

Grade 2 Dance Curriculum Standards

Standard 1.0 Elements and Skills

Students will identify and demonstrate movement elements and skills in performing dance.

Learning Expectations

The student will

1.1 Demonstrate non-locomotor movements using more refined motor skills such as flick, dab, wring, dodge, and carve.

1.2 Demonstrate and compare eight basic locomotor movements (walk, run, hop, jump, leap, gallop, slide, and skip) traveling forward, backward, sideward, diagonally, and turning.

1.3 Demonstrate the difference between personal and general space.

1.4 Compare far-reach, mid-reach and near-reach in personal space.

1.5 Create and perform a variety of body shapes (straight, angular, curved, and twisted) at low, middle and high levels.

1.6 Create movements in straight, curved, and zigzag pathways.

1.7 Create movement using individual body parts.

1.8 Demonstrate kinesthetic awareness, concentration and focus in stillness and movement.

1.9 Create and perform movement showing the qualities of energy (smooth, sharp, free, bound, strong, light, vibratory, and swinging).

1.10 Execute movement to different meters and changing tempos.

1.11 Demonstrate spatial relationships (body part to body part, individual to individual and individual to group); i.e., beside, between, over, under, together, and apart.

Performance Indicators: Evidence Standard is Met

The student is able to

Level 1

- Explore a selected group of non-locomotor movements using more refined motor skills.

- Demonstrate and compare walk, run and leap while traveling forward, backward, sideward, and diagonally.
- Explore the difference between personal and general space.
- Compare and demonstrate far-reach and near-reach.
- Perform a variety of body shapes at low, middle, and high levels.
- Explore straight, curved, and zigzag pathways.
- Isolate individual body parts in movement.
- Create and perform isolated still and moving shapes.
- Demonstrate contrasting energy qualities.
- Explore movement to different meters.
- Create and perform spatial relationships individual to individual.

Level 2

- Demonstrate a selected group of non-locomotor movements using more refined motor skills.
- Demonstrate and compare walk, run, leap, jump and hop while traveling forward, backward, sideward, and diagonally.
- Demonstrate the difference between personal and general space.
- Compare and demonstrate far-reach to mid-reach and near-reach to mid-reach.
- Create and perform a variety of body shapes (straight, angular, curved, and twisted) individually and with a partner at low, middle, and high levels.
- Create movements in straight, curved, and zigzag pathways.
- Create movement using two individual body parts.
- Create and perform a series of still and moving shapes.
- Create and perform a movement phrase showing contrasting energy qualities.
- Execute duple patterns in movement at varying tempos.
- Demonstrate spatial relationships individual to group.

Level 3

- Perform a selected group of non-locomotor movements using more refined motor skills.
- Demonstrate and compare walk, run, leap; jump and hop; skip, gallop and slide while traveling forward, backward, sideward, and diagonally.
- Perform movements demonstrating the difference between personal and general space.
- Create and perform a variety of body shapes (straight, angular, curved, and twisted) individually, with a partner, and in small groups at low, middle, and high levels.
- Demonstrate a variety of body shapes at low, middle, and high levels.
- Create and perform movements in straight, curved, and zigzag pathways.
- Create a movement phrase by using three individual body parts.
- Create, teach and perform a series of still and moving shapes.
- Create, teach and perform a movement phrase showing contrasting energy qualities.
- Execute duple and triple patterns in movement at varying tempos.
- Improvise individual to group spatial relationships.

Sample Performance Task

The teacher will create a series of picture cards showing various curved, straight, and zigzag pathway designs. Each student or pair of students will receive a card to use as a guide for their composition. The beginning and ending shape come from the card as well as the movement. The choreographic form is “theme and variation”. The students must show their pathway on the floor and in the air as they vary space (level or size), time (fast, slow), and energy (smooth or sharp). These compositions are then performed in small groups in front of their classmates.

Assessment: The teacher and students assess each dance as to whether it met the given criteria. (LE 1.6)

Integration/Linkages

Physical Education, Math, Language Arts (Vocabulary), Problem Solving, Music

Standard 2.0 Choreography

Students will understand choreographic principles, processes, and structures.

Learning Expectations

The student will

2.1 Create a movement sequence with a beginning, middle, and ending.

2.2 Compare and demonstrate the following partner skills: leading, following, shadowing, and mirroring.

2.3 Show the ability to respond in movement to stories, poems, artworks, music, world cultures, natural science, and math concepts.

Performance Indicators: Evidence Standard is Met

The student is able to

Level 1

- Create a beginning, middle, and ending shape.
- Compare leading and following.
- Create a variety of improvised movements in response to selected stories, poems, artworks, and music.

Level 2

- Create a movement sequence with a beginning, middle, and ending.

- Compare mirroring and shadowing.
- Create a variety of improvised movements in response to world cultures, natural science, and math concepts.

Level 3

- Create and perform a sequence with a beginning, middle, and ending.
- Compare and demonstrate leading and following and mirroring and shadowing.
- Develop a short movement study using one of the following areas: stories, poems, artworks, music, world cultures, natural science, and math.

Sample Performance Task

This lesson utilizes the book *Bringing the Rain to the Kapiti Plain* by Monica L. Hanks and ties in with a classroom study of the African plains and culture. The teacher reads the story to the students. Teacher should read the story again and guide the students in exploring each section of the story. For example: “These are the clouds all heavy with rain...” Have the students explore what it looks and feels like to be heavy with rain yet covering the plain. Continue this exploration with each line of the story.

Divide the class into small groups and assign one part of the story to each group. Each group then develops a short movement study for their part of the story and performs it for the rest of the class.

Assessment: Students and teacher critique and discuss each student group performance. (LE 2.3)

Integration/Linkages

Physical Education, Language Arts, Cooperative Learning, Communication Skills

Standard 3.0 Creativity and Communication

Students will understand dance as a way to create and communicate meaning.

Learning Expectations

The student will

3.1 Demonstrate how dance is different from other forms of human movement (such as sports and everyday gestures).

3.2 Present one’s dance to peers and discuss its meaning.

3.3 Model and explain appropriate audience behavior for informal and formal dance performances.

Performance Indicators: Evidence Standard is Met

The student is able to

Level 1

- Demonstrate a realistic gesture and an exaggerated form of the gesture.
- Create, perform, and explain one's dance for a group of peers.
- Model appropriate audience behavior for informal and formal dance performances.

Level 2

- Compare realistic gesture and its exaggerated form based on time, space, and energy.
- Perform one's dance and discuss its meaning with peers.
- Explain in writing appropriate audience behavior for informal and formal dance performances.

Level 3

- Create three variations of a realistic gesture.
- Document different meanings revealed through group discussion of one's dance performance.
- Determine appropriate audience behavior for a given scenario.

Sample Performance Task

This lesson is an exploration of everyday gestures as resource material for creating dance. The teacher and students will create a list of everyday gestures with which they are familiar such as hello, goodbye, go away, I don't know, come here, and I have an idea. Students then demonstrate each realistic gesture as they would perform it in real life. Next they explore variations on a theme with each gesture by changing size, level, speed, movement quality, pathway, direction, and using different body parts. Assign or have students choose one gesture and create three variations on it. Students should explore possibilities, make choices, practice and memorize the dance. Since second graders often prefer to work in pairs, this dance may be created by pairs. The final dance should begin with the realistic performance of the gesture followed by the three variations. These may be performed in small groups.

Assessment: Teacher and students discuss and critique the performances. (LE 3.1)

Integration/Linkages

Problem Solving, Cooperative Learning, Physical Education, Communication Skills

Standard 4.0 Criticism

Students will apply and demonstrate critical and creative thinking skills in dance.

Learning Expectations

The student will

- 4.1 Create and perform multiple solutions to a given movement problem.
- 4.2 Observe dances and discuss how they are similar and different in terms of specific elements of dance.
- 4.3 Discuss opinions about dances with peers in a supportive and constructive manner.

Performance Indicators: Evidence Standard is Met

The student is able to

Level 1

- Explore solutions to a given movement problem.
- Observe and compare how two dances use space.
- Identify supportive and constructive ways to critique.

Level 2

- Create and perform contrasting solutions to a given movement problem.
- Observe and compare how two dances use time.
- Employ supportive and constructive language in sharing opinions about a dance.

Level 3

- Discuss the differences in the solutions to a given movement problem.
- Observe and compare how two dances use energy.
- Debate opinions about a dance with peers in a supportive and constructive manner.

Sample Performance Task

This lesson is a follow-up to the sample performance task for Standard 3.

The teacher should arrange the students into small groups determined by all the groups who had a particular gesture. All of these groups should perform their dances simultaneously. Peers observing should look for how each choreographer used space, time and energy differently.

Assessment: The students discuss and compare the differences in a supportive and constructive manner always trying to begin with a positive statement. The teacher should encourage positive statements. (LE 4.2; 4.3)

Integration/Linkages

Problem Solving, Communication Skills, Language Arts, Creative Thinking

Standard 5.0 Cultural/Historical

Students will demonstrate and understand dance in various cultures and historical periods.

Learning Expectations

The student will

5.1 Demonstrate and compare folk dances from various cultures.

5.2 Describe ways in which people used dance throughout history as a part of rituals, ceremonies, and entertainment, and as a means of social expression.

Performance Indicators: Evidence Standard is Met

The student is able to

Level 1

- Demonstrate two or more folk dances from selected cultures.
- Identify and illustrate one way in which dance has been utilized in a ceremony throughout history.

Level 2

- Demonstrate and compare two or more folk dances from two different cultures.
- Describe and demonstrate how two different cultures have used dance as a means of entertainment and social expression throughout history.

Level 3

- Demonstrate and compare three folk dances from three different cultures.
- Recognize how a given dance form expresses the feelings or mood of the society that created it.

Sample Performance Task

The teacher will discuss the format of the Powwow of the Native Americans of North America and some of the dances included in the event. A Powwow is a coming together of two or more tribes to share their cultures. It became an event after the US government lifted its ban on Native American dancing and singing and is a means of preserving traditions. Dances included are the Grand Entry, Song and Dance of the Four Directions, and Friendship Dance. Teacher will then teach the songs and dances “Dance to the Four Directions” and the “Friendship Dance”. Instructions for these dances are found in Bryan Burton’s *Moving Within the Circle*.

Assessment: Students will practice and perform these two dances for an audience of peers and identify one way these two dances are used in Native American ceremonies. (LE 5.2)

Integration/Linkages

Social Studies, Communication Skills, Cooperative Learning

Standard 6.0 Health

Students will make connections between dance and healthful living.

Learning Expectations

The student will

- 6.1 Identify and name the parts of the skeleton relevant to dance.
- 6.2 Describe healthy practices that enhance the ability to dance.
- 6.3 Identify ways dance can improve one’s general health and wellness.

Performance Indicators: Evidence Standard is Met

The student is able to

Level 1

- Identify and name the spine, vertebrae, skull, and coccyx.
- Describe how the proper amount of rest enhances one’s ability to dance.
- Identify one way that dance can improve one’s general health and wellness.

Level 2

- Identify the ball and socket joints (shoulder and hip).
- Describe how eating well-balanced meals enhance one’s ability to dance.
- Identify two ways that dance can improve one’s general health and wellness.

Level 3

- Identify the hinge joints (elbow and knee).
- Describe how stretching and maintaining flexibility enhance one's ability to dance.
- Identify three ways that dance can improve one's general health and wellness.

Sample Performance Task

In a class discussion, the teacher introduces the concept of a “boney skeleton” as the structure or foundation upon which the remainder of the body rests. Using a skeleton (or pictures if necessary), teach the location and purpose of the ball and socket joints (shoulders and hips) and hinge joints (elbows and knees). Have the students locate their own ball and socket and hinge joints, then label these boney parts on the person next to them. Exploration: Have the students spread out into space and make a shape showing (isolating) each of these parts. Then have them explore moving each part. Ball and socket joints rotate and circle while hinge joints only bend, flex, or extend.

Assessment: As an exit dance, each student comes to the skeleton, identifies a part and dances to the door with that part of his body showing the correct movement that corresponds with that type of joint. (LE 6.1)

Integration/Linkages

Health, Problem Solving, Communication Skills

Standard 7.0 Interdisciplinary Connections

Students will make connections between dance and other disciplines.

Learning Expectations

The student will

7.1 Demonstrate and explain how the same idea can be expressed in dance and in one other art form.

7.2 Explore and demonstrate the connections between dance and three or more other academic disciplines.

Performance Indicators: Evidence Standard is Met

The student is able to

Level 1

- Demonstrate how the same idea can be expressed in a dance and in visual art.
- Identify and explore connections between dance and math and dance and language arts.

Level 2

- Demonstrate and explain how the same idea can be expressed in dance and visual art or dance and music.
- Explore and demonstrate connections between dance and math, dance and social studies, and dance and science.

Level 3

- Demonstrate and explain how the same idea can be expressed in dance and theater (storytelling).
- Create and perform a dance that reveals a specific concept in math, language arts, science, or social studies.

Sample Performance Task

This lesson combines symmetry and asymmetry with action verbs. During the technical warm-up with the students, have them notice whether the exercises are symmetrical or asymmetrical. Have students explore symmetrical and asymmetrical shapes on all three levels. While they are exploring these shapes have them bring the shapes to life by turning them or wiggling or stretching or shrinking them. Then have each student create two symmetrical and two asymmetrical shapes. The student decides on the sequence of the shapes and practices them in that order. Using pencil and paper, each student should diagram these shapes (using stick figures) in the chosen sequence. Next the student chooses three action words that will be used as inspiration for transitional movements from shape one to two, two to three, and three to four. These words are written in the proper location on the paper.

Assessment: The students will then practice and perform the dances for peers and the teacher. Later students will trade dance diagrams, reconstruct the dance, practice and perform it for the original creator. (LE 7.2)

Integration/Linkages

Problem Solving, Creative Thinking, Language Arts