

3RD GRADE DANCE CHECKLIST
Fine Arts Goals 25 – 27
Illinois Learning Standards A – B
Performance Descriptors

PRINCIPLES OF DANCE

- _____ Identify and describe basic locomotor and nonlocomotor movements in personal and peer performances.
- _____ Distinguish among spatial factors (direction, level, size, shape).
- _____ Describe quick/slow, strong/ light movements in personal and peer performances.
- _____ Create and demonstrate dances showing an understanding of AB form and logical sequencing of movement (beginning, middle, and ending).
- _____ Structure movements into dance phrases and sections.
- _____ Identify specific actions, gestures, and changes in movements that communicate feelings and ideas.

CONNECTIONS TO THE ARTS

- _____ Compare sensory elements, organizational principles, and expressive qualities shared among several art forms that express a similar idea (e.g. beginning, middle, and end in music, dance, and drama).
- _____ Compare the use of sound, movement, action, or visual images to express similar ideas (e.g., subject matter such as night, ocean; emotions/moods such as sad, scary).

PROCESSES, TOOLS, AND TECHNOLOGIES

- _____ Explain why the body is the main tool of dance.
- _____ Discuss ways words, sounds, pictures, props, and stories are used to create or perform dances.
- _____ Create and perform sequences/phrases that demonstrate the elements.

CREATION AND PERFORMANCE

- _____ Perform and differentiate among basic locomotor and nonlocomotor movements.
- _____ Perform using a series of shapes on different levels and create moving transitions between them.

- _____ Vary actions with regard to spatial elements (i.e., personal, shared, levels, directions, pathways, relationships, size).
- _____ Demonstrate a variety of beats, tempos, and rhythms in response to verbal cues.
- _____ Demonstrate changes in force/energy of movement (e.g., strong/light) in response to verbal cues when dancing.
- _____ Perform folk dance representative of a variety of cultures.
- _____ Improvise, create, and perform dances using a variety of resources: voice sounds, body sounds (e.g., clapping, patting, finger snapping), stories, poetry, images, props, and music.
- _____ Describe processes used when creating dances (e.g., imagining, visualizing, problem solving, how ideas are communicated through movement).

HISTORY, SOCIETY OF THE ARTS

- _____ Distinguish between appropriate and inappropriate audience behaviors.
- _____ React to performances/ art works in a respectful, constructive, and supportive manner.
- _____ Match the types of occupations with their art form (e.g., actor, director, playwright, designer with drama).
- _____ Compare ways the arts are used in a celebration (e.g., masks, costumes, banners, songs, dances).
- _____ List the things that artists make or do when they communicate through the arts (e.g., pictures, songs, advertisements, stories, movements, buildings).
- _____ Point out ways the arts are used for personal time and enrichment (e.g., concerts, plays, exhibits, broadcasts, social dances, choirs, lessons).
- _____ Describe occupations that are related to the arts (e.g., photographer, illustrator, composer, playwright, choreographer, architect).
- _____ Identify cultural characteristics of a work of art.
- _____ Describe how the arts inform viewers about people and events from history.
- _____ Name significant artists in dance, drama, music, or visual art.