Alabama Arts Education

Dance: Grade 4

CREATING 4.CR

Explore

1 Generate and conceptualize artistic ideas and work. 4.CR.1

- 1 Identify choreographic ideas generated from a variety of prompts and source materials. 4.CR.1.1
- 2 Develop a solution to a movement problem by utilizing the five elements of dance (body, action, space, time, and energy). 4.CR.1.2

Plan

2 Organize and develop artistic ideas and work. 4.CR.2

- 3 Modify choreographic devices to expand movement possibilities and create a variety of movement patterns and structures. 4.CR.2.3
- 4 Develop a dance study that expresses and communicates a main idea and explains the effectiveness of the movement choices. 4.CR.2.4

Revise

3 Refine and complete artistic work. 4.CR.3

- 5 Improve communication of artistic intent in a short dance study by revising movement based on peer feedback and self-reflection. 4.CR.3.5
- 6 Illustrate the relationship between two or more dancers in a dance phrase by drawing a picture or using symbols. 4.CR.3.6

PERFORMING 4.PR

Express

Skip to main content

4 Select, analyze, and interpret artistic work for presentation. 4.PR.4

7 Make static and dynamic shapes with positive and negative space and perform elevated shapes (jump shapes) with soft landings and movement sequences, alone and with others, establishing relationships with other dancers through focus of eyes. 4.PR.4.7

8 Recognize and respond to rhythm and tempo changes as they occur in music. 4.PR.4.8

a Accompany other dancers using a variety of percussive instruments and sounds. 4.PR.4.8.A

9 Analyze movements and phrases for use of energy and dynamic changes and use adverbs and adjectives to describe them. 4.PR.4.9

a Refine dance phrases by incorporating a range of movement characteristics, based on analysis of the phrases' energy and dynamic changes. 4.PR.4.9.A

Embody

5 Develop and refine artistic techniques and work for presentation. 4.PR.5

10 Demonstrate fundamental dance skills and movement qualities when replicating and recalling patterns and sequences of locomotor and non-locomotor movements. 4.PR.5.10

11 Explain effective ways to extend movement range, increase body strength, and develop endurance for injury prevention. 4.PR.5.11

12 Synchronize phrases and timing with other dancers by cueing off each other and responding to stimuli. 4.PR.5.12

a Reflect on and respond to feedback from others to inform personal dance performance goals. 4.PR.5.12.A

Present

6 Convey meaning through the presentation of artistic work. 4.PR.6

13 Model performer etiquette in all aspects of performance space including onstage, backstage, dressing room, and back of house. 4.PR.6.13

14 Identify and experiment with a variety of production elements to heighten the artistic intent and audience experience. 4.PR.6.14

RESPONDING 4.RE

Analyze

7 Perceive and analyze artistic work. 4.RE.7

15 Identify patterns of movement that illustrate style or intent in dance works. 4.RE.7.15

Skip to main content

Interpret

8 Interpret intent and meaning in artistic work. 4.RE.8

16 Explain how specific context cues from movement relate to the main idea of the dance, using basic dance terminology. 4.RE.8.16

Critique

9 Apply criteria to evaluate artistic work. 4.RE.9

17 Explain why movement choices from dances of specific genres, styles, or cultures are fitting to a specific dance. 4.RE.9.17

CONNECTING 4.CN

Synthesize

10 Synthesize and relate knowledge and personal experiences to make art. 4.CN.10

18 Relate the main idea or content in a dance to other experiences and explain how the main idea of a dance is similar to or different from one's own experiences, relationships, ideas, or perspectives. 4.CN.10.18

19 Develop and research a question relating to a topic of study in school and choreograph movements to communicate key aspects of the topic. 4.CN.10.19

a Discuss what was learned from creating a dance designed to communicate about a topic and describe how the topic might be communicated using another form of expression. 4.CN.10.19.A

Relate

11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. 4.CN.11

20 Explain how and why a dance originates from a culture, society, historical period, or community. 4.CN.11.20