

Grade Five

Visual and Performing Arts: Dance Content Standards.

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 focus, physical control (e.g., proper alignment, balance), and coordination in performing locomotor and axial movement.
- 1.2 Name and use a wide variety of movements (e.g., isolations/whole body).

Comprehension and Analysis of Dance Elements

- 1.3 Demonstrate a greater dynamic range in movement utilizing space, time, and force/energy concepts.
- 1.4 Incorporate the principles of variety, contrast, and unity with dance studies.

Development of Dance Vocabulary

- 1.5 Use appropriate dance vocabulary to describe dances.

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, memorize, and perform complex sequences of movement with greater focus, force/energy, and intent.
- 2.2 Invent multiple possibilities to solve a given movement problem and analyze problem-solving strategies and solutions.

Application of Choreographic Principles and Processes to Creating Dance

- 2.3 Describe and incorporate simple dance forms in dance studies (e.g., AB form, canon).
- 2.4 Demonstrate principles of opposing weight and force/energy, balance and counterbalance, or cantilever.

Communication of Meaning in Dance

- 2.5 Convey a wide range of feeling and expression through gestures, posture, and movement.

Development of Partner and Group Skills

- 2.6 Demonstrate cooperation, collaboration, and empathy in working with partners and in groups (e.g., leading/following, mirroring, calling/responding, echoing, opposing).

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 Describe how and why a traditional dance may be changed when performed on stage for an audience.

History and Function of Dance

- 3.2 Identify and perform folk/traditional, social, and theatrical dances done by Americans in the eighteenth and nineteenth centuries.

Diversity of Dance

- 3.3 Select traditional dances that men, women, or children perform and explain the purpose(s) of the dances.

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 identify and support personal preferences for dances observed or performed.
- 4.2 Apply specific criteria to analyze and assess the quality of a dance performance by well-known dancers or dance companies (e.g., technical skill, musicality, dynamics, mood).

Meaning and Impact of Dance

- 4.3 Identify the special and challenging characteristics of the experience of dancing for an audience.
- 4.4 Explain how outstanding dancers affect audience members emotionally or intellectually.

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 Describe how historical events relate to dance forms (e.g., the rebellion of the 1960s was represented in popular social dances with a move from partners to individual expression).
- 5.2 Describe how dancing requires good health-related habits (e.g., individual and group goals for flexibility, strength, endurance, stress management, nutrition).
- 5.3 Cite examples of the use of technology in the performing arts.

Development of Life Skills and Career Competencies

- 5.4 Demonstrate social skills that enable students to become leaders/teachers and followers/learners.

Questions: State Board of Education | 916-319-0827

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