

Grade 3 Dance

Learning Objectives Checklist

The students will:

	know that <i>actions, body, dynamics, relationships, and space</i> are called the elements of dance
	explore and know that body zones are the body areas of right side, left side, front, back, upper half, and lower half
	explore and identify the five basic jumps of leap, hop, jump (i.e., from two feet to land on two feet), sissone (i.e., from two feet to land on one foot), and assemble (i.e., from one foot to land on two feet)
	explore and identify moving with the extremes of speed (fast and slow), duration (short and long), and varying forces (strong and light)
	experience and recognize that energy is on a continuum of a little to a lot
	be aware that groupings of speed and duration form rhythmic patterns
	gain proficiency in creating and recalling a variety of combinations of straight and curved pathways on the floor, and discerning among them
	know the directions of forward, backward, sideways, upward, and downward; and the levels of high, middle, and low or deep
	know that the dance term <i>relationship</i> means the students' association to something or someone
	understand that, when connecting movements, there are transitions
	explore and identify examples of contrasting movements
	explore movements fully in order to develop own movement ideas
	understand the importance of the warm-up for dancers
	begin to copy movement phrases as demonstrated
	extend own body's range of movement and strength
	compare differing expressions in dances students view including own and peers' dance creations
	begin to understand that they can get ideas for dances from sources such as stories, personal experience, feelings, memories, music, research, observation, imagination, or movement itself
	begin to keep a journal of dance and movement ideas
	begin to select own stimuli as starting points for dance compositions
	seek a variety of solutions in movement explorations (improvisation)
	select movements from explorations to create dance phrases
	create dance phrases that have a beginning position, a middle, and an end position
	understand that reflection and discussion help them learn and make decisions about own dance compositions
	understand that own dance phrases communicate non-verbally
	become aware of the variety of dance throughout the world and in different eras
	become aware of the diverse range of dance in Saskatchewan and Canada, including that of Indian and Métis dance artists
	learn dances of various styles and cultural groups, and discuss why the dances were created
	understand that dances are created for a variety of reasons
	understand that dance tells something about the society in which it was created
	begin to recognize and appreciate technical proficiency in dance compositions
	identify key features of dances, recognizing that students will not see, hear, or recall everything in a dance on first viewing
	recognize that not everyone responds the same way to the same dance
	know that libraries, dance companies, concert program notes, and the Internet are sources of information about dancers, choreographers, and their dances
	engage willingly in a process for viewing and responding to dance presentations
	know the difference between opinion and fact in discussions of dance presentations
	explore connections between dance and the other art forms
	reflect on the ways that people in own community and surrounding area participate in dance and discuss why they do so
	describe the dance in own daily lives, including mass media and popular culture