

# Dance: Grade 1

Adopted 2010

## Critical Thinking and Reflection

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

1. Identify and respond to the feelings expressed in movement pieces. [DA.1.C.1.1](#)
2. Repeat simple movements from verbal cueing. [DA.1.C.1.2](#)

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Recognize and respond to the feelings expressed in movement pieces. [DA.1.C.1.IN.A](#)
- b. Repeat simple movements from a model. [DA.1.C.1.IN.B](#)

Supported

- a. Associate selected movements with feelings. [DA.1.C.1.SU.A](#)
- b. Respond to directions. [DA.1.C.1.SU.B](#)

Participatory

- a. Explore selected movements. [DA.1.C.1.PA.A](#)

---

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

1. Make movement choices, using one or more given elements, to complete a short phrase. [DA.1.C.2.1](#)

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Imitate a variety of movements to explore elements of movement. [DA.1.C.2.IN.A](#)

Supported

- a. Imitate gross- and fine-motor movements. [DA.1.C.2.SU.A](#)

Participatory

- a. Explore basic gross-motor movements. [DA.1.C.2.PA.A](#)

---

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

1. Share personal opinions on selected movement pieces, recognizing that individual opinions often vary. [DA.1.C.3.1](#)

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Express an opinion about selected dance performances. [DA.1.C.3.IN.A](#)

Supported

- a. Identify preferred simple dances. [DA.1.C.3.SU.A](#)

Participatory

- a. Explore dance performances. [DA.1.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. Discover movement through exploration, creativity, self-discovery, and experimentation in dance. [DA.1.S.1.1](#)
2. Explore how body parts move by using imitation and imagery. [DA.1.S.1.2](#)

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Imitate a variety of movements related to dance. [DA.1.S.1.IN.A](#)

Supported

- a. Imitate gross- and fine-motor movements. [DA.1.S.1.SU.A](#)

Participatory

- a. Explore basic gross-motor movements. [DA.1.S.1.PA.A](#)

---

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

1. Listen attentively and follow directions when learning movement skills and sequences. [DA.1.S.2.1](#)
2. Practice simple dance sequences with assistance. [DA.1.S.2.2](#)
3. Perform simple movements on both sides of the body. [DA.1.S.2.3](#)

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Imitate a variety of movements related to dance. [DA.1.S.2.IN.A](#)

Supported

- a. Imitate gross- and fine-motor movements. [DA.1.S.2.SU.A](#)

Participatory

- a. Explore basic gross-motor movements. [DA.1.S.2.PA.A](#)

---

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

1. Imitate basic body postures and maintain a pose in a held stance. [DA.1.S.3.1](#)
2. Repeat simple body movements to strengthen and stretch the body. [DA.1.S.3.2](#)
3. Practice moving body parts in and through space to develop coordination. [DA.1.S.3.3](#)
4. Demonstrate acuity in transferring given rhythmic patterns from the aural to the kinesthetic. [DA.1.S.3.4](#)
5. Explore, manipulate, and manage concepts of personal and general space by moving in different levels and directions. [DA.1.S.3.5](#)

Access Point for Students with Significant Cognitive Disabilities

Independent

- b. Imitate a variety of rhythmic patterns. [DA.1.S.3.IN.B](#)
- c. Explore concepts of personal and general space. [DA.1.S.3.IN.C](#)

Supported

- a. Imitate gross- and fine-motor movements. [DA.1.S.3.SU.A](#)
- b. Explore a variety of rhythmic patterns. [DA.1.S.3.SU.B](#)

Participatory

- a. Explore basic gross-motor movements. [DA.1.S.3.PA.A](#)
  - b. Attend to a variety of rhythmic patterns. [DA.1.S.3.PA.B](#)
  - c. Explore a variety of dance elements. [DA.5.S.3.PA.C](#)
-

## 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. Experiment with given elements to develop knowledge of their characteristics. [DA.1.0.1.1](#)
2. Demonstrate awareness of expectations in class and at informal performances. [DA.1.0.1.2](#)

#### Access Point for Students with Significant Cognitive Disabilities

##### Independent

- a. Experiment with movements or phrases based on the elements of dance. [DA.1.0.1.IN.A](#)
- b. Demonstrate awareness of appropriate audience etiquette. [DA.1.0.1.IN.B](#)

##### Supported

- a. Explore a variety of movement tempos and levels. [DA.1.0.1.SU.A](#)
- b. Respond respectfully to informal performances. [DA.1.0.1.SU.B](#)

##### Participatory

- a. Explore dance movements. [DA.1.0.1.PA.A](#)
- b. Attend to informal performances. [DA.1.0.1.PA.B](#)

---

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

1. Select and apply a change in tempo or level to transform the meaning, feeling, or look of a movement or phrase. [DA.1.0.2.1](#)

#### Access Point for Students with Significant Cognitive Disabilities

##### Independent

- a. Imitate a change in tempo or level to transform the meaning, feeling, or look of a movement or phrase. [DA.1.0.2.IN.A](#)

##### Supported

- a. Explore a variety of movement tempos and levels. [DA.1.0.2.SU.A](#)
- b. Participatory [DA.68.0.2.PA.B](#)
  - a. Explore dance movements. [DA.1.0.2.PA.A](#)

---

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

1. Create movement phrases to express a feeling, idea, or story. [DA.1.0.3.1](#)
2. Use accurate dance terminology to describe specified movements and shapes. [DA.1.0.3.2](#)

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Imitate movement phrases to express a feeling, idea, or story. [DA.1.0.3.IN.A](#)
- b. Associate dance terminology with specified movements and shapes. [DA.1.0.3.IN.B](#)

Supported

- a. Imitate movements. [DA.1.0.3.SU.A](#)
- b. Respond to directions. [DA.1.0.3.SU.B](#)

Participatory

- a. Respond to selected movements. [DA.1.0.3.PA.A](#)
  - b. Attend to dance terminology. [DA.1.0.3.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. Practice children's dances from around the world. [DA.1.H.1.1](#)

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Practice specified movement sequences in dance using associated traditional music. [DA.1.H.1.IN.A](#)

Supported

- a. Explore specified movement in dance. [DA.1.H.1.SU.A](#)

Participatory

- a. Respond to dance and music. [DA.1.H.1.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. Perform movement that infuses music, language, and numbers. [DA.1.H.3.1](#)

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Explore a variety of dance movements. [DA.1.H.3.IN.A](#)

Supported

- a. Explore a variety of gross-and fine-motor movements. [DA.1.H.3.SU.A](#)

Participatory

- a. Practice selected gross-motor movements. [DA.1.H.3.PA.A](#)
- 

**Innovation, Technology,  
and the Future**

**Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.**

1. Create dances, with or without manipulatives, which imitate animated shapes, letters, animals, and/or storybook characters. [DA.1.F.1.1](#)

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Demonstrate a variety of movements with or without manipulatives. [DA.1.F.1.IN.A](#)

Supported

- a. Explore a variety of movements with or without manipulatives. [DA.1.F.1.SU.A](#)

Participatory

- a. Attend to a variety of movements with or without manipulatives. [DA.1.F.1.PA.A](#)
- 

**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. Follow directions given by the teacher or by peers in small groups. [DA.1.F.3.1](#)

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Follow teacher directions and explore tasks related to dance. [DA.1.F.3.IN.A](#)

Supported

- a. Follow teacher directions. [DA.1.F.3.SU.A](#)

Participatory

- a. Respond to teacher directions. [DA.1.F.3.PA.A](#)