize
- Rehearse

Skills

- Perform their own original movement as well as movement choreographed by others
- Demonstrate focus and concentration in the rehearsal process
- Perform for others with focus and concentration
- Demonstrate body control and awareness in performing movement
- Memorize movement for performance
- Perform set as well as improvised movement