Florida Fine Arts

Dance: Grade K

Adopted 2010

Critical Thinking and Reflection

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

1. Associate and identify words of action or feeling with watching or performing simple dances. DA.K.C.1.1
2. Perform creative movement in a specific order. DA.K.C.1.2

   Access Point for Students with Significant Cognitive Disabilities

   Independent

   a. Associate selected movements with actions or emotions. DA.K.C.1.IN.A

   b. Imitate a sequence of movements. DA.K.C.1.IN.B

   Supported

   a. Associate a selected movement with an action or emotion. DA.K.C.1.SU.A

   b. Imitate selected movements. DA.K.C.1.SU.B

   Participatory

   a. Attend to selected movements. DA.K.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. Explore movement possibilities to solve problems by experiencing tempo, level, and directional changes. DA.K.C.2.1

   Access Point for Students with Significant Cognitive Disabilities

   Independent

   a. Explore tempo, level, and directional changes. DA.K.C.2.IN.A

   Supported

   a. Imitate a variety of movements. DA.K.C.2.SU.A

   Participatory

   a. Attend to a variety of movements. DA.K.C.2.PA.A

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

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1. Express preferences from among a teacher-selected set of dances. DA.K.C.3.1

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Identify preferred dances. DA.K.C.3.IN.A

Supported

a. Respond to simple dances. DA.K.C.3.SU.A

Participatory

a. Attend to dance performances of others. DA.K.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, and imitation. DA.K.S.1.1
2. Discover new ways to move by using imitation and imagery. DA.K.S.1.2

Access Point for Students with Significant Cognitive Disabilities

Independent

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

Supported

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

Participatory

a. Attend to basic gross-motor movements. DA.K.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. Follow classroom directions. DA.K.S.2.1
2. Retain simple sequences and accurate dance terminology over time. DA.K.S.2.2

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Follow a one-step direction. DA.K.S.2.IN.A

b. Explore a variety of movements related to dance. DA.K.S.2.IN.B

Supported

a. Respond to a one-step direction. DA.K.S.2.SU.A

b. Explore gross- and fine-motor movements. DA.K.S.2.SU.B

Participatory

a. Attend to directions. DA.K.S.2.PA.A

b. Attend to basic gross-motor movements. DA.K.S.2.PA.B

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ırough purposeful practice, artists learn to manage, master, and refine simple, ıen complex, skills and techniques.

1. Refine gross- and fine-locomotor skills through repetition. DA.K.S.3.1
2. Imitate simple exercises for strengthening and stretching the body. DA.K.S.3.2
3. Develop kinesthetic awareness by maintaining personal space and moving in pathways through space. DA.K.S.3.3
4. Move to various musical and rhythmic accompaniments, responding to changes in tempo and dynamics. DA.K.S.3.4

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Refine basic gross-motor movements through repetition. DA.K.S.3.IN.A
b. Move to various musical and rhythmic accompaniments. DA.K.S.3.IN.B

Supported

a. Explore basic gross-motor movements. DA.K.S.3.SU.A
b. Refine basic gross-motor movements through repetition. DA.K.S.3.SU.B

Participatory

a. Attend to basic gross-motor movements. DA.K.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. Improvise a short phrase based on the elements of dance. DA.K.O.1.1

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Imitate a short phrase based on the elements of dance. DA.K.O.1.IN.A

Supported

a. Explore a variety of dance movements. DA.K.O.1.SU.A

Participatory

a. Attend to dance movements. DA.K.O.1.PA.A

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

1. Improvise a short dance phrase with a clear beginning and ending. DA.K.O.2.1

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Imitate dance sequences having a beginning and ending. DA.K.O.2.IN.A

Supported

a. Explore a variety of dance movements. DA.K.O.2.SU.A

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

a. Attend to dance movements. DA.K.O.2.PA.A

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

1. Use movement to express a feeling, idea, or story. DA.K.O.3.1
2. Respond to a dance through movement and words. DA.K.O.3.2

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Associate selected movements with emotions. DA.K.O.3.IN.A

Supported

a. Associate a selected movement with an emotion. DA.K.O.3.SU.A

Participatory

a. Attend to selected movements. DA.K.O.3.PA.A

Historical and Global Connections

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

1. Dance to music from a wide range of cultures. DA.K.H.1.1

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Explore specified movement in dance. DA.K.H.1.IN.A

Supported

a. Respond to dance and music. DA.K.H.1.SU.A

Participatory

a. Attend to dance and music. DA.K.H.1.PA.A

Innovation, Technology, and the Future

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

1. Create free-form dances, using manipulatives, which are personally pleasing and show exploration and imagination. DA.K.F.1.1

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Imitate movements using manipulatives. DA.K.F.1.IN.A

Supported

a. Explore dance-related movements using manipulatives. DA.K.F.1.SU.A

Participatory

a. Attend to movements related to dance. DA.K.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 classroom instructions given by the teacher. DA.K.F.3.1

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Follow teacher directions. DA.K.F.3.IN.A

Supported

a. Respond to teacher directions. DA.K.F.3.SU.A

Participatory

a. Attend to teacher directions. DA.K.F.3.PA.A