

Dance: Grade 1 - Access Points

Critical Thinking and Reflection

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

- 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](#)
- a Explore selected movements. [DA.1.C.1.PA.A](#)
- a Associate selected movements with feelings. [DA.1.C.1.SU.A](#)
- b Respond to directions. [DA.1.C.1.SU.B](#)

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

- a Imitate a variety of movements to explore elements of movement. [DA.1.C.2.IN.A](#)
- a Explore basic gross-motor movements. [DA.1.C.2.PA.A](#)
- a Imitate gross- and fine-motor movements. [DA.1.C.2.SU.A](#)

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

- a Express an opinion about selected dance performances. [DA.1.C.3.IN.A](#)
- a Explore dance performances. [DA.1.C.3.PA.A](#)
- a Identify preferred simple dances. [DA.1.C.3.SU.A](#)

Innovation, Technology, and the Future

Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

- a Demonstrate a variety of movements with or without manipulatives. [DA.1.F.1.IN.A](#)
- a Attend to a variety of movements with or without manipulatives. [DA.1.F.1.PA.A](#)
- a Explore a variety of movements with or without manipulatives. [DA.1.F.1.SU.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.

- a Follow teacher directions and explore tasks related to dance. [DA.1.F.3.IN.A](#)
 - a Respond to teacher directions. [DA.1.F.3.PA.A](#)
 - a Follow teacher directions. [DA.1.F.3.SU.A](#)
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Historical and Global Connections

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

- a Practice specified movement sequences in dance using associated traditional music. [DA.1.H.1.IN.A](#)
- a Respond to dance and music. [DA.1.H.1.PA.A](#)
- a Explore specified movement in dance. [DA.1.H.1.SU.A](#)

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

- a Explore a variety of dance movements. [DA.1.H.3.IN.A](#)
- a Practice selected gross-motor movements. [DA.1.H.3.PA.A](#)
- a Explore a variety of gross- and fine-motor movements. [DA.1.H.3.SU.A](#)

Organizational Structure

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

- 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](#)
- a Explore dance movements. [DA.1.O.1.PA.A](#)
- b Attend to informal performances. [DA.1.O.1.PA.B](#)
- 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](#)

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

- 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](#)
- a Explore dance movements. [DA.1.O.2.PA.A](#)
- a Explore a variety of movement tempos and levels. [DA.1.O.2.SU.A](#)

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

- 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](#)
 - a Respond to selected movements. [DA.1.O.3.PA.A](#)
 - b Attend to dance terminology. [DA.1.O.3.PA.B](#)
 - a Imitate movements. [DA.1.O.3.SU.A](#)
 - b Respond to directions. [DA.1.O.3.SU.B](#)
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Skills, Techniques, and Processes

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

- a** Imitate a variety of movements related to dance. [DA.1.S.1.IN.A](#)
 - a** Explore basic gross-motor movements. [DA.1.S.1.PA.A](#)
 - a** Imitate gross- and fine-motor movements. [DA.1.S.1.SU.A](#)
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Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

- a** Imitate a variety of movements related to dance. [DA.1.S.2.IN.A](#)
 - a** Explore basic gross-motor movements. [DA.1.S.2.PA.A](#)
 - a** Imitate gross- and fine-motor movements. [DA.1.S.2.SU.A](#)
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Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

- a** Imitate basic body postures and movements. [DA.1.S.3.IN.A](#)
- 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](#)
- 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](#)
- 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](#)