**Fine Arts: Dance Learning Progression**

| **Domain: Fine Arts** |
| --- |
| **Strand: Dance**  |
| **Learning Progression: Dance**  |
| **Operational Definition: Demonstrates knowledge of how elements of dance are used to communicate meaning by producing and combining body movements**  |
|  | **A**  | **B**  | **C**  | **D**  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Movement** **through Space** | Moves body or body parts with increasing control. | Moves whole body or parts of body in response to rhythmic sounds or vibrations. |  | Moves whole body or parts of body through space in coordination with music or with rhythmic sounds or vibrations. |
| **Body Movements** **and Shapes** | Moves body or body parts with increasing control. |  |  | Dances with body movements that are big/little. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Spatial Relationship** **to Others** | Moves body or body parts with increasing control. | Moves whole body or parts of body in response to rhythmic sounds. |  | Dances alongside others or with others to music. |

**Observational Rubric:** Movement through Space

| **Directions** | **Level** | **Rubric** | **Evidence Examples** |
| --- | --- | --- | --- |
| (Same as Levels 1-5) | **A** | Child moves body or body parts with increasing control. | **Bertrand**—Bertrand makes movements when I turn on music. |
| **B** | Child moves whole body or parts of body in response to rhythmic sounds or vibrations.  | **Anita**—Anita sways side to side when seated in my lap listening to music. |
| **Adaptations: Evidence Examples** | **Motor:** | **Pete**—While supported at the hips in a u-shaped pillow on the floor, Pete can move his body slightly up and down when we sing to music at circle time. |
| **D** | Child moves whole body or parts of body through space in coordination with music or with rhythmic sounds or vibrations. | **Trevor**—Trevor dances to the music, running around in circles when the music speeds up. |
| **Adaptations: Evidence Examples** | **Sensory Sensitivity:** | **Kendra**—Kendra is sensitive to loud music, so today she danced in a part of the room where she is farthest from the music speaker.  |

**Observational Rubric:** Body Movements and Shapes

| **Directions** | **Level** | **Rubric** | **Evidence Examples** |
| --- | --- | --- | --- |
| (Same as Levels 1-5) | **A** | Child moves body or body parts with increasing control. | **Ollie**—Ollie makes movements when I turn on music. |
| **D** | Child dances with body movements that are big/little. | **Alexis**—Alexis curls her body up into a small ball on the floor in a dance about growing like a bean stalk, when I suggest to the children to make themselves very small like little bean seeds while demonstrating how to do so. |
| **Adaptations: Evidence Examples**  | **Motor:** | **Nicholas**—Although Nicholas has reduced movement, he straightened up his body lifting up his head and neck in his wheelchair today when the group stretched up to make “big” movements and then back down for “little” movements. |

**Observational Rubric:** Spatial Relationship to Others

| **Directions** | **Level** | **Rubric** | **Evidence Examples** |
| --- | --- | --- | --- |
| (Same as Levels 1-5) | **A** | Child moves body or body parts with increasing control. | **Dexter**—Dexter makes movements when I turn on music. |
| **B** | Child moves whole body or parts of body in response to rhythmic sounds. | **Justin**—Justin sits on the floor. He moves up and down and sways side to side when I turn on drumming music. |
| **Adaptations: Evidence Examples**  | **Motor:** | **Shawn**—Shawn rolled back and forth from his left side to his back as the music played, and stopped when the music stopped. He started to roll back and forth again when the music started up. |
| **D** | Child dances alongside others or with others to music.  | **Amanda**—Amanda twirls and dances as other children next to her do the same. |
| **Adaptations: Evidence Examples**  | **Hearing:****Motor:**  | **Valerie**—Valerie moved up and down and side to side with other children by observing and following their movements and also by feeling the music’s vibrations through the floor to keep her movements in time.**Misty**—Misty lightly bounced in time to the music while standing in her walker with the other children all around her.  |