

Dance: Grades 3, 4, 5

Adopted 2014

Students will develop knowledge and skills to create, perform, respond to, and connect artistic ideas and expressions through dance and movement.

Create Concepts

1. Students will use dance elements and choreographic principles to develop movements that communicate ideas, images, and feelings. **FA 5.3.1**
 - a. Generate spontaneous movement independently to develop ideas, images, and feelings (e.g., pantomime, communicate an emotion or idea through gestural movement). **FA 5.3.1.A**
 - b. Create movement sequences that combine a variety of dance elements and images (e.g., combine multiple ideas or images to create a movement sequence). **FA 5.3.1.B**
 - c. Invent a movement sequence with others, improvise to generate movement ideas (e.g., use and understand the importance of cooperation and collaboration – Always say 'yes!'). **FA 5.3.1.C**
 - d. Explore a variety of solutions to movement problems with others to create a movement sequence (e.g., choose and order the movements in a sequence). **FA 5.3.1.D**

Create Movement

2. Students will develop movement skills in dance. **FA 5.3.2**
 - a. Demonstrate whole body movements with flexibility and endurance to develop dance technique (e.g., execute exercises and combinations that build strength, awareness, coordination, control). **FA 5.3.2.A**
 - b. Demonstrate ability to move rhythmically, explore levels in space, shift weight, with and without locomotion to perform dance (e.g., pli , triplet, gallop, battement, three-point turn, grapevine, lunge, balance). **FA 5.3.2.B**
 - c. Demonstrate spatial qualities and pathways including curved, straight, and zig-zag pathways; move at levels from low to middle to high; leap, roll, and combine to a variety of rhythms (e.g., pli , triplet, gallop, battement, three-point turn, grapevine, lunge, balance). **FA 5.3.2.C**

Perform

3. Students will employ proper etiquette to enhance dance performance. **FA 5.3.3**
 - a. Demonstrate appropriate behaviors and etiquette to observe and perform dance (e.g., create a set of agreed-upon criteria to evaluate dance with teacher and peers). **FA 5.3.3.A**

Respond

4. Students will develop critical thinking skills to analyze and evaluate dance. [FA 5.3.4](#)
 - a. Develop and discuss how elements of movement are used to communicate ideas in dance (e.g., encourage students to use deliberate words to explore imagery). [FA 5.3.4.A](#)

Connect

5. Students will identify cultural and interdisciplinary connections with dance. [FA 5.3.5](#)
 - a. Use dance to discover social events, ideas, and traditions from a local context (e.g., investigate how dance reflects culture). [FA 5.3.5.A](#)
 - b. Identify how other academic disciplines support and enhance ideation and understanding for dance creation and performance (e.g., combine dance with other academic disciplines relating to coursework). [FA 5.3.5.B](#)
 - c. Identify how health and nutrition enhance dance ability (e.g., recognize that some foods and activities are more healthful than others). [FA 5.3.5.C](#)
 - d. Identify a variety of dance-related careers. [FA 5.3.5.D](#)