Florida Fine Arts

Dance: Grade 5

Adopted 2010

Critical Thinking and Reflection

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

1. Identify and discuss, using background knowledge of structure and personal experience, concepts and themes in dance pieces. DA.5.C.1.1
2. Learn and produce movement sequences, assisted by the teacher, with speed and accuracy. DA.5.C.1.2
3. Demonstrate the use of time, space, effort, and energy to express feelings and ideas through movement. DA.5.C.1.3

   Access Point for Students with Significant Cognitive Disabilities

   Independent

   a. Demonstrate how one or more dance elements are used to express feelings or ideas through movement. DA.5.C.1.IN.A
   b. Learn movement quickly and accurately through application of learning strategies. DA.5.C.1.IN.B

   Supported

   a. Imitate how one or more dance elements are used to express feelings or ideas through movement. DA.5.C.1.SU.A
   b. Repeat simple movements from verbal cueing. DA.5.C.1.SU.B

   Participatory

   a. Recognize selected basic elements of dance. DA.5.C.1.PA.A
   b. Repeat simple movements from a model. DA.5.C.1.PA.B

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

1. Visualize and experiment with a variety of potential solutions to a given dance problem and explore the effects of each option. DA.5.C.2.1
2. Demonstrate the ability to share objective, positive feedback and constructive criticism, and apply suggested changes with the guidance of others. DA.5.C.2.2

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Use defined criteria to suggest changes in the performance of self and others. DA.5.C.2.IN.A

Supported

a. Use a teacher-selected criterion to suggest changes in the performance of self and others. DA.5.C.2.SU.A

Participatory

a. Use a teacher-selected criterion to select preferred dance performances. DA.5.C.2.PA.A

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

1. Critique a dance piece using established criteria. DA.5.C.3.1

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Use defined criteria to respond to dance pieces. DA.5.C.3.IN.A

Supported

a. Use a teacher-selected criterion to respond to a dance piece. DA.5.C.3.SU.A

Participatory

a. Select a preferred dance piece. DA.5.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. Apply choreographic principles to create dance steps or sequences. DA.5.S.1.1
2. Demonstrate dynamic changes in response to one or more sources. DA.5.S.1.2
3. Manipulate given elements of a phrase to produce variations and expand movement choices. DA.5.S.1.3
4. Use kinesthetic awareness to respond to shared movement with one or more dancers. DA.5.S.1.4

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Create dance sequences using everyday gestures and/or movements. DA.5.S.1.IN.A
b. Experiment with given elements to develop knowledge of their characteristics. DA.5.S.1.IN.B
c. Experiment with given elements to develop knowledge of their characteristics. DA.5.S.1.IN.C
d. Explore shared movement with others. DA.5.S.1.IN.D

Supported

a. Create movement sequences using everyday gestures and/or movements. DA.5.S.1.SU.A
b. Imitate movements or phrases based on the elements of dance. DA.5.S.1.SU.B
c. Imitate movements or phrases based on the elements of dance. DA.5.S.1.SU.C
d. Explore movement in space to increase kinesthetic awareness. DA.5.S.1.SU.D

Participatory

a. Imitate movement using everyday gestures and/or movements. DA.5.S.1.PA.A
b. Explore a variety of dance elements. DA.5.S.1.PA.B
c. Imitate movement in space to increase kinesthetic awareness. DA.5.S.1.PA.C

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

1. Demonstrate the ability to focus and maintain presence during dance classes and performances. DA.5.S.2.1
2. Practice purposefully, over time, to improve technique and performance in a choreographed piece. DA.5.S.2.2
3. Follow and repeat movement on the opposite side of the body or in reverse order. DA.5.S.2.3
4. Adapt and apply ensemble corrections to personal work. DA.5.S.2.4

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Re-create movement sequences to improve technique and performance. DA.5.S.2.IN.A
b. Use teacher and peer feedback to revise performance of movement sequences. DA.5.S.2.IN.B

Supported

a. Re-create movement in short sequences to improve technique and performance. DA.5.S.2.SU.A
b. Use teacher and peer feedback to revise performance of movements. DA.5.S.2.SU.B

Participatory

a. Re-create a variety of movements related to dance. DA.5.S.2.PA.A
b. Use teacher and peer feedback to revise gross- and fine-motor movements. DA.5.S.2.PA.B

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

1. Demonstrate basic posture, engage abdominal muscles, lengthen the spine, and show awareness of shoulder-to-hip line. DA.5.S.3.1
2. Increase strength, flexibility, and range of motion in the joints based on an awareness of safe practices and knowledge of basic anatomy and physiology. DA.5.S.3.2
3. Practice shifting weight from one leg to another using space and various levels and shapes. DA.5.S.3.3
4. Perform a phrase that uses complex changes in rhythms and meters. DA.5.S.3.4
5. Apply understanding of support, weight placement, and center of gravity to attain balance. DA.5.S.3.5
6. Change the expression or intention of a given dance sequence by applying two contrasting dynamic elements. DA.5.S.3.6
7. Dissect dance sequences to understand how movement is initiated, articulated, and practiced, and to develop agility and coordination. DA.5.S.3.7
8. Explore the use of sagittal, vertical, and horizontal line. DA.5.S.3.8

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Perform safe practice exercises for improving posture, strength, flexibility, and range of motion. DA.5.S.3.IN.A
b. Maintain balance during movement transitions. DA.5.S.3.IN.B
c. Experiment with given elements to develop knowledge of their characteristics. DA.5.S.3.IN.C
d. Investigate the positions, initiations, and movements within a given step. DA.5.S.3.IN.D

Supported

a. Imitate safe practice exercises for improving posture, strength, flexibility, and range of motion. DA.5.S.3.SU.A
b. Maintain balance in basic positions and shifting weight. DA.5.S.3.SU.B
c. Experiment with movements or phrases based on the elements of dance. DA.5.S.3.SU.C
d. Identify the elements of dance in planned and improvised dance pieces to show awareness of structure. DA.5.S.3.SU.D

Participatory

a. Imitate basic movements and postures. DA.5.S.3.PA.A
b. Practice movement transitions. DA.5.S.3.PA.B
c. Explore a variety of dance elements. DA.5.S.3.PA.C

d. Imitate a movement sequence based on the elements of dance. DA.5.S.3.PA.D

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. Analyze individual elements of a choreographic work to determine how they comprise the structure of a dance piece. DA.5.O.1.1
2. Review and apply the procedures and structures of class and performance to gain respect for their purposes and the traditions of the discipline. DA.5.O.1.2
3. Identify and explain the positions and movements within a given step or combination. DA.5.O.1.3

   Access Point for Students with Significant Cognitive Disabilities

   Independent

   a. Experiment with given elements to develop knowledge of their characteristics. DA.5.O.1.IN.A
   b. Demonstrate appropriate audience awareness in class and at performances. DA.5.O.1.IN.B

   Supported

   a. Experiment with movements or phrases based on the elements of dance. DA.5.O.1.SU.A
   b. Demonstrate awareness of expectations in class and at informal performances. DA.5.O.1.SU.B

   Participatory

   a. Explore a variety of dance elements. DA.5.O.1.PA.A
   b. Demonstrate awareness of appropriate audience etiquette. DA.5.O.1.PA.B

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

1. Make one or more revisions to a given dance phrase and explain how the meaning or feeling was altered. DA.5.0.2.1
2. Identify ways in which dance innovators contributed to new directions in the art form. DA.5.0.2.2

   Access Point for Students with Significant Cognitive Disabilities

   Independent

   a. Select an element to change within a phrase and discuss the results. DA.5.0.2.IN.A
   b. Recognize dance characteristics of selected innovative artists. DA.5.0.2.IN.B

   Supported

   a. Apply a selected change in tempo or level to transform the meaning, feeling, or look of a movement or phrase. DA.5.0.2.SU.A

   b. Participatory DA.68.0.2.PA.B

   a. Imitate a change in tempo or level. DA.5.0.2.PA.A

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

1. Practice movements, steps, pantomime, and gestures as a means of communicating ideas or intent without using words. DA.5.0.3.1
2. Use accurate dance terminology as a means of identifying, communicating, and documenting movement vocabulary. DA.5.0.3.2
3. Use accurate dance terminology and/or movement vocabulary to respond to movement based on personal ideas, values, or point of view. DA.5.0.3.3

   Access Point for Students with Significant Cognitive Disabilities

   Independent

   a. Practice movements and gestures as a means of communicating ideas or intent. DA.5.0.3.IN.A
   b. Use dance terminology to identify and communicate dance movements. DA.5.0.3.IN.B

   Supported

   a. Imitate movements and gestures that communicate ideas or intent. DA.5.0.3.SU.A
   b. Match selected dance terminology to dance movements. DA.5.0.3.SU.B

   Participatory

   a. Imitate movements and gestures that communicate intent. DA.5.0.3.PA.A
   b. Recognize dance movements. DA.5.0.3.PA.B

Historical and Global Connections

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

1. Share and perform dances from diverse cultural or historical backgrounds and describe their significance within their original context. DA.5.H.1.1
2. Describe the dances, music, and authentic costumes from specified world cultures. DA.5.H.1.2

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Identify dances, music, and authentic costumes from specified world cultures. DA.5.H.1.IN.A

Supported

a. Recognize selected dances, music, and authentic costumes from specified world cultures. DA.5.H.1.SU.A

Participatory

a. Recognize selected dances or music from specified world cultures. DA.5.H.1.PA.A

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

1. Describe historical developments and the continuing evolution of various dance forms. DA.5.H.2.1
2. Classify a dance performance or repertoire piece by origin, genre, or period. DA.5.H.2.2

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Identify cultural or historical influences on dance choreography. DA.5.H.2.IN.A

b. Classify a dance performance by origin or genre. DA.5.H.2.IN.B

Supported

a. Recognize cultural or historical influences on dance choreography. DA.5.H.2.SU.A

b. Identify the origin or genre of a dance performance. DA.5.H.2.SU.B

Participatory

a. Associate dance examples with cultures or times. DA.5.H.2.PA.A

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

1. Create a dance, inspired by another art form, which shows one or more connections between the two disciplines. DA.5.H.3.1
2. Demonstrate how math and science concepts may be used in dance. DA.5.H.3.2
3. Describe how the self-discipline required in dance training can be applied to other areas of study. DA.5.H.3.3
4. Perform a movement study based on a personal interpretation of a work of art. DA.5.H.3.4
5. Identify the use of world languages in various dance genres. DA.5.H.3.5

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Use movement sequences to represent concepts in other fields. DA.5.H.3.IN.A
b. Identify similarities between skills required for dance and those required for other areas of study. DA.5.H.3.IN.B
c. Practice using vocabulary common to the study of dance. DA.5.H.3.IN.C

Supported

a. Use movement to represent concepts in other fields. DA.5.H.3.SU.A
b. Recognize similarities between skills required for dance and those required for other areas of study. DA.5.H.3.SU.B
c. Practice using selected dance vocabulary. DA.5.H.3.SU.C

Participatory

a. Associate movements with a concept from another field. DA.5.H.3.PA.A
b. Recognize a skill that dance and another area of study have in common. DA.5.H.3.PA.B
c. Recognize selected dance vocabulary. DA.5.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. Evaluate the effectiveness of combining other works of art with specified works of dance. DA.5.F.1.1
2. Evaluate the impact of technology on a specified work of dance. DA.5.F.1.2
3. Incorporate creative risk-taking when improvising or developing a dance phrase. DA.5.F.1.3

   Access Point for Students with Significant Cognitive Disabilities

   Independent

   a. Identify other works of art associated with specified works of dance. DA.5.F.1.IN.A
   b. Use a variety of technology tools to produce and experience dance performances. DA.5.F.1.IN.B
   c. Interpret and improvise dance phrases. DA.5.F.1.IN.C

   Supported

   a. Recognize other works of art associated with specified works of dance. DA.5.F.1.SU.A
   b. Use one or more technology tools to produce and experience dance performances. DA.5.F.1.SU.B
   c. Improvise dance phrases. DA.5.F.1.SU.C

   Participatory

   a. Recognize another work of art within a specified work of dance. DA.5.F.1.PA.A
   b. Associate a technology tool with dance performances. DA.5.F.1.PA.B
   c. Contribute to the improvisation of dance phrases. DA.5.F.1.PA.C

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. Show leadership by sharing ideas or by demonstrating or teaching skills to others. DA.5.F.3.1

   Access Point for Students with Significant Cognitive Disabilities

   Independent

   a. Prioritize and complete tasks related to individual or collaborative dance projects. DA.5.F.3.IN.A

   Supported

   a. Complete tasks related to individual or collaborative dance projects. DA.5.F.3.SU.A

   Participatory

   a. Participate in tasks related to individual or collaborative dance projects. DA.5.F.3.PA.A

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

1. Identify dance and dance-related businesses in the community and describe their impact. DA.5.F.2.1

   Access Point for Students with Significant Cognitive Disabilities

   Independent

   a. Identify community opportunities in or related to dance for employment or leisure. DA.5.F.2.IN.A

   Supported

   a. Recognize two or more community opportunities in or related to dance for employment or leisure. DA.5.F.2.SU.A

   Participatory

   a. Associate dance with employment opportunities. DA.5.F.2.PA.A