

5TH GRADE DANCE CHECKLIST
Fine Arts Goals 25 – 27
Illinois Learning Standards A – B
Performance Descriptors

PRINCIPLES OF DANCE

- _____ Identify ways to vary actions through contrasts in time, force, and flow of movement.
- _____ Observe and describe relationships created through variations in spatial factors.
- _____ Distinguish among the qualities of sustained, percussive, swing, vibrate, suspend, and collapse (time, force, flow).
- _____ Identify and describe choreographic and musical forms (AB, ABA, round, rondo).
- _____ Structure movement phrases using choreographic (aesthetic) principles (e.g., repetition, contrast).
- _____ Discuss possible meanings of various dance compositions.

CONNECTIONS TO THE ARTS

- _____ Explain how elements, principles, and tools are combined to express an idea in a work of art.
- _____ Explain why specific elements, principles, and tools were used in a work of art created by the student or another artist.

PROCESSES, TOOL, AND TECHNOLOGIES

- _____ Recognize and implement safe dance practices required for maintenance of a healthy body.
- _____ Discuss ways specific movements are applied in response to words, sounds, pictures, props, and/or stories.
- _____ Apply processes (e.g., performing, improvising, exploring, composing, choreographing) when dancing.
- _____ Identify the production aspects of dance (e.g. music, lighting, costuming, scenery, setting) seen in dance compositions.

CREATION AND PERFORMANCE

- _____ Perform sequences and actions with an awareness of control.
- _____ Practice and improve precision, clarity, and quality in use of body parts, actions, and sensory elements when dancing.
- _____ Apply spatial factors and a range of action relationships (e.g., unison, succession) when creating dance compositions.
- _____ Perform combinations of increasingly difficult rhythmic step patterns (e.g., schottische, polka, grapevine).
- _____ Apply changes of energy in a sequence of movements.
- _____ Develop a repertoire of folk dance representative of a variety of cultures.
- _____ Use a variety of dance elements and resources to convey ideas, feelings, or characters in dance compositions.
- _____ Apply choreographic and musical forms (e.g., AB, ABA, round, rondo, theme and variation) when creating dance compositions.
- _____ Evaluate dances in terms of the creating processes (e.g., the choreographer's interpretation, communication of the theme).

HISTORY, SOCIETY OF THE ARTS

- _____ Evaluate audience behaviors of self and others.
- _____ Explain how works of art relate to the environment where they are performed or displayed and how the space affects the art works (e.g., outdoor sculpture, murals, theatre in the round, dancing in a parade vs. on a stage).
- _____ Describe how the site (e.g., outdoor art fair vs. museum, half-time show at a sporting event vs. symphony hall) influences who the audience is and the way the audience responds.
- _____ Explain ways dance, drama, music, and visual art play a part in everyday life (e.g. education, architecture, landscape design, political cartoons, fashion design, background music, television).
- _____ Analyze how the arts are used in commercial applications (e.g., posters, TV commercials, package design, industrial design).
- _____ Categorize types of artists with their art and art related products or performances (e.g., commercial artist, artistic directors).

_____ Describe how the same idea is expressed in works of art (e.g., portraits, wedding dances, national anthems) from different cultures, times, or places.

_____ Compare the ways different cultures, times, or places use materials to produce works of art (e.g., musical instruments, masks, puppets, pottery, textiles).

_____ List artists who have made significant contributions and describe their ideas.