Florida Fine Arts

Dance: Grade 3

Adopted 2010

Critical Thinking and Reflection

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

1. Identify one or more elements and, using accurate dance terminology, discuss how they are used to shape a piece into a dance. DA.3.C.1.1
2. Learn movement quickly and accurately through application of learning strategies. DA.3.C.1.2
3. Identify and demonstrate changes made in various elements of a movement piece. DA.3.C.1.3

   Access Point for Students with Significant Cognitive Disabilities

   Independent

   a. Identify the basic elements of dance. DA.3.C.1.IN.A
   b. Repeat simple movements from verbal cueing. DA.3.C.1.IN.B

   Supported

   a. Recognize selected basic elements of dance. DA.3.C.1.SU.A
   b. Repeat simple movements from a model. DA.3.C.1.SU.B

   Participatory

   a. Explore selected basic elements of dance. DA.3.C.1.PA.A
   b. Respond to directions. DA.3.C.1.PA.B

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

1. Apply knowledge of basic elements of dance to identify examples in a dance piece. DA.3.C.2.1
2. Share and apply feedback to improve the quality of dance movement. DA.3.C.2.2

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Identify the basic elements of dance. DA.3.C.2.IN.A

b. Use defined criteria to identify strengths and weaknesses of dance movement. DA.3.C.2.IN.B

Supported

a. Recognize selected basic elements of dance. DA.3.C.2.SU.A

b. Use a defined criterion to recognize a strength or weakness of dance movement. DA.3.C.2.SU.B

Participatory

a. Explore selected basic elements of dance. DA.3.C.2.PA.A

b. Select a strength or weakness of a dance movement. DA.3.C.2.PA.B

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

1. Examine one element of a dance piece and judge how well it expressed or supported the given intent. DA.3.C.3.1

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Identify selected elements of dance to provide a foundation for evaluation. DA.3.C.3.IN.A

Supported

a. Recognize selected elements of dance. DA.3.C.3.SU.A

Participatory

a. Recognize a characteristic of dance. DA.3.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. Create movement to express feelings, images, and stories. DA.3.S.1.1
2. Respond to improvisation prompts, as an individual or in a group, to explore new ways to move. DA.3.S.1.2
3. Explore positive and negative space to increase kinesthetic awareness. DA.3.S.1.3
4. Create dance sequences, based on expanded, everyday gestures and/or movements. DA.3.S.1.4

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Create movement to express feelings or story characteristics. DA.3.S.1.IN.A

b. Explore movement in space to increase kinesthetic awareness. DA.3.S.1.IN.B

Supported

a. Imitate movement to express feelings or story characteristics. DA.3.S.1.SU.A

b. Imitate movement in space to increase kinesthetic awareness. DA.3.S.1.SU.B

Participatory

a. Imitate movements. DA.3.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. Explain why focus and cooperation are important in class and performance. DA.3.S.2.1
2. Learn and repeat movement using observation and listening skills. DA.3.S.2.2
3. Practice simple dance movements on both sides and facing in different directions. DA.3.S.2.3
4. Use learning strategies to remember movement between classes and rehearsals. DA.3.S.2.4

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Demonstrate a variety of cooperative skills in class and performance. DA.3.S.2.IN.A

b. Follow a variety of movement sequences to completion. DA.3.S.2.IN.B

Supported

a. Demonstrate selected cooperative skills in class. DA.3.S.2.SU.A

b. Imitate familiar movement sequences. DA.3.S.2.SU.B

Participatory

a. Cooperate with peers and staff. DA.3.S.2.PA.A

b. Imitate a sequence of two or more movements. DA.3.S.2.PA.B

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

1. Demonstrate appropriate posture with strength in the abdomen and length in the spine. DA.3.S.3.1
2. Perform safe practice exercises for increasing strength, flexibility, and range of motion. DA.3.S.3.2

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Perform far-reach exercises to demonstrate knowledge of the use of line in movement. DA.3.S.3.3

4. Identify and demonstrate an understanding of the elements of time. DA.3.S.3.4
5. Maintain center line of balance in place, in transfer of weight, and while changing levels. DA.3.S.3.5
6. Execute a movement sequence, in and through space, with a specific expression. DA.3.S.3.6
7. Rehearse movements and dance sequences to develop coordination and agility in muscular groups. DA.3.S.3.7

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Demonstrate the safe practice of dance movements, techniques, and processes. DA.3.S.3.IN.A

Supported

a. Imitate basic movements and postures. DA.3.S.3.SU.A

Participatory

a. Practice selected body movements. DA.3.S.3.PA.A
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. Relate how the elements of dance are applied in classwork to how they are used in dance pieces. DA.3.O.1.1
2. Identify the procedures and structures common to dance classes. DA.3.O.1.2

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Experiment with given elements to develop knowledge of their characteristics. DA.3.O.1.IN.A
b. Demonstrate awareness of expectations in class and at informal performances. DA.3.O.1.IN.B

Supported

a. Experiment with movements or phrases based on the elements of dance. DA.3.O.1.SU.A
b. Demonstrate awareness of appropriate audience etiquette. DA.3.O.1.SU.B

Participatory

a. Explore a variety of dance elements. DA.3.O.1.PA.A
b. Imitate a specified procedure at performances. DA.3.O.1.PA.B

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

1. Select an element to change within a phrase and discuss the results. DA.3.O.2.1

   Access Point for Students with Significant Cognitive Disabilities

   Independent

   a. Apply a selected change in tempo or level to transform the meaning, feeling, or look of a movement or phrase. DA.3.O.2.IN.A

   Supported

   a. Imitate a change in tempo or level to transform the meaning, feeling, or look of a movement or phrase. DA.3.O.2.SU.A

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

      a. Explore a variety of movement tempos and levels. DA.3.O.2.PA.A

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

1. Translate words, pictures, or movements into dance to express ideas or feelings. DA.3.O.3.1
2. Use accurate dance terminology to respond to and communicate about dance. DA.3.O.3.2
3. Share, using accurate dance terminology, ways in which dance communicates its meaning to the audience. DA.3.O.3.3

   Access Point for Students with Significant Cognitive Disabilities

   Independent

   a. Use movements or gestures to convey meaning. DA.3.O.3.IN.A

   b. Use previously taught dance terminology to communicate about dance. DA.3.O.3.IN.B

   Supported

   a. Imitate movements or gestures that convey meaning. DA.3.O.3.SU.A

   b. Recognize selected terminology unique to dance. DA.3.O.3.SU.B

   Participatory

   a. Recognize the meaning of selected movements or gestures. DA.3.O.3.PA.A

   b. Respond to dance movements. DA.3.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 and perform social, cultural, or folk dances, using associated traditional music, to identify commonalities and differences. DA.3.H.1.1

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Practice and perform social, cultural, or folk dances using associated traditional music. DA.3.H.1.IN.A

Supported

a. Practice specified movement sequences in dance using associated traditional music. DA.3.H.1.SU.A

Participatory

a. Explore movement in dance. DA.3.H.1.PA.A

The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

1. Discuss the roles that dance has played in various social, cultural, and folk traditions. DA.3.H.2.1

   Access Point for Students with Significant Cognitive Disabilities

   Independent

   a. Identify roles that dance plays in society. DA.3.H.2.IN.A

   Supported

   a. Recognize a role dance plays in society. DA.3.H.2.SU.A

   Participatory

   a. Explore the roles dance plays in social gatherings. DA.3.H.2.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. Create and perform a dance, inspired by developmentally appropriate literature, stories, or poems, that has a beginning, middle, and end. DA.3.H.3.1
2. Identify connections between the skills required to learn dance and the skills needed in other learning environments. DA.3.H.3.2

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Create movement sequences inspired by developmentally appropriate literature, stories, or poems that have a beginning, middle, and end. DA.3.H.3.IN.A

b. Identify skills learned in dance needed in other contexts. DA.3.H.3.IN.B

Supported

a. Re-create movement sequences inspired by developmentally appropriate literature, stories, or poems that have a beginning, middle, and end. DA.3.H.3.SU.A

b. Recognize a skill learned in dance needed in other contexts. DA.3.H.3.SU.B

Participatory

a. Respond to movement sequences inspired by developmentally appropriate literature, stories, or poems that have a beginning, middle, and end. DA.3.H.3.PA.A

b. Recognize a skill used in dance. DA.3.H.3.PA.B

Innovation, Technology, and the Future

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

1. Create dance pieces that interpret characters from stories, poems, and other literature sources. DA.3.F.1.1

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Create, interpret, and respond to movements that represent a story character. DA.3.F.1.IN.A

Supported

a. Create, interpret, or respond to movements that represent a story character. DA.3.F.1.SU.A

Participatory

a. Respond to a variety of movements. DA.3.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. Be on time and prepared for classes, and work successfully in small- and large-group cooperative settings, following directions given by the teacher or peers. DA.3.F.3.1

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Be prepared for class and collaborate with peers in tasks related to dance. DA.3.F.3.IN.A

Supported

a. Collaborate with peers in tasks related to dance. DA.3.F.3.SU.A

Participatory

a. Explore collaborative tasks related to dance. DA.3.F.3.PA.A