

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Movement Skills and Underlying Principles</p>	<ol style="list-style-type: none"> 1. Explores the concept of contrast in movement (open or closed, high or low, large or small). 2. Explores open and closed movement. 3. Demonstrates how various body parts can support the body. 4. Demonstrates how various body parts can lead an action. 5. Demonstrates nonlocomotor skills (swinging, turning, spiraling, pushing, pulling). 6. Demonstrate direction changes while traveling in general space. 7. Moves through space in selected symmetrical and asymmetrical body shape. 8. Explores pathway with various body parts within personal space. 9. Moves accurately to even and uneven rhythms. 10. Explores time contrast in movement (slow, fast, regular/irregular). 11. Demonstrates an understanding of meter in movement (2/4, 3/4, 4/4, time signatures). 12. Explores contrasts in movement quality (strong/light, sudden/sustained, lyrical/percussive, vibratory/steady). 13. <i>Uses underlying principles of body movement (e.g., alignment, balance, imitation of movement, articulation of isolated body parts, weight shift, elevation and landing, contraction and release, and fall and recovery).</i> (D.A.A.1.2.1) 14. <i>Knows dance steps, positions, and patterns from various dance forms or traditions (e.g., ethnic, modern, and ballet).</i> (D.A.A.1.2.2) 	<ol style="list-style-type: none"> A. The student can demonstrate differences and similarities between locomotor and nonlocomotor movements by using various body parts to initiate the actions. (D.A.A.1.2.1) (D.A.A.1.2.2) (D.A.A.1.2.3) B. The student can demonstrate his/her ability to determine the difference between two opposing qualities of movement by using time contrasts. (D.A.A.2.2.1) (D.A.A.2.2.2) (D.A.A.2.2.3) (D.A.A.2.2.4.)

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<p>II Dance Making</p>	<p>15. <i>Uses transitional movements to connect motions made at low, middle, and high levels, both in place and through space.</i> (DA.A.1.2.3)</p> <p>16. <i>Explores the use of basic choreographic principles (e.g., transition and dynamic change).</i> (DA.A.2.2.1)</p> <p>17. <i>Creates structured improvisations of dance movements in a variety of groupings.</i> (DA.A.2.2.2)</p> <p>18. <i>Creates a dance phrase (i.e., a brief sequence of related movements that has a sense of rhythmic completion), repeats, and varies it (e.g., makes changes in time, space, and force/energy).</i> (DA.A.2.2.3)</p> <p>1. Performs a repeated locomotor or nonlocomotor movement using selected pathways.</p> <p>2. Combine selected locomotor and nonlocomotor movements to create a dance phrase (run, freeze, jump, fall).</p> <p>3. Follows another individual's movement explorations. Such as imitating, leading, following, and mirroring. (DA.A.2.2.4)</p> <p>4. Creates dance studies based on personal emotions, thoughts, and ideas. (DA.B.1.2.3)</p> <p>5. Uses movement to create a character.</p> <p>6. Cooperates with others to create a dance story.</p> <p>7. Explores himself or herself through improvisations based on characters and stories from fairy tales, folk tales, myths, and legends.</p>	<p>A. Using five different locomotor movements and at least two nonlocomotor movements the student can create an improvisation based on a personal experience and perform it for his/her classmates. (DA.B.1.2.1)</p> <p>B. Given a group assignment, the students can cooperate with others to create and execute repeatedly, a movement phrase that combines four locomotor and two nonlocomotor movements using two path ways.</p> <p>C. <i>The student can create a dance in response to rhythmic patterns from various sources that communicate an idea of personal experience.</i> (DA.B.1.2.1) (DA.B.1.2.2) (DA.B.1.2.3)</p>

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<p>III Building Context: Cultural, Historical and Social Inquiry</p>	<p>8. Recognizes movement phrases (patterns) as the basic building blocks of a dance.</p> <p>9. Uses improvisation to make a dance.</p> <p>10. <i>Knows the difference between pantomiming and abstracting a gesture and performs a gesture using each technique.</i> (DA.B.1.2.1)</p> <p>11. <i>Performs movement sequences to various accompaniments (e.g., sound, music and spoken text), demonstrating their effect.</i> (DA.B.1.2.2)</p> <p>12. <i>Creates a movement study that illustrates a concept from another discipline (e.g., creates patterns from math forms, such as a A-B-A).</i> (DA.E.2.2.1)</p> <p>1. Observes and responds to work done by others.</p> <p>2. Cooperates in small groups.</p> <p>3. Identifies the role of dance in Miami as it occurs in both formal settings, (theaters, auditoriums) and informal settings (street, social).</p> <p>4. Reads about famous dancers and choreographers throughout history.</p> <p>5. Performs folk, social, and classical dances from various cultures (Seven Jumps, Fonga La Raspa). (DA.C.1.2.2)</p> <p>6. <i>Knows the traditions, techniques and roles (e.g., steps and movement styles) of various dances (e.g., folk, social, and classical) in various cultures and time periods.</i> (DA.C.1.2.1) (DA.C.1.2.3)</p>	<p>A. After observing a cultural dance in an informal setting (Calle Ocho, Goombay, family gatherings), the student can identify the role of this type of dance in Miami by writing a four sentence narrative that includes: name of activity (setting), country of origin, style of dance, and name of performer(s). (DA.C.1.2.1) (DA.C.1.2.3)</p> <p>B. The student can perform in a group of three, a short dance from a particular culture, while the class observes. (DA.C.1.2.2) (DA.E.2.2.1)</p>

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<p>IV Critical and Aesthetic Inquiry</p>	<ol style="list-style-type: none"> 1. Uses language to describe movement preferences (likes and dislikes). 2. Recognizes that dance is movement selected and organized to express ideas, thoughts and feelings. 3. Discusses dance as a means of non-verbal communication. 4. Expresses personal responses to the movement of others. 5. Recognizes personal attitudes and assumptions about gender roles in dance. 6. Verbally identifies movements in a simple movement phrase. 7. <i>Understands how individual solutions to movement problems are based on personal choices.</i> (D.A.D.1.2.1) 8. <i>Understands the similarities and differences among various dance compositions in terms of space, time, and force.</i> (D.A.D.1.2.2) 9. <i>Knows possible aesthetic criteria to use for evaluating dance (e.g., the skill of performers, originality, visual and emotional impact, variety, and contrast).</i> (D.A.D.1.2.3) 10. <i>Creates personal improvement goals in dance and uses problem solving techniques to achieve goals.</i> (D.A.E.1.2.1) 11. <i>Knows movement study that involve injury prevention (e.g., strength training, flexibility, and coordination).</i> (D.A.E.1.2.2) 12. <i>Understands how a healthy lifestyle program, which involves proper nutrition, adequate sleep, and daily exercise, leads to enhanced dance performance.</i> (D.A.E.1.2.3) 	<ol style="list-style-type: none"> A. The student can observe and then verbalize simple movement phrases by using descriptive language. (D.A.D.1.2.2) (D.A.D.1.2.3) B. The student can express ideas, thoughts, and feelings by dancing about a personal experience. (D.A.D.1.2.1) C. <i>The student begins to form ideas of the benefits from exercise and a healthy lifestyle.</i> (D.A.D.1.2.1) (D.A.E.1.2.2) (D.A.E.1.2.3)

DANCE

GRADE 3

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	<p>13. <i>Creates a movement study that illustrates a concept from another discipline (e.g., creates patterns from math forms such as A-B-A).</i> (DA.E.2.2.1)</p>	