Florida Fine Arts

Dance: Grades 6, 7, 8

Adopted 2010

Critical Thinking and Reflection

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

1. Examine and discuss exemplary works to gain ideas for creating dance studies with artistic intent. DA.68.C.1.1
2. Process, sequence, and demonstrate new material quickly and accurately with energy, expression, and clarity. DA.68.C.1.2
3. Evaluate, using personal and established criteria, how choreographic structures and/or production elements were designed to impact mood or aesthetic value within a dance piece. DA.68.C.1.3
4. Identify and discuss the function and importance of physical and cognitive rehearsal in the retention, recall, and performance of movement. DA.68.C.1.4

Skip to main content

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Identify artistic intent of the choreographer/performer within a dance performance. DA.68.C.1.IN.A

b. Re-create movement sequences with energy, expression, and clarity. DA.68.C.1.IN.B

c. Use defined criteria to evaluate how choreographic structures and/or production elements impact mood or aesthetic value within a dance piece. DA.68.C.1.IN.C

Supported

a. Recognize the artistic intent of the choreographer/performer within a variety of dance performances. DA.68.C.1.SU.A

b. Re-create movement in short sequences with energy, expression, and clarity. DA.68.C.1.SU.B

c. Use a teacher-selected criterion to evaluate how choreographic structures and/or production elements impact mood or aesthetic value within a dance piece. DA.68.C.1.SU.C

Participatory

a. Indicate the intent of the performer from selected dance examples. DA.68.C.1.PA.A

b. Re-create a variety of movement sequences related to dance. DA.68.C.1.PA.B

c. Use a teacher-selected criterion to evaluate how a choreographic structure and/or production element impact mood or aesthetic value within a dance piece. DA.68.C.1.PA.C

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

1. Solve challenges in technique and composition by visualizing and applying creative solutions. DA.68.C.2.1
2. Reflect on critiques from a variety of sources to improve technique and the creative process, and to make decisions about one's work. DA.68.C.2.2

Skip to main content

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Use defined criteria and feedback from others to revise personal dance performances. DA.68.C.2.IN.A

Supported

a. Use a teacher-selected criterion and feedback from others to revise personal dance performances. DA.68.C.2.SU.A

Participatory

a. Use a teacher-selected criterion to judge dance performances. DA.68.C.2.PA.A

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

1. Analyze an artist's work, using selected criteria, and describe its effectiveness in communicating meaning and specific intent. DA.68.C.3.1
2. Evaluate key elements observed in historically significant, exemplary works of dance. DA.68.C.3.2

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Use defined criteria to respond to an artist's work. DA.68.C.3.IN.A

b. Use defined criteria to respond to dance performances of a specified period or genre. DA.68.C.3.IN.B

Supported

a. Use teacher-selected criteria to respond to an artist's work. DA.68.C.3.SU.A

b. Use a teacher-selected criterion to respond to dance of a specified period or genre. DA.68.C.3.SU.B

Participatory

a. Use teacher-selected criterion to respond to a dance piece. DA.68.C.3.PA.A

b. Select preferred dance performances of a specified period or genre. DA.68.C.3.PA.B

Skills, Techniques, and Processes

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

1. Explore dance phrases to investigate choreographic principles and structures. DA.68.S.1.1
2. Experiment with improvisational exercises to develop creative risk-taking capacities. DA.68.S.1.2

Analyze the possibilities and limitations of the body through short dance sequences. DA.68.S.1.3

Skip to main content

4. Use kinesthetic knowledge to demonstrate comprehension of partnering and movement relationships between two or more dancers. DA.68.S.1.4

    Access Point for Students with Significant Cognitive Disabilities

        Independent

        a. Imitate dance phrases to investigate choreographic principles and structures. DA.68.S.1.IN.A

        b. Use kinesthetic awareness to respond to shared movement with one or more dancers. DA.68.S.1.IN.B

        Supported

        a. Imitate dance phrases to investigate choreographic principles. DA.68.S.1.SU.A

        b. Explore shared movement with others. DA.68.S.1.SU.B

        Participatory

        a. Imitate movement sequences to investigate choreographic principles. DA.68.S.1.PA.A

        b. Explore movement in space to increase kinesthetic awareness. DA.68.S.1.PA.B

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

1. Sustain focused attention, respect, and discipline during classes and performances. DA.68.S.2.1
2. Memorize and replicate movement sequences with speed and accuracy in class or audition settings. DA.68.S.2.2
3. Explore the complexity of sequencing through reversing and reordering movement sequences. DA.68.S.2.3
4. Transfer corrections or concepts from the execution of one class exercise to another. DA.68.S.2.4
5. Rehearse to improve the performance quality of dance pieces. DA.68.S.2.5

Skip to main content

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Display attention, cooperation, and focus during class and performance. DA.68.S.2.IN.A

b. Display attention, cooperation, and focus during class and performance. DA.68.S.2.IN.B

c. Adapt and apply ensemble corrections to personal work. DA.68.S.2.IN.C

Supported

a. Demonstrate focus and concentration while listening to instructions and observing others' movement. DA.68.S.2.SU.A

b. Re-create movement in short sequences to improve technique and performance in choreographed pieces. DA.68.S.2.SU.B

c. Use teacher and peer feedback to revise performance of movement sequences. DA.68.S.2.SU.C

Participatory

a. Re-create a variety of movements related to dance. DA.68.S.2.PA.A

b. Re-create a variety of movement sequences related to dance. DA.68.S.2.PA.B

c. Use teacher and peer feedback to revise performance of movements. DA.68.S.2.PA.C

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

1. Use and maintain principles of alignment in locomotor and non-locomotor movements. DA.68.S.3.1
2. Develop strength, stamina, flexibility, and range of motion through safe practices and knowledge of basic anatomy and physiology. DA.68.S.3.2
3. Apply the mechanics of movement transitions and weight changes. DA.68.S.3.3
4. Perform, using dance technique, with musical accuracy and expression. DA.68.S.3.4
5. Perform a variety of movements while vertical, off-vertical, or balancing on one leg. DA.68.S.3.5
6. Change the expression or intention of a dance sequence by manipulating one or more dynamic elements. DA.68.S.3.6
7. Practice a variety of dance sequences to increase agility and coordination in movement patterns. DA.68.S.3.7
8. Develop and demonstrate a sense of line that is appropriate to the style of a given dance form. DA.68.S.3.8

Skip to main content

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Practice the principles of alignment in locomotor and non-locomotor movements. DA.68.S.3.IN.A

b. Improve posture, strength, flexibility, and range of motion through safe practice exercises. DA.68.S.3.IN.B

c. Practice a variety of movement transitions and weight changes. DA.68.S.3.IN.C

d. Replicate timing, rhythm, and accents demonstrated by the teacher and peers. DA.68.S.3.IN.D

Supported

a. Practice the principles of alignment in selected movements. DA.68.S.3.SU.A

b. Perform selected safe practice exercises for improving posture, strength, flexibility, and range of motion. DA.68.S.3.SU.B

c. Maintain balance during movement transitions. DA.68.S.3.SU.C

d. Replicate a demonstrated rhythm in time to musical accompaniment. DA.68.S.3.SU.D

Participatory

a. Imitate the principles of alignment in selected movements. DA.68.S.3.PA.A

b. Imitate selected, safe practice exercises for improving posture, strength, flexibility, and range of motion. DA.68.S.3.PA.B

c. Imitate selected, safe practice exercises for improving posture, strength, flexibility, and range of motion. DA.68.S.3.PA.C

d. Maintain balance in basic positions and shifting weight. DA.68.S.3.PA.D

e. Repeat movement sequences to musical accompaniment. DA.68.S.3.PA.E

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. Compare characteristics of two dance forms. DA.68.O.1.1
2. Demonstrate, without prompting, procedures expected in class, rehearsal, and performance with independence. DA.68.O.1.2
3. Dissect a dance step or combination to reveal the underlying steps, positions, related steps, and possible variations. DA.68.O.1.3
4. Explain the order and purpose of a logical and healthful dance class. DA.68.O.1.4
5. Identify, define, and give examples of the elements of dance and/or principles of design to show how they give structure to a dance piece. DA.68.O.1.5

Skip to main content

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Identify characteristics of a variety of dance forms. DA.68.O.1.IN.A

b. Demonstrate specified procedures and audience etiquette. DA.68.O.1.IN.B

c. Investigate the positions, initiations, and movements within a given step. DA.68.O.1.IN.C

d. Identify the order of a logical and healthful dance class. DA.68.O.1.IN.D

Supported

a. Recognize a characteristic of a variety of dance forms. DA.68.O.1.SU.A

b. Practice specified procedures and audience etiquette. DA.68.O.1.SU.B

c. Identify the elements of dance in planned and improvised dance pieces to show awareness of structure. DA.68.O.1.SU.C

d. Recognize safe practices or injury prevention related to dance performances. DA.68.O.1.SU.D

Participatory

a. Recognize a characteristic of a dance form. DA.68.O.1.PA.A

b. Practice a specified element of audience etiquette at performances. DA.68.O.1.PA.B

c. Imitate a movement sequence based on the elements of dance. DA.68.O.1.PA.C

d. Recognize safe practice for injury prevention in dance performances. DA.68.O.1.PA.D

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

1. Create a dance phrase and revise one or more elements to add interest and diversity to the piece. DA.68.O.2.1
2. Explain how the innovations of selected dance pioneers transformed specified dance genres. DA.68.O.2.2
3. Research and discuss examples of dance performed in venues other than the conventional proscenium theater and analyze how they were adapted to fit the space. DA.68.O.2.3

Skip to main content

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Revise one or more elements of a dance phrase to add interest and diversity. DA.68.O.2.IN.A

b. Identify dance characteristics of selected innovative artists. DA.68.O.2.IN.B

c. Analyze a space to determine if a dance piece needs to be adapted to fit. DA.68.O.2.IN.C

Supported

a. Re-create a dance phrase. DA.68.O.2.SU.A

b. Associate dance characteristics with selected innovative artists. DA.68.O.2.SU.B

c. Recognize whether a space is adequate for a given dance piece. DA.68.O.2.SU.C

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

a. Identify preferred dance examples. DA.68.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 concrete and abstract concepts through dance using ideas and experiences of personal significance. DA.68.O.3.1
2. Create physical images to communicate the intent of a movement, phrase, or dance piece. DA.68.O.3.2
3. Record dance sequences using accurate dance terminology to identify movements, positions, and shapes. DA.68.O.3.3
4. Research existing methods of recording or documenting dance as a way of sharing and preserving it. DA.68.O.3.4
5. Use accurate dance, theatre, and anatomical terminology to communicate with others in and related to the field of dance. DA.68.O.3.5

Skip to main content

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Use movement sequences to represent real or imagined characters or events. DA.68.O.3.IN.A

b. Use dance terminology to identify dance movements and positions. DA.68.O.3.IN.B

c. Identify a variety of technology tools to store or view dance performances. DA.68.O.3.IN.C

Supported

a. Use movement to represent real or imagined characters or events. DA.68.O.3.SU.A

b. Identify dance terminology related to dance sequences. DA.68.O.3.SU.B

c. Recognize selected technology tools to store or experience dance performances. DA.68.O.3.SU.C

Participatory

a. Associate movements with characters or events. DA.68.O.3.PA.A

b. Match dance terminology to dance movement. DA.68.O.3.PA.B

c. Recognize a selected technology tool to experience dance performances. DA.68.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. Identify and execute characteristic rhythms in dances representing one or more cultures. DA.68.H.1.1
2. Research and discuss the influence that social dances have had on the development of classical, theatrical, modern, and contemporary dance genres. DA.68.H.1.2
3. Discuss issues related to plagiarism and appropriation of choreographic works and other intellectual property. DA.68.H.1.3

Skip to main content

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Identify similarities and differences in dances produced by different cultures. DA.68.H.1.IN.A

b. Recognize the influence of social dances on culture. DA.68.H.1.IN.B

c. Recognize that plagiarism is illegal and applies to choreographic work. DA.68.H.1.IN.C

Supported

a. Recognize similarities and differences in dances produced by different cultures. DA.68.H.1.SU.A

b. Recognize a variety of dance genres. DA.68.H.1.SU.B

c. Recognize that choreographic work can be the property of others. DA.68.H.1.SU.C

Participatory

a. Recognize similarities and differences in dances. DA.68.H.1.PA.A

b. Recognize a variety of dances. DA.68.H.1.PA.B

c. Recognize that choreographic work has an owner. DA.68.H.1.PA.C

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

1. Analyze dance in various cultural and historical periods, and discuss how it has changed over time. DA.68.H.2.1
2. Compare the roles of dance in various cultures. DA.68.H.2.2
3. Predict, using one's imagination and knowledge of history and technology, how dance may be designed and/or presented in the future. DA.68.H.2.3

Skip to main content

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Use movement sequences to represent real or imagined characters or events. DA.68.H.3.IN.A

b. Integrate dance with skills and concepts from other fields. DA.68.H.3.IN.B

c. Practice using vocabulary appropriate to the study of a dance genre. DA.68.H.3.IN.C

Supported

a. Use movement to represent real or imagined characters or events. DA.68.H.3.SU.A

b. Integrate dance with selected skills and concepts from other fields. DA.68.H.3.SU.B

c. Practice using vocabulary common to the study of dance. DA.68.H.3.SU.C

Participatory

a. Associate movements with characters or events. DA.68.H.3.PA.A

b. Use movement to represent information from other fields. DA.68.H.3.PA.B

c. Practice using selected dance vocabulary. DA.68.H.3.PA.C

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

1. Demonstrate response and reaction, through movement sequences, to various sources of inspiration. DA.68.H.3.1
2. Compare elements and principles of composition with elements and principles of other art forms. DA.68.H.3.2
3. Use knowledge of the body, acquired in dance, science, and/or physical education, to improve health and strength. DA.68.H.3.3
4. Create or perform a dance piece using ideas and principles common to dance and another art form. DA.68.H.3.4
5. Practice using world languages and accurate dance terminology suitable to each dance genre. DA.68.H.3.5

Skip to main content

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Use movement sequences to represent real or imagined characters or events. DA.68.H.3.IN.A

b. Integrate dance with skills and concepts from other fields. DA.68.H.3.IN.B

c. Practice using vocabulary appropriate to the study of a dance genre. DA.68.H.3.IN.C

Supported

a. Use movement to represent real or imagined characters or events. DA.68.H.3.SU.A

b. Integrate dance with selected skills and concepts from other fields. DA.68.H.3.SU.B

c. Practice using vocabulary common to the study of dance. DA.68.H.3.SU.C

Participatory

a. Associate movements with characters or events. DA.68.H.3.PA.A

b. Use movement to represent information from other fields. DA.68.H.3.PA.B

c. Practice using selected dance vocabulary. DA.68.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. Interpret and respond to works by master choreographers who have used innovative technology and integrated information from non-dance content areas. DA.68.F.1.1
2. Explore use of technology as a tool for creating, refining, and responding to dance. DA.68.F.1.2
3. Practice creative risk-taking through dance improvisation and performance. DA.68.F.1.3

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Individually or collaboratively demonstrate the use of a variety of technology tools to produce, store, or view dance performances as a citizen, consumer, or worker. DA.68.F.1.IN.A

Supported

a. Individually or collaboratively demonstrate the use of selected technology tools to produce or experience dance performances as a citizen, consumer, or worker. DA.68.F.1.SU.A

Participatory

a. Collaboratively demonstrate the use of selected technology tools to produce or experience dance performances. DA.68.F.1.PA.A

Skip to main content

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. Demonstrate leadership, preparedness, and adaptability by sharing ideas or teaching skills to others in small and large groups. DA.68.F.3.1
2. Investigate and make use of a broad array of resources to update and strengthen skills and/or knowledge in the field. DA.68.F.3.2
3. Prepare auditions and audition skills for schools, companies, and/or commercial work in dance. DA.68.F.3.3
4. Maintain documentation of dance-related activities, including a repertory sheet, to prepare for résumé-writing. DA.68.F.3.4
5. Describe basic functions of skeletal and muscular systems. DA.68.F.3.5
6. Research and reference common dance injuries. DA.68.F.3.6

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Prioritize, monitor, and complete tasks related to individual or collaborative projects. DA.68.F.3.IN.A
b. Create and respond to a variety of dance that integrates experiences or resources from outside dance class. DA.68.F.3.IN.B
c. Identify high school opportunities to participate in dance activities and pair with the necessary skills and training. DA.68.F.3.IN.C
d. Identify safe practices or injury prevention related to dance performances. DA.68.F.3.IN.D

Supported

a. Organize and execute dance projects having three or more components. DA.68.F.3.SU.A
b. Create or respond to a variety of dance that integrates experiences or resources from outside dance class. DA.68.F.3.SU.B
c. Recognize high school opportunities to participate in dance activities and pair with the necessary skills, training, or prerequisites. DA.68.F.3.SU.C
d. Recognize safe practices or injury prevention related to dance performances. DA.68.F.3.SU.D

Participatory

a. Complete a task related to individual or collaborative dance projects. DA.68.F.3.PA.A
b. Respond to a variety of dance that integrates experiences or resources from outside dance class. DA.68.F.3.PA.B
c. Recognize a high school opportunity to participate in dance activities. DA.68.F.3.PA.C
d. Recognize a safe practice related to dance performances. DA.68.F.3.PA.D

Skip to main content

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

1. Explain the roles of dance production personnel. DA.68.F.2.1
2. Identify local or regional resources to understand their importance to dancers. DA.68.F.2.2

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Identify employment and leisure opportunities in or relating to dance and pair with the necessary skills and training. DA.68.F.2.IN.A

Supported

a. Recognize employment and leisure opportunities in or relating to dance. DA.68.F.2.SU.A

Participatory

a. Recognize an employment or leisure opportunity related to dance. DA.68.F.2.PA.A