

**Georgia Performance Standards
Fine Arts**

GRADE 5

DANCE

Foundations – Fundamental concepts, principles, and skills

- D5FD.1 Identifies and demonstrates movement elements, skills, and terminology in dance
- a. Participates in dance technique based warm-up that addresses strength, coordination, and flexibility
 - b. Demonstrates knowledge of dance terminology and basic principles of dance technique
 - c. Demonstrates accuracy, focus, control, and coordination in performing and creating a spectrum of locomotor sequences performed to music that includes a range of tempos, rhythms, and qualities
 - d. Performs smooth transitions when connecting movements
 - e. Shows dexterity and motor control while manipulating a prop within a movement sequence
- D5FD.2 Understands and models dance etiquette as a classroom participant, performer, and observer
- a. Demonstrates attentiveness, full participation and cooperation with others in the dance learning environment
 - b. Demonstrates focus and concentration and self-discipline in the performance of skills
 - c. Applies knowledge of appropriate behaviors and skills as an audience member and dance observer
- D5FD.3 Recognizes the anatomical and kinesiology concepts in movement
- a. Identifies fundamental principles of injury prevention for dance
 - b. Understands how strength and endurance are developed through dance skills
 - c. Identifies concepts of gravity, force, acceleration, and mass in relation to dance
 - d. Understands, explores, and sequences clear movements of body parts, body halves, and the body in planes in space

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- D5FD.4 Understands and applies music concepts to dance
- a. Applies knowledge of duple and triple meters in the executing and creating of dance
 - b. Exhibits and creates variety in movement qualities in response to a variety of musical selections and instruments
 - c. Demonstrates musicality while performing dance phrases

Creating - Expression of ideas, experiences, feelings, and images

- D5CR.1 Demonstrates an understanding of creative and choreographic principles, processes, and structures
- a. Explores partnering: copy, lead, mirror, follow
 - b. Creates shapes and levels through movement
 - c. Combines phrases of movement into simple compositions with and without music accompaniment
 - d. Demonstrates knowledge of compositional elements through movement (beginning, middle, end, and transitions)
 - e. Creates movement based on his or her own ideas, feelings, concepts, and kinesthetic awareness
 - f. Creates and performs more complex dance compositions
 - g. Explores design through space and time
- D5CR.2 Demonstrates an understanding dance as a way to communicate meaning
- a. Implements various approaches to solving a compositional question
 - b. Uses improvisation to discover and invent movement and to solve movement problems
 - c. Utilizes technology in the choreographic process
 - d. Creates a dance phrase, accurately repeat it and then vary it (using the elements (e.g., body, time, space, energy))
 - e. Explores thoughts, ideas, and feelings through structured improvisation

Response – Reflection, analysis, and evaluation

- D5RE.1 Demonstrates critical and creative thinking in all aspects of dance
- a. Explains basic features that distinguish one kind of dance from another (speed, force/energy use, costume, setting, music)
 - b. Develops the ability to describe one's own dance as well as another's dance
 - c. Describes, compares, and contrasts movement elements of dance
 - d. Responds to criteria for evaluating simple composition
 - e. Identifies characteristics unique to various dance genres (e.g., ballet, jazz, tap, modern)

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- f. Discusses dance as a means of communication, expression, and interaction through simple composition with competence and confidence

Connections – Exchanging and relating ideas, experiences, and

- D5CO.1 Demonstrates and understands dance in various cultures and historical periods
 - a. Participates in a dance from a personal heritage of interest
 - b. Participates in dance activities representing various cultures
 - c. Identifies a correlation between historical periods and styles of dance
 - d. Understands the reason for dance in other cultures (e.g., “Why we dance?”)
 - e. Demonstrates the similarities and differences in various dance styles (e.g., ballet, jazz, tap, folk)

- D5CO.2 Demonstrates an understanding of dance as it relates to wellness
 - a. Practices habits of health and nutrition to enhance dance ability
 - b. Demonstrates the elements of personal safety in dance
 - c. Demonstrates respect for one’s well being and the well being of others
 - d. Investigates how dance promotes body wellness (e.g., strength, endurance, balance, agility, flexibility)
 - e. Demonstrates how time-management, listening, problem-solving, and team work skills are used with others in composing and rehearsing and performing

- D5CO.3 Integrates the use of technology and new media
 - a. Demonstrates an ability to utilize technological tools and media to create and communicate about dance
 - b. Demonstrates an ability to use media and technology tools related to dance performance

- D5CO.4: Demonstrates an understanding of dance as it relates to other areas of knowledge
 - a. Compares and contrasts dance to other art forms
 - b. Explores commonalities of essential concepts shared between dance and other subject areas