

Marking Period 1 (MPI)	Dance Curriculum Pacing Guide -Grade: 3
<p>MP 1</p> <p>Standards for Dance Content</p>	<ul style="list-style-type: none"> • 1.1.5.DA.Cr1a: Generate movement ideas through improvisation using a variety of stimuli. • 1.1.5.DA.Cr2a: Use choreographic tools to organize and develop dance phrases with clear structure. • 1.1.5.DA.Cr3a: Revise and refine dance work based on feedback and self-reflection. • 1.1.5.DA.Pr4a: Demonstrate awareness of space, time, and energy while performing dance sequences. • 1.1.5.DA.Pr5a: Develop and refine dance techniques and movement skills through practice and repetition. • 1.1.5.DA.Pr6a: Convey meaning through dance performance using expressive qualities. • 1.1.5.DA.Re7a: Identify and describe dance elements and expressive qualities in performances. • 1.1.5.DA.Re8a: Apply criteria to evaluate dance performances. • 1.1.5.DA.Cn10a: Relate dance ideas to personal experiences and learning across content areas. • 1.1.5.DA.Cn11a: Describe how dance reflects cultural traditions and historical contexts.
<p>MP 1</p> <p>Topics</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>MP 1</p> <p>Skills- Concepts</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>MP 1</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Music recordings with varied tempos, rhythms, and cultural styles • Scarves, ribbons, or streamers for exploring energy, flow, and phrasing • Floor spots, tape, or markers to organize space, pathways, and formations • Hoops or beanbags for balance, shape, and spatial awareness • Visual supports (pathway charts, level diagrams, energy vocabulary cards) • Classroom speaker system

Marking Period 2 (MPIO)	Dance Curriculum Pacing Guide -Grade: 3
<p>MP 2</p> <p>Standards for Dance Content</p>	<ul style="list-style-type: none"> • 1.1.3.DA.Cr1a: Generate movement ideas using repetition, contrast, and simple rhythmic patterns. • 1.1.3.DA.Cr2a: Organize movement into short choreographic structures such as AB, ABA, and call-and-response. • 1.1.3.DA.Cr3a: Refine choreography by improving transitions, clarity, and expressive intention. • 1.1.3.DA.Pr4a: Demonstrate spatial awareness, alignment, and safe practice during group movement. • 1.1.3.DA.Pr5a: Rehearse dance phrases with accuracy, rhythm, and coordinated timing. • 1.1.3.DA.Pr6a: Perform group dances with expressive qualities and attention to formations. • 1.1.3.DA.Re7a: Analyze patterns, sequences, and choreographic structures in dances viewed. • 1.1.3.DA.Re8a: Interpret how movement patterns contribute to meaning or story. • 1.1.3.DA.Cn10a: Connect movement patterns to patterns in music, math, and everyday routines. • 1.1.3.DA.Cn11a: Explore cultural dances that rely on repeated patterns and formations.
<p>MP 2</p> <p>Topics</p>	<p>Exploring locomotor & 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>MP 2</p> <p>Skills- Concepts</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>MP 2</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Open movement space • Music with varied tempos and energy qualities • Visual cards for pathways, levels, and qualities • Scarves, ribbons, or props for extension • Dance video excerpts from cultural and contemporary sources

Marking Period 3 (MP3)	Dance Curriculum Pacing Guide -Grade: 3
<p>MP 3</p> <p>Standards for Dance Content</p>	<ul style="list-style-type: none"> • DA:Cr1.1.3 Students generate movement ideas using repetition, contrast, and simple rhythmic patterns. • DA:Cr2.1.3 Students organize movement into short choreographic structures such as AB, ABA, and call-and-response. • DA:Cr3.1.3 Students refine their choreography by improving transitions, clarity, and expressive intention. • DA:Pr4.1.3 Students demonstrate spatial awareness, alignment, and safe practice during group movement. • DA:Pr5.1.3 Students rehearse dance phrases with accuracy, rhythm, and coordinated timing. • DA:Pr6.1.3 Students perform group dances with expressive qualities and attention to formations. • DA:Re7.1.3 Students analyze patterns, sequences, and choreographic structures in dances they view. • DA:Re8.1.3 Students interpret how movement patterns contribute to meaning or story. • DA:Cn10.1.3 Students connect movement patterns to patterns in music, math, and everyday routines. • DA:Cn11.1.3 Students explore cultural dances that rely on repeated patterns and formations.
<p>MP 3</p> <p>Topics</p>	<p>Identifying patterns in movement</p> <p>AB choreographic structure</p> <p>ABA sequences using level, pathway, and quality</p> <p>Call-and-response movement phrases</p> <p>Working in groups: formations and transitions</p> <p>Adding rhythm and timing to patterns</p> <p>Creating a group patterned dance</p>

	<p>Refining intention, clarity, and dynamic contrast</p> <p>Rehearsing with coordinated timing</p> <p>Group performance and reflection</p>
<p>MP 3</p> <p>Skills- Concepts</p>	<p>Structured Movement Patterns, Rhythm & Transition Control: Students create structured movement phrases using forms such as AB, ABA, and call-and-response while maintaining rhythmic accuracy and refining transitions between movement sequences.</p> <p>Choreographic Structure, Repetition & Contrast: Students apply choreographic structures by using repetition and contrast to organize movement and develop clear dance phrases.</p> <p>Group Collaboration, Spatial Design & Ensemble Coordination: Students collaborate effectively in small groups while coordinating formations, spatial design, and timing within shared choreography.</p> <p>Expressive Intent, Cultural Context & Meaning in Dance: Students explore how dynamics and expressive choices communicate meaning, recognize how choreographic structures support storytelling, and examine how cultural dances use repeated patterns and group formations.</p>
<p>MP 3</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Open dance space • Music with clear rhythmic patterns and accents • Structural visual aids (AB/ABA diagrams, call-and-response cards) • Scarves, ribbons, or props to extend movement ideas • Video examples of patterned cultural dances and children’s choreography

Marking Period 4 (MPIV)	Dance Curriculum Pacing Guide -Grade: 3
<p>MP 4</p> <p>Standards for Dance Content</p>	<ul style="list-style-type: none"> • DA:Cr1.1.3 Students generate movement ideas using repetition, contrast, and simple rhythmic patterns. • DA:Cr2.1.3 Students organize movement into short choreographic structures such as AB, ABA, and call-and-response. • DA:Cr3.1.3 Students refine their choreography by improving transitions, clarity, and expressive intention. • DA:Pr4.1.3 Students demonstrate spatial awareness, alignment, and safe practice during group movement. • DA:Pr5.1.3 Students rehearse dance phrases with accuracy, rhythm, and coordinated timing. • DA:Pr6.1.3 Students perform group dances with expressive qualities and attention to formations. • DA:Re7.1.3 Students analyze patterns, sequences, and choreographic structures in dances they view. • DA:Re8.1.3 Students interpret how movement patterns contribute to meaning or story. • DA:Cn10.1.3 Students connect movement patterns to patterns in music, math, and everyday routines. • DA:Cn11.1.3 Students explore cultural dances that rely on repeated patterns and formations.
<p>MP 4</p> <p>Topics</p>	<p>What makes a dance tell a story? Character, emotion, setting</p> <p>Gesture and expressive movement vocabulary</p> <p>Using pathways, shapes, and dynamics to show meaning</p> <p>Exploring narrative structure: beginning–middle–end</p> <p>Learning a cultural story dance</p> <p>Choreographing small-group story dances</p> <p>Adding expressive qualities and transitions</p>

	<p>Rehearsing with attention to timing and formations</p> <p>Refining projection, expression, and clarity</p> <p>Performance and reflection</p>
<p>MP 4</p> <p>Skills- Concepts</p>	<p>Narrative Structure, Cultural Dance & Movement Storytelling: Students explore narrative structure (beginning–middle–end) while learning and analyzing a cultural story dance that demonstrates how movement communicates ideas and traditions.</p> <p>Choreographic Creation, Group Collaboration & Expressive Choices: Students choreograph small-group story dances while adding expressive qualities, gesture, and transitions to strengthen storytelling and character development.</p> <p>Rehearsal Technique, Timing & Formation Coordination: Students rehearse choreography with attention to timing, spatial formations, and coordinated ensemble movement to improve clarity and cohesion.</p> <p>Performance, Projection & Reflective Evaluation: Students refine projection, expression, and performance clarity, present their narrative dances, and reflect on how movement choices communicate meaning to an audience.</p>
<p>MP 4</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Open dance space • Music for expressive and narrative movement • Scarves, ribbons, or character-related props • Storybooks, poems, or image prompts • Videos of cultural story dances