

# 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**

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## **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**

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## **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**

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**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](#)

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**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](#)