Florida Fine Arts

Dance: Grade 4

Adopted 2010

Critical Thinking and Reflection

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

1. Create a tableau, theme, or main idea in a dance piece to explore the potential of shapes and space. DA.4.C.1.1
2. Learn and produce short movement sequences, assisted by the teacher, using observation, imitation, and musical cues. DA.4.C.1.2
3. Identify points within a dance piece at which mood, character, or meaning change abruptly or evolve. DA.4.C.1.3

   Access Point for Students with Significant Cognitive Disabilities

   Independent

   a. Use movement sequences to express an idea. DA.4.C.1.IN.A
   b. Identify points within a dance piece at which character changes abruptly or evolves. DA.4.C.1.IN.B

   Supported

   a. Imitate movement sequences that express an idea. DA.4.C.1.SU.A
   b. Recognize significant changes within a dance piece. DA.4.C.1.SU.B

   Participatory

   a. Contribute to movement sequences that express an idea. DA.4.C.1.PA.A
   b. Respond to change within a dance piece. DA.4.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 the basic elements of dance to suggest changes in a movement piece. DA.4.C.2.1
2. Demonstrate the ability to participate in objective feedback sessions as a means of evaluating one's own and others' work. DA.4.C.2.2

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Suggest changes in a movement piece based on selected elements of dance. DA.4.C.2.IN.A

b. Suggest changes in a movement piece based on the feedback of others. DA.4.C.2.IN.B

Supported

a. Recognize basic dance elements to provide a foundation for improvement. DA.4.C.2.SU.A

b. Use the feedback of others to make adjustments to a movement piece. DA.4.C.2.SU.B

Participatory

a. Express a dance preference. DA.4.C.2.PA.A

b. Use the feedback of others to make adjustments to movements. DA.4.C.2.PA.B

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

1. Evaluate a dance by examining how effectively two or more elements were used in the piece. DA.4.C.3.1

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Evaluate a dance by examining how effectively an element is used in the piece. DA.4.C.3.IN.A

Supported

a. Recognize basic dance elements to provide a foundation for evaluation. DA.4.C.3.SU.A

Participatory

a. Express a dance preference. DA.4.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 sequences that are personally meaningful and/or express an idea. DA.4.S.1.1
2. Improvise to music, using choreographic principles, and match tempo, phrasing, style, and emotion. DA.4.S.1.2
3. Use kinesthetic awareness to explore movement in personal space and relative to other dancers. DA.4.S.1.3

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Change isolations, level, direction, or tempo to explore movement choices. DA.4.S.1.4

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Create movement sequences to express feelings or story characteristics. DA.4.S.1.IN.A

b. Adjust movement sequences to respond to music's tempo, phrasing, style, and emotion. DA.4.S.1.IN.B

c. Follow body-part initiation through space to increase kinesthetic awareness. DA.4.S.1.IN.C

Supported

a. Imitate movement sequences to express feelings or story characteristics. DA.4.S.1.SU.A

b. Adjust movement sequences to respond to music's tempo and emotion. DA.4.S.1.SU.B

c. Re-create a variety of movements related to dance. DA.4.S.1.SU.C

Participatory

a. Imitate movement sequences. DA.4.S.1.PA.A

b. Adjust movement sequences to respond to music's tempo. DA.4.S.1.PA.B

c. Re-create gross- and fine-motor movements. DA.4.S.1.PA.C

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

1. Display attention, cooperation, and focus during class and performance. DA.4.S.2.1
2. Recall and perform movement in short sequences to improve memorization and speed of replication. DA.4.S.2.2
3. Replicate movement sequences on opposite sides of the body or in the opposite direction. DA.4.S.2.3
4. Demonstrate application and memorization of corrections given by the teacher. DA.4.S.2.4

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Demonstrate focus and concentration while listening to instructions and observing others' movement. DA.4.S.2.IN.A

b. Re-create movement in short sequences to improve memorization. DA.4.S.2.IN.B

c. Use teacher feedback to revise performance of movement sequences. DA.4.S.2.IN.C

Supported

a. Re-create a variety of movements related to dance. DA.4.S.2.SU.A

b. Use teacher feedback to revise performance of movements. DA.4.S.2.SU.B

Participatory

a. Re-create gross- and fine-motor movements. DA.4.S.2.PA.A

b. Use teacher feedback to revise gross- and fine-motor movements. DA.4.S.2.PA.B

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

1. Observe and practice appropriate alignment of the torso, arms, and legs in a given dance sequence, using assisted correction, allegory, and/or imagery to support understanding and successful repetition. DA.4.S.3.1
2. Identify weaknesses in personal strength, flexibility, and range of motion, and apply basic, safe practice exercises to address the need. DA.4.S.3.2
3. Practice weight shift and transitions through plié, élévation, piqué, and chassé. DA.4.S.3.3
4. Replicate timing, rhythm, and accents demonstrated by the teacher and peers. DA.4.S.3.4
5. Maintain center of balance in various positions. DA.4.S.3.5
6. Practice varying expression and intention by moving in dance sequences using direct and indirect space and active and passive energy. DA.4.S.3.6
7. Repeat dance sequences with increasing speed and articulation to develop agility and coordination. DA.4.S.3.7

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Practice given movements to show coordination between body parts. DA.4.S.3.IN.A

b. Demonstrate the safe practice of a variety of dance techniques and processes. DA.4.S.3.IN.B

c. Replicate a demonstrated rhythm in time to musical accompaniment. DA.4.S.3.IN.C

d. Maintain balance in basic positions and in shifting weight. DA.4.S.3.IN.D

Supported

a. Demonstrate the safe practice of dance skills and techniques. DA.4.S.3.SU.A

b. Repeat movement sequences to musical accompaniment. DA.4.S.3.SU.B

c. Maintain balance in basic positions. DA.4.S.3.SU.C

Participatory

a. Imitate a sequence of two or more movements related to dance. DA.4.S.3.PA.A

b. Maintain stable basic positions. DA.4.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. Describe how the elements of dance are used in class and in dance pieces. DA.4.O.1.1
2. Describe how the procedures and structures in a dance class help create a positive and healthful environment for learning. DA.4.O.1.2
3. Investigate the positions, initiations, and movements within a given step. DA.4.O.1.3

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Identify the elements of dance in planned and improvised dance pieces to show awareness of structure. DA.4.O.1.IN.A

b. Identify and practice specified procedures and etiquette in dance class and at performances. DA.4.O.1.IN.B

Supported

a. Improvise a movement sequence based on the elements of dance. DA.4.O.1.SU.A

b. Practice specified procedures and audience etiquette. DA.4.O.1.SU.B

Participatory

a. Imitate a movement sequence based on the elements of dance. DA.4.O.1.PA.A

b. Practice a specified element of audience etiquette at performances. DA.4.O.1.PA.B

c. Participate in a movement sequence based on the elements of dance. DA.4.O.1.PA.C

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

1. Experiment with a dance phrase by using a variety of elements to create a variation on the original work. DA.4.O.2.1
2. Describe how the contributions of one or more selected innovators changed a particular genre or dance form. DA.4.O.2.2

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Change the feeling, meaning, or look of a movement phrase by altering the elements of dance. DA.4.O.2.IN.A

b. Associate dance characteristics with selected innovative artists. DA.4.O.2.IN.B

Supported

a. Imitate dance sequences having different elements. DA.4.O.2.SU.A

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

a. Imitate dance movements. DA.4.O.2.PA.A

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

1. Express ideas through movements, steps, and gestures. DA.4.O.3.1

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Use accurate dance terminology as a means of asking questions, discussing dances, and learning new dance pieces. DA.4.O.3.2

3. Respect varying interpretations of a dance, recognizing that viewer perspectives may be different. DA.4.O.3.3

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Use movement and gestures to convey meaning. DA.4.O.3.IN.A
b. Use previously taught dance terminology to learn a dance piece. DA.4.O.3.IN.B
c. Respond to dance performance with proper audience etiquette. DA.4.O.3.IN.C

Supported

a. Imitate movement and gestures that convey meaning. DA.4.O.3.SU.A
b. Use previously taught selected dance terminology to communicate about dance. DA.4.O.3.SU.B
c. Imitate proper audience etiquette. DA.4.O.3.SU.C

Participatory

a. Recognize the meaning of selected movements and gestures. DA.4.O.3.PA.A
b. Recognize selected dance movements. DA.4.O.3.PA.B
c. Recognize a characteristic of proper audience etiquette. DA.4.O.3.PA.C

Historical and Global Connections

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

1. Perform dances from different cultures, emulating the essential movement characteristics and traditions. DA.4.H.1.1
2. Discuss why people of various ages and cultures dance and how they benefit from doing so. DA.4.H.1.2

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Re-create essential movement characteristics of specified dances. DA.4.H.1.IN.A
b. Identify common uses of dance within specified cultures. DA.4.H.1.IN.B

Supported

a. Explore essential movement characteristics of specified dances. DA.4.H.1.SU.A
b. Recognize common uses of dance within specific cultures. DA.4.H.1.SU.B

Participatory

a. Explore specified movement in dance. DA.4.H.1.PA.A
b. Recognize a use of dance common to cultures. DA.4.H.1.PA.B

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

1. Identify and examine important figures, historical events, and trends that have helped shape dance. DA.4.H.2.1

   Access Point for Students with Significant Cognitive Disabilities

   Independent

   a. Identify influences of persons, culture, and history on dance. DA.4.H.2.IN.A

   Supported

   a. Recognize influences of persons, culture, or history on dance. DA.4.H.2.SU.A

   Participatory

   a. Recognize a function of dance. DA.4.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 a dance with student-selected components from other content areas and/or personal interests. DA.4.H.3.1
2. Use improvisation and movement studies to explore concepts from other content areas. DA.4.H.3.2
3. Describe how dance and music can each be used to interpret and support the other. DA.4.H.3.3

   Access Point for Students with Significant Cognitive Disabilities

   Independent

   a. Use movement sequences to explore concepts from other content areas. DA.4.H.3.IN.A

   Supported

   b. Imitate movements to explore concepts from other content areas. DA.4.H.3.SU.B

   Participatory

   c. Attend to movements paired with content from other areas. DA.4.H.3.PA.C

Innovation, Technology, and the Future

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

1. Collaborate with others to create dance pieces that show innovative movement options. DA.4.F.1.1

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Create, interpret, and respond to movements that represent a variety of story elements. DA.4.F.1.IN.A

Supported

a. Create, interpret, or respond to movements that represent a variety of story elements. DA.4.F.1.SU.A

Participatory

a. Imitate movements that represent a story element. DA.4.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, prepared, and focused in classes, and share skills and ideas with peers appropriately. DA.4.F.3.1

   Access Point for Students with Significant Cognitive Disabilities

   Independent

   a. Be prepared for class and share skills and ideas with peers appropriately. DA.4.F.3.IN.A

   Supported

   a. Share skills and ideas with peers appropriately. DA.4.F.3.SU.A

   Participatory

   a. Collaborate with peers in tasks related to dance. DA.4.F.3.PA.A

Careers in and related to the arts significantly and positively impact local and global economies.

1. Describe the various roles and responsibilities associated with careers in dance. DA.4.F.2.1

   Access Point for Students with Significant Cognitive Disabilities

   Independent

   a. Identify opportunities in or related to dance for employment. DA.4.F.2.IN.A

   Supported

   a. Recognize an opportunity in or related to dance for employment or leisure. DA.4.F.2.SU.A

   Participatory

   a. Associate dance with an employment opportunity. DA.4.F.2.PA.A