Florida Fine Arts

Dance: Grade 1

Adopted 2010

Critical Thinking and Reflection

Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

1. Identify and respond to the feelings expressed in movement pieces. DA.1.C.1.1
2. Repeat simple movements from verbal cueing. DA.1.C.1.2

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Recognize and respond to the feelings expressed in movement pieces. DA.1.C.1.IN.A

b. Repeat simple movements from a model. DA.1.C.1.IN.B

Supported

a. Associate selected movements with feelings. DA.1.C.1.SU.A

b. Respond to directions. DA.1.C.1.SU.B

Participatory

a. Explore selected movements. DA.1.C.1.PA.A

Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

1. Make movement choices, using one or more given elements, to complete a short phrase. DA.1.C.2.1

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Imitate a variety of movements to explore elements of movement. DA.1.C.2.IN.A

Supported

a. Imitate gross- and fine-motor movements. DA.1.C.2.SU.A

Participatory

a. Explore basic gross-motor movements. DA.1.C.2.PA.A

The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

Skip to main content

1. Share personal opinions on selected movement pieces, recognizing that individual opinions often vary. DA.1.C.3.1

   Access Point for Students with Significant Cognitive Disabilities

   Independent

   a. Express an opinion about selected dance performances. DA.1.C.3.IN.A

   Supported

   a. Identify preferred simple dances. DA.1.C.3.SU.A

   Participatory

   a. Explore dance performances. DA.1.C.3.PA.A

Skills, Techniques, and Processes

The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

1. Discover movement through exploration, creativity, self-discovery, and experimentation in dance. DA.1.S.1.1
2. Explore how body parts move by using imitation and imagery. DA.1.S.1.2

   Access Point for Students with Significant Cognitive Disabilities

   Independent

   a. Imitate a variety of movements related to dance. DA.1.S.1.IN.A

   Supported

   a. Imitate gross- and fine-motor movements. DA.1.S.1.SU.A

   Participatory

   a. Explore basic gross-motor movements. DA.1.S.1.PA.A

Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

1. Listen attentively and follow directions when learning movement skills and sequences. DA.1.S.2.1
2. Practice simple dance sequences with assistance. DA.1.S.2.2
3. Perform simple movements on both sides of the body. DA.1.S.2.3

   Access Point for Students with Significant Cognitive Disabilities

   Independent

   a. Imitate a variety of movements related to dance. DA.1.S.2.IN.A

   Supported

   a. Imitate gross- and fine-motor movements. DA.1.S.2.SU.A

   Participatory

   a. Explore basic gross-motor movements. DA.1.S.2.PA.A

Skip to main content

Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

1. Imitate basic body postures and maintain a pose in a held stance. DA.1.S.3.1
2. Repeat simple body movements to strengthen and stretch the body. DA.1.S.3.2
3. Practice moving body parts in and through space to develop coordination. DA.1.S.3.3
4. Demonstrate acuity in transferring given rhythmic patterns from the aural to the kinesthetic. DA.1.S.3.4
5. Explore, manipulate, and manage concepts of personal and general space by moving in different levels and directions. DA.1.S.3.5

Access Point for Students with Significant Cognitive Disabilities

Independent

b. Imitate a variety of rhythmic patterns. DA.1.S.3.IN.B
c. Explore concepts of personal and general space. DA.1.S.3.IN.C

Supported

a. Imitate gross- and fine-motor movements. DA.1.S.3.SU.A
b. Explore a variety of rhythmic patterns. DA.1.S.3.SU.B

Participatory

a. Explore basic gross-motor movements. DA.1.S.3.PA.A
b. Attend to a variety of rhythmic patterns. DA.1.S.3.PA.B
c. Explore a variety of dance elements. DA.5.S.3.PA.C

Organizational Structure

Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

1. Experiment with given elements to develop knowledge of their characteristics. DA.1.0.1.1
2. Demonstrate awareness of expectations in class and at informal performances. DA.1.0.1.2

Skip to main content

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Experiment with movements or phrases based on the elements of dance. DA.1.O.1.IN.A

b. Demonstrate awareness of appropriate audience etiquette. DA.1.O.1.IN.B

Supported

a. Explore a variety of movement tempos and levels. DA.1.O.1.SU.A

b. Respond respectfully to informal performances. DA.1.O.1.SU.B

Participatory

a. Explore dance movements. DA.1.O.1.PA.A

b. Attend to informal performances. DA.1.O.1.PA.B

The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

1. Select and apply a change in tempo or level to transform the meaning, feeling, or look of a movement or phrase. DA.1.O.2.1

   Access Point for Students with Significant Cognitive Disabilities

   Independent

   a. Imitate a change in tempo or level to transform the meaning, feeling, or look of a movement or phrase. DA.1.O.2.IN.A

   Supported

   a. Explore a variety of movement tempos and levels. DA.1.O.2.SU.A

   b. Participatory DA.68.O.2.PA.B

      a. Explore dance movements. DA.1.O.2.PA.A

Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

1. Create movement phrases to express a feeling, idea, or story. DA.1.O.3.1
2. Use accurate dance terminology to describe specified movements and shapes. DA.1.O.3.2

Skip to main content

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Imitate movement phrases to express a feeling, idea, or story. DA.1.O.3.IN.A

b. Associate dance terminology with specified movements and shapes. DA.1.O.3.IN.B

Supported

a. Imitate movements. DA.1.O.3.SU.A

b. Respond to directions. DA.1.O.3.SU.B

Participatory

a. Respond to selected movements. DA.1.O.3.PA.A

b. Attend to dance terminology. DA.1.O.3.PA.B

Historical and Global Connections

Through study in the arts, we learn about and honor others and the worlds in which they live(d).

1. Practice children's dances from around the world. DA.1.H.1.1

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Practice specified movement sequences in dance using associated traditional music. DA.1.H.1.IN.A

Supported

a. Explore specified movement in dance. DA.1.H.1.SU.A

Participatory

a. Respond to dance and music. DA.1.H.1.PA.A

Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

1. Perform movement that infuses music, language, and numbers. DA.1.H.3.1

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Explore a variety of dance movements. DA.1.H.3.IN.A

Supported

a. Explore a variety of gross-and fine-motor movements. DA.1.H.3.SU.A

Participatory

a. Practice selected gross-motor movements. DA.1.H.3.PA.A

Inr an

Skip to main content

reating, interpreting, and responding in the arts stimulate the imagination and ncourage innovation and creative risk-taking.

1. Create dances, with or without manipulatives, which imitate animated shapes, letters, animals, and/or storybook characters. DA.1.F.1.1

   Access Point for Students with Significant Cognitive Disabilities

   Independent

   a. Demonstrate a variety of movements with or without manipulatives. DA.1.F.1.IN.A

   Supported

   a. Explore a variety of movements with or without manipulatives. DA.1.F.1.SU.A

   Participatory

   a. Attend to a variety of movements with or without manipulatives. DA.1.F.1.PA.A

The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

1. Follow directions given by the teacher or by peers in small groups. DA.1.F.3.1

   Access Point for Students with Significant Cognitive Disabilities

   Independent

   a. Follow teacher directions and explore tasks related to dance. DA.1.F.3.IN.A

   Supported

   a. Follow teacher directions. DA.1.F.3.SU.A

   Participatory

   a. Respond to teacher directions. DA.1.F.3.PA.A