

**North Carolina Essential Standards  
Fourth Grade Dance**

Note on Numbering/Strands:

**CP**-Creation and Performance, **DM**- Dance Movement Skills, **R**-Responding, **C**-Connecting

**Creation and Performance (CP)**

	Essential Standard	Clarifying Objectives	
<b>4.CP.1</b>	<b>Use choreographic principles, structures, and processes to create dances that communicate ideas, experiences, feelings, and images.</b>	4.CP.1.1	Organize dance phrases into simple dance sequences that have a beginning, middle, and end, and that vary the use of the dance elements.
		4.CP.1.2	Use independent and/or cooperative skills to improvise and create dance.
		4.CP.1.3	Create short dance sequences that communicate ideas, experiences, feelings, images, or stories.
		4.CP.1.4	Understand how different strategies for problem solving in dance lead to different outcomes.
<b>4.CP.2</b>	<b>Understand how to use performance values (kinesthetic awareness, concentration, focus, and etiquette) to enhance dance performance.</b>	4.CP.2.1	Use control of body, voice, and focus necessary for effective participation in dance.
		4.CP.2.2	Use concentration and focus to perform short dance sequences.
		4.CP.2.3	Identify personal goals to improve performance quality in dance.

**Dance Movement Skills**

	Essential Standard	Clarifying Objectives	
<b>4.DM.1</b>	<b>Understand how to use movement skills in dance.</b>	4.DM.1.1	Illustrate safe movement choices through the use of dance technique, including balance, rotation, elevation, and landing in dance movement.
		4.DM.1.2	Illustrate a variety of ways to use shapes.
		4.DM.1.3	Execute locomotor and non-locomotor (axial) movement with clarity and intent.
		4.DM.1.4	Differentiate between duple and triple meter.
		4.DM.1.5	Execute a variety of group spatial designs and relationships while dancing.

## Responding

	Essential Standard	Clarifying Objectives	
<b>4.R.1</b>	<b>Use a variety of thinking skills to analyze and evaluate dance.</b>	4.R.1.1	Use dance vocabulary to describe elements of movement (body, space, time, energy) while observing dance.
		4.R.1.2	Explain how personal perspective influences interpretations of dance.
		4.R.1.3	Use different aesthetic criteria for evaluating dances.

## Connecting

	Essential Standard	Clarifying Objectives	
<b>4.C.1</b>	<b>Understand cultural, historical, and interdisciplinary connections with dance.</b>	4.C.1.1	Understand how dance has affected, and is reflected in, the culture, traditions, and history of North Carolina.
		4.C.1.2	Exemplify connections between dance and concepts in other curricular areas.