

# Dance: Grade 4

Adopted 2007

## Identifying and demonstrating movement elements and skills in performing arts

- 1.1** Perform axial movements (e.g., bend, stretch, twist, turn, swing, collapse)

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- 1.2** Demonstrate accuracy in moving to a musical beat and responding to changes in tempo

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- 1.3** Demonstrate eight basic locomotor movements (e.g., walk, run, hop, jump, leap, gallop, slide, skip) traveling forward, backward, sideward, diagonally, turning

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- 1.4** Transfer rhythmic patterns from the aural to the kinesthetic

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- 1.5** Explain and execute the underlying principles of movement skill (e.g., alignment, balance, initiation of movement, articulation of isolated body parts, weight shift, elevation and landing, fall and recovery)

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- 1.6** Execute basic movement phrases individually and in a group

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- 1.7** Transfer spatial patterns from the visual to the kinesthetic

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- 1.8** Memorize and reproduce extended movement sequences

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- 1.9** Execute techniques from different genres/styles (e.g. ballet, modern dance, jazz, tap, multi-cultural)

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- 1.11** Demonstrate the ability to remember extended movement sequences

## Understanding choreographic principles, processes and structures

- 2.1** Demonstrate basic partner skills (e.g., copying, leading and following, mirroring)

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- 2.2** Improvise, create and perform dances based on original ideas and concepts from other sources

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- 2.3** Use improvisation to generate movement for choreography

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- 2.4** Create and identify the sequential parts of a dance phrase (e.g., beginning, middle, and end)

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- 2.5** Demonstrate structures or forms (e.g., AB, ABA, canon, call and response, narrative, palindrome, theme and variation, rondo, round, contemporary forms) through brief dance studies

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- 2.6** Create and perform a phrase utilizing compositional elements (e.g., space, time, force/energy)

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  - 2.7** Work alone, with a partner and in a small group during the choreographic process

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  - 2.8** Initiate dance composition using improvisational skills

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  - 2.9** Communicate emotional themes through dance
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**Understanding dance as a way to create and communicate meaning**

- 3.1** Take an active role in a class discussion about interpretations of and reactions to a dance

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  - 3.2** Observe and explain how different accompaniment (such as sound, music, spoken text) can affect the meaning of a dance

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  - 3.3** Demonstrate and/or explain how lighting and costuming can contribute to the meaning of a dance

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  - 3.4** Demonstrate the difference between pantomiming and abstracting a gesture
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**Applying and demonstrating critical and creative thinking skills in dance**

- 4.1** Demonstrate appropriate audience behavior in watching dance performances; discuss their opinions about the dances with their peers in a supportive and constructive way

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  - 4.2** Discuss how skills developed in dance are applicable to a variety of careers

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  - 4.3** Observe and discuss how dance is different from other forms of human movement (e.g., sports, everyday gestures)

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  - 4.4** Observe two dances and discuss (compare and contrast) how they are similar and different in terms of one of the compositional elements (e.g., space, time, force/energy)

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  - 4.5** Explore, discover and realize multiple solutions to a given movement problem; choose their favorite solution and discuss the reasons for that choice

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  - 4.6** Create a movement problem and demonstrate multiple solutions; choose the most interesting solutions and discuss the reasons for their choice
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**Demonstrating and understanding dance in various cultures and historical periods**

- 5.1** Perform folk dances from various cultures

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- 5.2** Perform a broad spectrum of American historical folk, social and/or theatrical dances

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- 5.3** Compare and contrast dance steps and movement styles from a variety of cultures

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**5.7 Analyze and evaluate how dance and dancers are portrayed in contemporary media**

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**Making connections between dance and healthful living**

**6.1 Explain how healthy practices (such as nutrition, safety) enhance ability to dance, citing multiple examples**

**6.2 Set goals to improve student performance capabilities as dancers and specify steps taken to reach those goals**

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**Making connections between dance and other disciplines**

**7.1 Respond to a dance using another art form; explain the connections between the dance and their response to it (such as stating how their paintings reflect the dance they saw)**

**7.2 Create a dance project that reveals understanding of a concept or idea from another discipline (e.g., poetry, physics, geometry)**

**7.3 Create a project that reveals similarities and differences between the arts**

**7.4 Observe dance, both live and recorded on video; compare and contrast the aesthetic impact of the two observations through writing**

**7.5 Compare and contrast examples of concepts used in dance and another discipline outside the arts (such as balance, shape, pattern)**

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