New York Arts

Dance: Grade 4

Adopted 2017

Creating

1 Generate and conceptualize artistic ideas and work.

1.1 Choreographers are inspired by a variety of sources to convey concepts and ideas through movement for artistic expression.

a. Identify ideas for choreography, generated from a variety of stimuli (e.g. music/sound, text, objects/props, images, notation, dance exemplars, own ideas and experiences). DA:CR1.1.4.A

b. Create multiple solutions to given movement problems to develop choreographic material by manipulating the elements of dance. Describe the solutions, using accurate language. DA:CR1.1.4.B

2 Organize and develop artistic ideas and work.

2.1 The elements of dance, dance structures, and choreographic structures serve as both a foundation and a departure point for choreographers.

a. Apply a variety of choreographic devices (e.g. unison, canon, repetition) to expand choreographic movement possibilities, patterns, and structures. DA:CR2.1.4.A

b. Develop a dance study that expresses and communicates a main idea. Discuss the reasons and effectiveness of the movement choices. DA:CR2.1.4.B

c. Identify, explore, and select production elements (e.g., music/sound, props, costumes, video) that support the artistic intent of a dance for formal or informal performances. Compare and contrast the various production jobs of composers and costume, lighting, and set designers. DA:CR2.1.4.C

3 Refine and complete artistic work.

3.1 Choreographers analyze, evaluate, refine, and document their work to communicate meaning.

a. Revise movement material, using peer or teacher feedback and self-reflection, to improve communication of artistic intent in a short dance study. Explain movement choices and revisions made in the process. DA:CR3.1.4.A

b. Document the relationships (e.g. next to, above, below, behind, in front of)between two or more dancers in a movement sequence by drawing a picture, pathway map, using symbols, or working with media technology. DA:CR3.1.4.B

Skip to main content

Performing

4 Select, analyze, and interpret artistic work for presentation.

4.1 Space, time, and energy are basic elements of dance.

a. Make static and dynamic shapes with positive and negative space. Perform jump shapes with safety awareness. Establish relationships with other dancers through focus. DA:PR4.1.4.A

b. Accompany other dancers, using a variety of percussive instruments and sounds. Respond in movement to even and uneven rhythms. Recognize and respond to tempo changes as they occur in dance and music. DA:PR4.1.4.B

c. Analyze movements and phrases for use of energy and dynamic changes and their relationship to music (if present). Based on the analysis, refine the phrases by incorporating a range of movement qualities. DA:PR4.1.4.C

5 Develop and refine artistic techniques and work for presentation.

5.1 Dancers use the body-mind principles and develop the body as an instrument for artistry and artistic expression.

a. Demonstrate fundamental dance skills (e.g. alignment, coordination, balance, core support, kinesthetic awareness) and movement qualities when replicating and recalling patterns and sequences of locomotor and non-locomotor movements. DA:PR5.1.4.A

b. Execute techniques that extend movement range, build strength, and develop endurance. Explain the relationship between execution of technique, safe body use, and healthful nutrition. DA:PR5.1.4.B

c. Coordinate phrases and timing with other dancers by cuing off of each other and responding to stimuli cues (e.g. music, text, or lighting). Reflect on constructive feedback from others to inform personal dance performance goals in rehearsal to improve performance quality. DA:PR5.1.4.C

6 Convey meaning through the presentation of artistic work.

6.1 Dance performance is an interaction between performers, production elements, and audience that heightens and amplifies artistic expression.

a. Analyze the characteristics of alternative performance venues (e.g. gymnasium, grassy area, school yard) and modify spacing and movements accordingly. Demonstrate appropriate performer and audience etiquette in informal and formal performances. DA:PR6.1.4.A

b. Identify and explore ways to dance with a variety of production elements (e.g. music/sound, props, costumes, sets) to enhance performance of a dance. Observe video recording as a tool to improve performance. DA:PR6.1.4.B

Responding

7 Perceive and analyze artistic work.

Skip to main content

7.1 Dance is perceived and analyzed to comprehend its compositional structure.

a. Differentiate simple choreographic devices in a dance (e.g. unison, canon, variation). DA:RE7.1.4.A

b. Compare and contrast observed or performed movements originating from diverse dance styles, genres, and/or cultural movement practices, using basic dance terminology. DA:RE7.1.4.B

8 Interpret meaning in artistic work.

8.1 Meaningful interpretations of dance consider artistic intent, style, genre, the elements of dance, technique, structure, and context.

a. Use movements, ideas, and context to decipher meaning in a dance and describe that meaning by using basic dance terminology. DA:RE8.1.4.A

9 Apply criteria to evaluate artistic work.

9.1 Criteria for evaluating dance vary across genres, styles, and cultures.

a. Demonstrate and discuss how the use of the elements of movement contribute to the overall impression of dances. Analyze the characteristics of movement elements observed or performed in a specific genre, style, or cultural movement practice and describe, using basic dance terminology. DA:RE9.1.4.A

Connecting

10 Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.

10.1 Personal experiences, knowledge, and contexts are integrated and synthesized to interpret and create dance.

a. Relate and explain how the main idea of a dance is similar to or different from one's own experiences, relationships, ideas, or perspectives. DA:CN10.1.4.A

b. Develop a question that relates to a topic of study. Research and select key aspects of the topic, using multiple sources. Choreograph and perform a short sequence that communicates the information. Describe what was learned from creating the dance and discuss how the topic might be portrayed using another form of expression. DA:CN10.1.4.B

11 Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future.

11.1 Societal, cultural, historical, and community contexts both influence and are influenced by dance.

a. Select and describe movements in a specific genre or style and explain how the movements relate to the culture, society, historical period, or community from which the dance originated. DA:CN11.1.4.A