Arizona Arts

Dance: Grade 4

Adopted 2015

Creating

1. **Generate and conceptualize artistic ideas and work**
   a. Adjust body-use to coordinate with a partner or other dancers to safely change levels, directions and pathway designs through leading and following improvisational strategies.
   b. Explore a given movement problem by combining a variety of movements and manipulating the elements of dance.
   c. Experiment with a variety of self-identified stimuli and build content for choreography using several stimuli (e.g., music/sound, text, objects, images, observed dance, experiences, literary forms, natural phenomena).

2. **Organize and develop artistic ideas and work**
   a. Explore and develop basic choreographic structures to create and modify movement material (e.g. devices, forms, principles).
   b. Develop a dance sequence that expresses and communicates an idea or feeling. Discuss the effect of the movement choices.

3. **Refine and complete artistic work**
   a. Revise movement choices in response to feedback from others to improve a short dance study. Describe the differences the changes made in the dance.
   b. Depict the dance elements of body, shape, effort, and space in a dance sequence by drawing a picture map or using symbols (e.g. body actions, spatial pathways, relationships, dynamics, and rhythm).

Performing

4. **Select, Analyze and Interpret artistic work for performance**
   a. Identify symmetrical and asymmetrical body shapes and examine relationship between body parts. Demonstrate shapes with positive and negative space. Move through general space with an awareness of the other dancers. Establish relationships with other dancers through focus.
   b. Dance to a variety of rhythmic patterns. Recognize and respond to tempo changes as they occur in dance and music. Perform movement sequences that show the ability to respond to changes in time.
   c. Change use of energy/effort and dynamics by modifying movements and applying specific movement qualities to heighten the effect of their intent.

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5. **Develop and refine artistic techniques and work for presentation**

a. Demonstrate fundamental dance skills (for example, alignment, coordination, balance) when replicating and recalling patterns and sequences of locomotor and non-locomotor movements.

b. Demonstrate safe body-use practices during movement, technical exercises and combinations that promote strength, flexibility, and endurance. Identify healthful eating habits.

c. Coordinate sequences and timing with other dancers, and refine spatial relationships that reflect an awareness of self, others, and the environment.

6. **Convey meaning through the presentation of artistic work.**

a. Identify the main areas of a performance space using production terminology (for example, stage right, stage left, center stage, upstage, and downstage). Demonstrate the ability to adapt dance to alternative performance venues by modifying spacing and movements to the performance space.

b. Identify, explore, and select a variety of production elements (costumes, props, music, scenergy, lighting or media) to heighten the artistic intent and audience experience of a dance performed in a chosen performance space.

Responding

7. **Perceive and analyze artistic work**

a. Identify a movement pattern that creates a dance sequence in a dance work.

b. Demonstrate, explain and describe, using basic dance terminology, the qualities and characteristics of style used in a dance from an established dance genre or one's own cultural movement practice.

8. **Interpret intent and meaning in artistic work**

a. Explain (ex: verbally, in writing, visually) how the movements in a dance communicate the main idea. Relate movements, ideas, and context to interpret their meaning using basic dance terminology.

9. **Apply criteria to evaluate artistic work**

a. Describe and define the characteristics that make a dance artistic and meaningful using basic dance terminology, and develop, understand and apply artistic criteria for evaluating dance.

Connecting

10. **Synthesize and relate knowledge and personal experiences to make art**

a. Analyze and compare dance elements that elicit a specific personal response. Discuss ideas and feelings evoked by the dance, and how your response to the work relates to social and cultural experiences.

b. Investigate an idea from another discipline of study and express the information through movement. Communicate how the movement expressed the ideas and what was learned from the experience through oral, written, visual or movement form.

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

    a. Investigate the dance literacy skills of dance observation and writing, understanding cultural influences, engaging in dialogue, and utilizing technology and symbol systems in one's learning.