

Grade 3 Module 2

Enduring Understanding

Creative Process: Movement can be organized to create dances.

Essential Questions

- How do you decide the sequence of a dance phrase or study?
- Why are the beginning and ending of a dance study so important?

Process	Process	Standards
Create	Generating Exploring Improvising Creating	2.1 Create and perform complex improvised movement patterns, dance sequences, and studies. 2.2 Improvise and select multiple possibilities to solve a given movement problem (e.g., find four different ways to combine a turn, stretch, and jump). <i>2.3 Create a sequence that has a beginning, a middle, and an end. Name and refine the parts of the sequence.</i> 2.8 Create, memorize and perform original movement sequences with a partner or small group
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	

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

Developing Concepts

Choreographic Principles and Processes: Dance Structure

Key Idea:

- Dances should have a clear beginning, middle, and end.

Knowledge

Vocabulary

- Entrance
- Exit
- Beginning, Middle, End

Skills

- Explore various options for beginning a movement study and ending a movement study (still shapes; entrances; exits)
- Make thoughtful choices in choreographing the beginning and ending of a movement study

Choreographic Principles and Processes: Sequencing

Key Idea:

- Choreographers explore movement possibilities and make conscious choices in creating movement sequences.

Knowledge

Vocabulary

- Sequence
- Exploration/Explore
- Improvisation/Improvise
- Choreograph
- Choreography
- Choreographer

Skills

- Explore and improvise multiple possibilities to solve a given movement problem
- Make choices in sequencing movements (movement selection)
- Articulate the reasons for your movement choices

Communication of Meaning: Building a Phrase

Key Idea:

- Choreographers create movement phrases around an idea.
- Ideas for movement are inspired by many things.

Knowledge

Vocabulary

- Phrase
- Movement Idea
- Sequence
- Inspire

Skills

- Respond to and generate ideas which inspire movement
- Identify a simple idea on which to build a phrase
- Explore movement possibilities around an idea
- Select and sequence movements to create a movement phrase
- Create a movement phrase with a clear beginning and ending.

Movement Invention: Using the Elements of Dance

Key Idea:

- Choreographers use the elements of dance (body, space, time and energy) to explore movement possibilities.

Knowledge

Vocabulary

- Elements of Dance (body, space time and energy/force)
- Exploration
- Improvisation

Skills

- Use the elements of dance to *explore* the possibilities of given movements, movement sequences and/or phrases
- Use the elements of dance to *extend and develop* given movements, movement sequences and/or phrases
- *Improvise* with a focus on the elements of dance

Movement Invention: The Process

Key Idea:

- Movement exploration and improvisation are an important part of the choreographic process. Choreographers explore movement and improvise in order to generate movement ideas for their dances.

Knowledge

Vocabulary

- Exploration
- Improvisation
- Movement Choices

Skills

- Use exploration and improvisation as means of movement invention in the choreographic process
- Use exploration and improvisation to expand/develop movement possibilities
- Make movement choices for dance sequences/studies from movement ideas generated in movement explorations and/or improvisations

Cooperation: Working with Others

Key Idea:

- Choreographers can work with others to create dances.
- Dancers can perform together in groups, e.g., duets, trio or quartets.

Knowledge

Vocabulary

- Cooperation
- Partner
- Duet
- Trio
- Quartet

Skills

- Work cooperatively with a partner or in a small group to create dance sequences or short dance studies
- Perform dance sequences or short dance studies in different groupings, e.g., duet, trio, quartet.

