

Marking Period 1 (MPI)	Dance Curriculum Pacing Guide -Grade: 3
<p><b>MP 1</b></p> <p><b>Standards for Dance Content</b></p>	<ul style="list-style-type: none"> <li>• <b>1.1.5.DA.Cr1a:</b> Generate movement ideas through improvisation using a variety of stimuli.</li> <li>• <b>1.1.5.DA.Cr2a:</b> Use choreographic tools to organize and develop dance phrases with clear structure.</li> <li>• <b>1.1.5.DA.Cr3a:</b> Revise and refine dance work based on feedback and self-reflection.</li> <li>• <b>1.1.5.DA.Pr4a:</b> Demonstrate awareness of space, time, and energy while performing dance sequences.</li> <li>• <b>1.1.5.DA.Pr5a:</b> Develop and refine dance techniques and movement skills through practice and repetition.</li> <li>• <b>1.1.5.DA.Pr6a:</b> Convey meaning through dance performance using expressive qualities.</li> <li>• <b>1.1.5.DA.Re7a:</b> Identify and describe dance elements and expressive qualities in performances.</li> <li>• <b>1.1.5.DA.Re8a:</b> Apply criteria to evaluate dance performances.</li> <li>• <b>1.1.5.DA.Cn10a:</b> Relate dance ideas to personal experiences and learning across content areas.</li> <li>• <b>1.1.5.DA.Cn11a:</b> Describe how dance reflects cultural traditions and historical contexts.</li> <li>• <b>1.1.5.DA.Cn11a:</b> Describe how dance reflects cultural traditions and historical contexts.</li> </ul>
<p><b>MP 1</b></p> <p><b>Topics</b></p>	<p>Refining locomotor and non-locomotor movement with control and transitions</p> <p>Designing pathways, spatial patterns, and formations</p> <p>Combining levels, shapes, and size for visual impact</p> <p>Responding to rhythm, pulse, and musical phrasing</p> <p>Applying energy qualities to express mood, theme, or idea</p> <p>Creating structured dance phrases with beginning, middle, and end</p> <p>Working collaboratively using dancer relationships and group formations</p> <p>Observing, describing, and evaluating dance using vocabulary</p> <p>Exploring dance as storytelling and cultural expression</p>
<p><b>MP 1</b></p> <p><b>Skills- Concepts</b></p>	<p>Apply locomotor and non-locomotor movements with improved balance, coordination, and control</p> <p>Transition smoothly between shapes, levels, pathways, and spatial formations</p> <p>Combine body, space, time, energy, and relationships to create structured dance phrases</p>

	<p>Respond accurately to rhythm, tempo changes, and musical phrasing</p> <p>Use varied energy qualities to express mood, character, or theme</p> <p>Create and refine movement sequences with clear beginning, middle, and end</p> <p>Demonstrate spatial awareness and timing when dancing alone and with others</p> <p>Observe, describe, and evaluate dance using appropriate dance vocabulary</p> <p>Connect movement to stories, emotions, and cultural traditions</p> <p>Work collaboratively, showing focus, respect, and shared responsibility</p>
<p><b>MP 1</b></p> <p><b>Core Materials</b></p>	<ul style="list-style-type: none"> <li>• Music recordings with varied tempos, rhythms, and cultural styles</li> <li>• Scarves, ribbons, or streamers for exploring energy, flow, and phrasing</li> <li>• Floor spots, tape, or markers to organize space, pathways, and formations</li> <li>• Hoops or beanbags for balance, shape, and spatial awareness</li> <li>• Visual supports (pathway charts, level diagrams, energy vocabulary cards)</li> <li>• Classroom speaker system</li> </ul>

Marking Period 2 (MPIO)	Dance Curriculum Pacing Guide -Grade: 3
<p><b>MP 2</b></p> <p><b>Standards for Dance Content</b></p>	<ul style="list-style-type: none"> <li>• 1.1.3.DA.Cr1a: Generate movement ideas using repetition, contrast, and simple rhythmic patterns.</li> <li>• 1.1.3.DA.Cr2a: Organize movement into short choreographic structures such as AB, ABA, and call-and-response.</li> <li>• 1.1.3.DA.Cr3a: Refine choreography by improving transitions, clarity, and expressive intention.</li> <li>• 1.1.3.DA.Pr4a: Demonstrate spatial awareness, alignment, and safe practice during group movement.</li> <li>• 1.1.3.DA.Pr5a: Rehearse dance phrases with accuracy, rhythm, and coordinated timing.</li> <li>• 1.1.3.DA.Pr6a: Perform group dances with expressive qualities and attention to formations.</li> <li>• 1.1.3.DA.Re7a: Analyze patterns, sequences, and choreographic structures in dances viewed.</li> <li>• 1.1.3.DA.Re8a: Interpret how movement patterns contribute to meaning or story.</li> <li>• 1.1.3.DA.Cn10a: Connect movement patterns to patterns in music, math, and everyday routines.</li> <li>• 1.1.3.DA.Cn11a: Explore cultural dances that rely on repeated patterns and formations.</li> </ul>
<p><b>MP 2</b></p> <p><b>Topics</b></p>	<p>Exploring locomotor &amp; non-locomotor vocabulary</p> <p>Levels, shapes, and directions</p> <p>Movement qualities: sharp, smooth, heavy, light</p> <p>Creating contrasting phrases (fast vs. slow, big vs. small)</p> <p>Spatial pathways (straight, curved, diagonal)</p> <p>Partner work: mirroring and shadowing</p> <p>Group formations and spatial design</p> <p>Building a short phrase using qualities and pathways</p> <p>Refining movement clarity and transitions</p> <p>Mini in-class performance</p>

<p><b>MP 2</b></p> <p><b>Skills- Concepts</b></p>	<p>Moving with control using varied levels, pathways, and directions</p> <p>Demonstrating contrasting qualities (sharp/smooth, heavy/light, fast/slow)</p> <p>Collaborating with partners and groups in formation and timing</p> <p>Performing short movement phrases with accuracy and expression</p> <p>Using dynamics, shape, and spatial awareness to communicate meaning</p> <p>Creating phrases with transitions and simple choreographic structure</p> <p>Recognizing how movement expresses ideas, emotions, and cultural styles</p>
<p><b>MP 2</b></p> <p><b>Core Materials</b></p>	<ul style="list-style-type: none"> <li>• Open movement space</li> <li>• Music with varied tempos and energy qualities</li> <li>• Visual cards for pathways, levels, and qualities</li> <li>• Scarves, ribbons, or props for extension</li> <li>• Dance video excerpts from cultural and contemporary sources</li> </ul>

Marking Period 3 (MPIII)	Dance Curriculum Pacing Guide -Grade: 1
<p><b>MP 3</b></p> <p><b>Standards for Dance Content</b></p>	<ul style="list-style-type: none"> <li>• <b>DA:Cr1.1.1</b> Students explore movement ideas using levels, directions, and pathways.</li> <li>• <b>DA:Cr2.1.1</b> Students create simple movement phrases that show changes in speed, energy, and level.</li> <li>• <b>DA:Cr3.1.1</b> Students revise and improve their movement phrases based on feedback.</li> <li>• <b>DA:Pr4.1.1</b> Students demonstrate body awareness, safe movement, and spatial respect.</li> <li>• <b>DA:Pr5.1.1</b> Students practice and repeat movement patterns with increasing accuracy.</li> <li>• <b>DA:Pr6.1.1</b> Students perform short dances with focus and expressive intention.</li> <li>• <b>DA:Re7.1.1</b> Students identify movement qualities (fast, slow, sharp, smooth) and levels they see in a dance.</li> <li>• <b>DA:Re8.1.1</b> Students express what a dance makes them think or feel using simple descriptive words.</li> <li>• <b>DA:Cn10.1.1</b> Students connect movement choices to personal experiences or everyday actions.</li> <li>• <b>DA:Cn11.1.1</b> Students explore movement inspired by cultural dances from various traditions.</li> </ul>
<p><b>MP 3</b></p> <p><b>Topics</b></p>	<p>What is a movement pattern?</p> <p>AB patterns using shapes and actions</p> <p>ABA patterns using locomotor movement</p> <p>Adding rhythm and timing to patterns</p> <p>Group circle and line patterns</p> <p>Mirroring, echoing, and follow-the-leader</p> <p>Creating a group dance with repeating phrases</p> <p>Adding expressive details (energy, character)</p> <p>Rehearsing with focus and teamwork</p> <p>Sharing circle dance or class pattern dance</p>
<p><b>MP 3</b></p> <p><b>Skills- Concepts</b></p>	<p><b>Movement Patterns, Rhythm &amp; Sequence Performance:</b></p> <p>Students repeat and perform movement patterns while moving in rhythm, maintaining coordinated timing, and remembering short dance sequences.</p>

	<p><b>Choreographic Structure, Repetition &amp; Variation:</b> Students explore simple choreographic structures such as AB and ABA while using repetition and variation to organize and develop movement.</p> <p><b>Group Formation, Partner Work &amp; Cooperative Movement:</b> Students dance with partners and groups while practicing group formations, coordinated timing, and cooperative movement relationships.</p> <p><b>Understanding Patterns, Cultural Dance &amp; Movement Organization:</b> Students recognize how patterns help organize movement, understand how repetition supports clarity in dance, and explore how many cultural dances use repeated steps and group formations.</p>
<p><b>MP 3</b></p> <p><b>Core Materials</b></p>	<ul style="list-style-type: none"> <li>• Open dance space</li> <li>• Music with clear rhythmic patterns</li> <li>• Pattern cards (AB / ABA)</li> <li>• Scarves, ribbons, or props</li> <li>• Short video examples of cultural and children’s dances</li> </ul>

Marking Period 4 (MPIV)	Dance Curriculum Pacing Guide -Grade: 1
<p><b>MP 4</b></p> <p><b>Standards for Dance Content</b></p>	<ul style="list-style-type: none"> <li>• <b>DA:Cr1.1.1</b> Students explore movement ideas using levels, directions, and pathways.</li> <li>• <b>DA:Cr2.1.1</b> Students create simple movement phrases that show changes in speed, energy, and level.</li> <li>• <b>DA:Cr3.1.1</b> Students revise and improve their movement phrases based on feedback.</li> <li>• <b>DA:Pr4.1.1</b> Students demonstrate body awareness, safe movement, and spatial respect.</li> <li>• <b>DA:Pr5.1.1</b> Students practice and repeat movement patterns with increasing accuracy.</li> <li>• <b>DA:Pr6.1.1</b> Students perform short dances with focus and expressive intention.</li> <li>• <b>DA:Re7.1.1</b> Students identify movement qualities (fast, slow, sharp, smooth) and levels they see in a dance.</li> <li>• <b>DA:Re8.1.1</b> Students express what a dance makes them think or feel using simple descriptive words.</li> <li>• <b>DA:Cn10.1.1</b> Students connect movement choices to personal experiences or everyday actions.</li> <li>• <b>DA:Cn11.1.1</b> Students explore movement inspired by cultural dances from various traditions.</li> </ul>
<p><b>MP 4</b></p> <p><b>Topics</b></p>	<p>What is a story dance? Characters, feelings, and ideas</p> <p>Exploring expressive gestures</p> <p>Showing emotions through levels and energy</p> <p>Acting out settings or events through movement</p> <p>Beginning–middle–end structure in dance</p> <p>Learning a simple cultural or folk story dance</p> <p>Creating a group story dance</p> <p>Adding expressive details, props, or shapes</p> <p>Refining performance skills and transitions</p> <p>Class performance and reflection</p>
<p><b>MP 4</b></p> <p><b>Skills- Concepts</b></p>	<p><b>Expressive Movement, Storytelling &amp; Performance Confidence:</b> Students communicate feelings and ideas through expressive movement while performing locomotor and non-locomotor actions with clarity, focus, and confidence.</p>



	<p><b>Choreographic Structure, Narrative &amp; Movement Sequencing:</b> Students organize dance phrases using a beginning–middle–end structure while exploring storytelling through movement sequences.</p> <p><b>Dynamics, Energy &amp; Movement Qualities:</b> Students explore energy and dynamics such as fast/slow and sharp/smooth while using shape, gesture, and pathways to strengthen expressive movement.</p> <p><b>Collaboration, Audience Awareness &amp; Cultural Connections:</b> Students work cooperatively in small groups, understand the roles of performers and audiences, and explore how many world cultures use dance to share stories and traditions.</p>
<p><b>MP 4</b></p> <p><b>Core Materials</b></p>	<ul style="list-style-type: none"> <li>• Open movement space</li> <li>• Music for expressive and narrative movement</li> <li>• Scarves, ribbons, or simple props</li> <li>• Storybooks, character cards, or visual prompts</li> <li>• Video examples of global story-based dances</li> </ul>