

# Grade Four

## Visual and Performing Arts: Dance Content Standards.

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### 1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Dance

Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.

#### Development of Motor Skills and Technical Expertise

- 1.1 Demonstrate mental concentration and physical control in performing dance skills.
- 1.2 Demonstrate the ability to use smooth transitions when connecting one movement phrase to another.

#### Comprehension and Analysis of Dance Elements

- 1.3 Demonstrate increased range and use of space, time, and force/energy concepts (e.g., pulse/accents, melt/collapse, weak/strong).
- 1.4 Explain the principles of variety, contrast, and unity and apply to a dance sequence.

#### Development of Dance Vocabulary

- 1.5 Describe a specific movement, using appropriate dance vocabulary.
- 1.6 Identify, define, and use phrasing in dances learned or observed.

### 2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in Dance

Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance.

#### Creation/Invention of Dance Movements

- 2.1 Create, develop, and memorize set movement patterns and sequences.
- 2.2 Improvise extended movement phrases.

#### Application of Choreographic Principles and Processes to Creating Dance

- 2.3 Describe, discuss, and analyze the process used by choreographers to create a dance.
- 2.4 Create a dance study that has a beginning, a middle, and an end. Review, revise, and refine.

### **Communication of Meaning in Dance**

- 2.5 Convey a range of feelings through shape/postures and movements when performing for peers.
- 2.6 Perform improvised movement and dance studies with focus and expression.

### **Development of Partner and Group Skills**

- 2.7 Demonstrate additional partner and group skills (e.g., imitating, leading/following, mirroring, calling/responding, echoing).

## **3.0 HISTORICAL AND CULTURAL CONTEXT**

### **Understanding the Historical Contributions and Cultural Dimensions of Dance**

Students analyze the function and development of dance in past and present cultures throughout the world, noting human diversity as it relates to dance and dancers.

### **Development of Dance**

- 3.1 Perform and identify dances from various countries with different arrangements of dancers (e.g., lines, circles, couples).
- 3.2 Name the musical accompaniment and explain how it relates to the dances they have studied.

### **History and Function of Dance**

- 3.3 Perform and describe dances that reflect the geographical place in which the dances are performed (e.g., deserts, rain forests, islands).

### **Diversity of Dance**

- 3.4 Perform and identify folk/traditional and social dances from California history.

## **4.0 AESTHETIC VALUING**

### **Responding to, Analyzing, and Making Judgments About Works of Dance**

Students critically assess and derive meaning from works of dance, performance of dancers, and original works according to the elements of dance and aesthetic qualities.

### **Description, Analysis, and Criticism of Dance**

- 4.1 Use dance vocabulary to describe unique characteristics of dances they have watched or performed from countries studied in the history social science curriculum (e.g., rhythms, spatial patterns, gestures, intent).
- 4.2 Name and use specific criteria in assessing personal and professional dance choreography (e.g., contrast, phrasing, unity).

### **Meaning and Impact of Dance**

- 4.3 Describe ways in which a dancer effectively communicates ideas and moods (strong technique, projection, and expression).
- 4.4 List the expectations the audience has for a performer and vice versa.

## **5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS**

### **Connecting and Applying What Is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers**

Students apply what they learn in dance to learning across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to dance.

### **Connections and Applications Across Disciplines**

- 5.1 Explain how dance practice relates to and uses the vocabulary of other art subjects (e.g., positive and negative space, shape, line, rhythm, character).
- 5.2 Describe how dancing develops strength, flexibility, and endurance in accordance with physical education standards.
- 5.3 Demonstrate a recognition of personal space and respect for the personal space of others.

### **Development of Life Skills and Career Competencies**

- 5.4 Analyze the choreographic process and its relation to the writing process (e.g., brain-storming, exploring and developing ideas, putting ideas into a form, sequencing).