

**4<sup>TH</sup> 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 the use of spatial factors in dance compositions.
- \_\_\_\_\_ Distinguish between sustained/ percussive movement qualities.
- \_\_\_\_\_ Identify various choreographic and musical forms (AB, ABA, and round).
- \_\_\_\_\_ Identify the choreographic (aesthetic) principles (e.g., contrast, repetition) in a dance composition.
- \_\_\_\_\_ Interpret the kinds of meanings/feelings conveyed by different space, time, and energy (force and flow) factors (e.g., fast/light, ongoing, large actions on a zigzag pathway for excitement).

**CONNECTIONS TO THE ARTS**

- \_\_\_\_\_ Use the vocabulary of elements, principles, and tools when describing a work of art.
- \_\_\_\_\_ Plan and create a work of art that expresses a specific idea, mood, or emotion using defined elements, principles, and tools.

**PROCESSES, TOOL, AND TECHNOLOGIES**

- \_\_\_\_\_ Discuss ways to maintain the body as a healthy tool for dance.
- \_\_\_\_\_ Identify specific movements that can be 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 movements showing an awareness of body control.
- \_\_\_\_\_ Show clarity in body shape.

- \_\_\_\_\_ Show clarity in size, level, direction, and pathways when dancing.
- \_\_\_\_\_ Perform step patterns in response to varied rhythms.
- \_\_\_\_\_ 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.
- \_\_\_\_\_ Use choreographic and simple musical forms (e.g., AB, ABA, round, rondo) to create movement phrases.
- \_\_\_\_\_ Apply the creative processes (e.g., problem solving, interpreting, imagining/visualizing, communicating) when creating dances.

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## **HISTORY, SOCIETY OF THE ARTS**

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- \_\_\_\_\_ Evaluate audience behaviors of self and others.
- \_\_\_\_\_ React to performances/ art works in a respectful, constructive, and supportive manner.
- \_\_\_\_\_ Describe the roles of artists in society (e.g. historian, critic, entertainer, inventor).
- \_\_\_\_\_ Describe a variety of places where the arts are produced, performed, or displayed.
- \_\_\_\_\_ Explain ways dance, drama, music, and visual art play a part in everyday life (e.g., architecture, landscape design, political cartoons, fashion design, background music, television).
- \_\_\_\_\_ Explain how the arts are used in commercial applications (e.g., posters, TV commercials, package design, industrial design).
- \_\_\_\_\_ Describe occupations that are related to the arts (e.g., landscape architect, political cartoonist, fashion designer, sound engineer).
- \_\_\_\_\_ Investigate the ways various people (present and past) use the arts to celebrate similar events (e.g., celebrations, festivals, seasons).
- \_\_\_\_\_ List significant contributions made by artists in several art forms.