

# Second Grade: Dance Curriculum

**Unit: Dancers combine movements in many different ways**      **Time: September- November**

## Essential Questions

- Where do choreographers get ideas for dances?
- How do dancers work with space, time, and energy to communicate artistic expression?
- How is dance understood?
- How does dance deepen our understanding of ourselves, other knowledge and events around us?

## Enduring Understandings

- Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.
- Space, time, and energy are basic elements of dance.
- Dance is perceived and analyzed to comprehend its meaning.
- As dance is experienced, all personal experiences, knowledge and contexts are integrated and synthesized to interpret meaning.

## Standards:

1.1.2.CR1b: Combine movements using the elements of dance to solve a movement problem.  
 1.1.2.Cr1a: Demonstrate movement in response to a variety of sensory stimuli and suggest additional sources for movement ideas.  
 1.1.2.Pr4a: Perform planned and improvised movement sequences, with variations in direction, spatial level, and spatial pathways alone and in small groups.  
 1.1.2.Pr4b: Perform planned and improvised movement sequences, with variations in tempo, meter, and rhythm, alone and in small groups.  
 1.1.2.Pr4c: Demonstrate contrasting dynamics and energy with accuracy.  
 1.1.2.Re7a: Demonstrate movements in a dance that develops patterns.  
 1.1.2.Re7b: Observe and describe performed dance movements from a specific genre or culture.  
 1.1.2.Cn10a: Examine how certain movements are used to express an emotion or experience in a dance that is observed or performed.  
 1.1.2.Cn10b: Using inquiry-based set of questions examine global issues, including climate change as a topic for dance.

## Benchmark Assessment(s)

- SWBAT show what you've discovered about combining movements. Share your three best movement ideas with a partner. Put them in a sequence: first, second, and third. Memorize and perform the sequence in unison for the class. The teacher will give you an action word. Working with a partner, choose three other action words. Use both locomotor and non-locomotor actions. Combine the teacher's action word with each of the action words you chose to create three new movement ideas. (You can put the two movements in a sequence, one after another, or do them both at the same time.) Decide which idea you will do first, second and third. Memorize and perform the sequence in unison for the class.. With a partner, explore combining a non-locomotor movement with a locomotor movement. Choose three of your favorite combined movements. Practice each new combined movement to memorize and refine it. Then practice performing them one after the other in a sequence you choose. Perform the sequence in unison for the class. Students should positively critique classmates. (1.1.2Cr1a-b, 1.1.2.Pr4a-c, 1.1.2.Re7a-b, 1.1.2.Cn10a-b)

## Other Assessments

- ✓ Teacher observation
- ✓ Student Growth Objectives
- ✓ Dress Rehearsals
- ✓ Final performances

## Materials

- Music & Audio player: CD, radio, Bluetooth speaker, iPod
- Students should wear appropriate clothing and footwear

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## SUGGESTED ACTIVITIES

- Work cooperatively with a partner.
- Demonstrate partner skills, ie, mirroring, shadowing, following, leading
- Clearly demonstrate the directional distinction between a slide and a gallop
- Perform individual locomotor and non-locomotor movements, combined movements, and movement sequences with accuracy and confidence
- Perform whole body as well as peripheral (arm and leg) movements
- Perform expressively, articulating the spine
- Start and stop/freeze on cue
- Move through space with control
- Understand and demonstrate the difference between moving in general and self space, and move confidently from one to the other in both guided and free movement explorations
- Explore movement freely
- Solve movement problems using the process of improvisation
- Explore, improvise and create new movement combinations or patterns by layering/sequencing a locomotor and nonlocomotor movement, two non-locomotor movements, or two locomotor movements
- Articulate reasons for choosing to combine particular movements
- Discuss time as a tool of dance
- Perform improvisations emphasizing the element of time (i.e., changes of **tempo**)
- Feel the pulse in a piece of music
- Recognize and move to a steady beat with both locomotor and nonlocomotor movements
- Move to different and changing tempi (slow, moderate, fast)
- Count and move or freeze in measures of 8 beats
- Perform simple movement sequences in unison with a partner
- Alternate even and uneven locomotor movements in simple sequences or patterns
- Alternate even and uneven locomotor movements in response to a musical cue
- Demonstrate rhythmic accuracy in performing simple rhythmic movements or movement patterns
- Move to the rhythm of nursery rhymes or other rhythmic words (i.e., poems, word phrases)
- Experience the kinesthetic feeling of moving to both duple and triple meters
- Identify tempo contrasts both conceptually and kinesthetically (long/short; fast/slow; sudden/sustained)
- Explore, improvise and create simple movement sequences using 1) only locomotor movements, 2) only non-locomotor movements (individual action or combined actions, e.g., twist and stretch), and 3) alternating locomotor and non-locomotor movements.
- Develop a simple dance phrase around a movement idea, i.e., a jumping phrase; a skipping phrase.
- Create a simple sequence of movement that begins and ends in a still shape.
- Articulate reasons for movement choices.
- Perform for an audience (informally or formally) with focus and concentration

## REINFORCEMENT

- Provide written, visual, auditory, and hands on manipulatives/activities to meet all learning styles.
- Modify worksheets for individual needs, use leveled support materials, peer tutoring and individualize instruction for special needs and accelerated students.
- Allow students to revise, rethink, and refine their understanding of the topics covered: Use subject matter questioning to review and activate prior learning.
- Give timely feedback on formative assessments and allow time for review.
- Work cooperatively with classmates.

## ENRICHMENT

- Allow students to use technology to express themselves through another medium.
- Allow students to create a multimedia presentation.
- Have students view great performances through online video.
- Use recording techniques to record and evaluate skills learned.

# Second Grade: Dance Curriculum

- Demonstrate an awareness of others in space while performing in small groups
- Demonstrate control while performing
- Perform simple unison and non-unison movement.

**Vocabulary:** Cooperate, Mirroring, Following, Leading, Shadowing, Locomotor (Slide vs. Gallop), Non-locomotor, Element of Space, Whole Body, Spine, Travel, Freeze, Space Bubble, General Space, Self Space, Control, Explore, Improvise, Movement Problem, Movement Solution, Creative/Create, Choreographer, Combine/Combination, Pattern, Elements of Dance, Time, Pulse, Steady Beat, Tempo (Slow, Moderate, Fast), Counts, Measure, Unison, Rhythm, Rhythm Pattern, Gallop, Skip, Slide (Uneven), Walk and Run (Even), Sequence, Pattern, Phrase, Beginning/Ending Shapes, Focus, Concentration, Control, Awareness, Perform, Audience, Unison, Non-unison

## Cross-Curricular Connections

**21st Century Skills** – CRP4 Communicate clearly and effectively and with reason when working on benchmark requiring students to share your three best movement ideas with a partner.

**CR/LL/KS:** 9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.Cl.2: Demonstrate originality and inventiveness in work.

**SEL** - Utilize positive communication and social skills to interact effectively with others when students positively critique classmates.

**Language Arts**- L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking . Students are given action word and with a partner choose three other action words.

# Second Grade: Dance Curriculum

Unit: We can work with others to create dances		Time: December-February	Standards:
<b>Essential Questions</b> <ul style="list-style-type: none"> <li>What influences choice-making in creating choreography?</li> <li>How is the body used as an instrument for technical and artistic expression?</li> <li>How is dance interpreted?</li> <li>How does knowing about societal, cultural, historical, and community experiences expand dance literacy?</li> </ul>		<b>Enduring Understandings</b> <ul style="list-style-type: none"> <li>The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.</li> <li>The way the body is developed, execution of movement and movement quality vary in different dance styles, genres and traditions.</li> <li>Dance is interpreted by considering intent, meaning and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context.</li> <li>Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.</li> </ul>	<p>1.1.2.Cr2a: Create a movement sequence with a beginning, middle and end. Incorporate the use of a choreographic device.</p> <p>1.1.2.Cr2b: Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates nonverbally.</p> <p>1.1.2.Pr5a: Identify personal and general space to share space safely with other dancers. Categorize healthful strategies essential for the dancer.</p> <p>1.1.2.Pr5b: Identify basic body parts and joints and joint actions. Examine how basic body organs relate and respond to dance movements.</p> <p>1.1.2.Pr5c: Explore the use of spine and pursue use of elongated spine. Demonstrate body organization and explore cross-lateral body organization. Demonstrate holding a shape in the body while traveling through space.</p> <p>1.1.2.Pr5d: Explore a variety of body positions requiring a range of strength, flexibility and core support.</p> <p>1.1.2.Pr5e: Explore locomotor action vocabulary and non-locomotor action vocabulary and execute codified movements from various styles/genres with genre specific alignment. Demonstrate, through focused practice and repetition.</p> <p>1.1.2.Re8a: Observe a movement from a dance or phrase and explain how the movement captures a meaning or intent using simple dance terminology.</p> <p>1.1.2.Cn11a: Observe a dance and relate the movement to the people or environment in which the dance was created and performed.</p>
<b>Benchmark Assessment(s)</b> <ul style="list-style-type: none"> <li>➤ SWBAT work in groups of two to four, create, memorize and perform a simple phrase of original expressive movement based on a movement idea. The phrase should have a clear beginning and ending. Students should do this after viewing examples of exemplary dances and discuss the characteristics of the artists to help their performance. (1.1.2.Cr2b, 1.1.2.Pr5a-e, 1.1.2.Re8a, 1.1.2.Cn11a)</li> </ul>		<b>Other Assessments</b> <ul style="list-style-type: none"> <li>✓ Teacher observation</li> <li>✓ Student Growth Objectives</li> <li>✓ Dress Rehearsals</li> <li>✓ Final performances</li> </ul>	<b>Materials</b> <ul style="list-style-type: none"> <li>Music</li> </ul>

# Second Grade: Dance Curriculum

- Audio player: CD, radio, Bluetooth speaker, iPod
- Students should wear appropriate clothing and footwear

## SUGGESTED ACTIVITIES

- Work cooperatively with a partner or small group
- Perform movement in unison with another
- Demonstrate partner skills
- Improvise, create and perform expressive movement
- Articulate simply what makes a movement expressive
- Generate ideas for movement
- Create and perform a short dance phrase around a simple idea
- Begin and end performances in stillness.
- Demonstrate various solutions to a given movement problem
- Improvise movement patterns and sequences

## REINFORCEMENT

- Provide written, visual, auditory, and hands on manipulatives/activities to meet all learning styles.
- Modify worksheets for individual needs, use leveled support materials, peer tutoring and individualize instruction for special needs and accelerated students.
- Allow students to revise, rethink, and refine their understanding of the topics covered: Use subject matter questioning to review and activate prior learning.
- Give timely feedback on formative assessments and allow time for review.
- Work cooperatively with classmates.

## ENRICHMENT

- Allow students to use technology to express themselves through another medium.
- Allow students to create a multimedia presentation.
- Have students view great performances through online video.
- Use recording techniques to record and evaluate skills learned.

**Vocabulary:** Cooperation, Unison, Mirroring, Shadowing, Imitating, Leading/Following, Express(ion), Focus, Concentration, Create, Perform, Movement Idea, Dance Phrase, Movement Problem, Improvisation, Explore, Create

## Cross-Curricular Connections

**21st Century Skills** – CRP4 Communicate clearly and effectively and with reason when working on benchmark requiring students to work in groups of two to four, create, memorize and perform a simple phrase of original expressive movement based on a movement idea.

**CR/LL/KS:** 9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.Cl.2: Demonstrate originality and inventiveness in work.

**SEL** - Utilize positive communication and social skills to interact effectively with others when students work in groups of two to four, create, memorize and perform a simple phrase of original expressive movement based on a movement idea.

**Language Arts** – SL.2.6 – Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification when completing benchmark requiring students to create a simple phrase of original expressive movement based on a movement idea.

# Second Grade: Dance Curriculum

<b>Unit: There are commonalities in dances around the world</b>		<b>Time: March-June</b>	<b>Standards:</b> 1.1.2.Cr3a: Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences. 1.1.2.Cr3b: Document a dance-making experience through drawing, painting, writing, symbols, mapping, collaging, photo sequencing, photo captioning, video captioning, etc. 1.1.2.Pr6a: Explore how visualization, motor imagery and breath can enhance body mechanics and the quality of a movement skill. 1.1.2.Pr6b: Rehearse a simple dance using full body movement. Demonstrate the ability to recall the sequence and spatial elements. 1.1.2.Pr6c: Dance for and with others in a designated space identifying a distinct area for audience and performers. 1.1.2.Pr6d: Use simple production elements (e.g., hand props, scenery, media projections) in a dance work. 1.1.2.Re9a: Describe the characteristics that make several movements in a dance interesting. Use basic dance terminology.
<b>Essential Questions</b> <ul style="list-style-type: none"><li>• How do choreographers use self-reflection, feedback from others and documentation to improve the quality of their work?</li><li>• What must a dancer do to prepare the mind and body for artistic expression?</li><li>• How does a dancer heighten artistry in a public performance?</li><li>• What criteria are used to evaluate dance?</li></ul>	<b>Enduring Understandings</b> <ul style="list-style-type: none"><li>• Choreographers analyze, evaluate, refine, and document their work to communicate meaning.</li><li>• Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression. Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.</li><li>• Criteria for evaluating dance vary across genres, styles and cultures.</li></ul>		
<b>Benchmark Assessment(s)</b> <ul style="list-style-type: none"><li>➤ SWBAT learn two folk dances from distinct parts of the world. Use a thinking map to record how the dances are the same and how they differ. Discuss how and why these dances are important to the communities in which they are danced. Perform the dances for students in 1<sup>st</sup> grade. Critic Performance to improve. (1.1.2.Cr3a-b, 1.1.2.Pr6a-d, 1.1.2.Re9a)</li></ul>			<b>Other Assessments</b> <ul style="list-style-type: none"><li>✓ Teacher observation</li><li>✓ Student Growth Objectives</li><li>✓ Dress Rehearsals</li><li>✓ Final performances</li></ul>
			<b>Materials</b> <ul style="list-style-type: none"><li>• Music</li><li>• Audio player: CD, radio, Bluetooth speaker, iPod</li><li>• Students should wear appropriate clothing and footwear</li></ul>

# Second Grade: Dance Curriculum

## SUGGESTED ACTIVITIES

- Execute combinations of locomotor and non-locomotor movements in simple patterns and sequences
- Learn folk/traditional dances with simple patterns and sequences of locomotor and non-locomotor movements
- Name and perform rhythms from different cultures
- Recognize that music and dance from different cultures often have distinct rhythms
- Cooperate with others to perform a group dance
- Recognize dance as a part of group celebrations and community events
- Describe dances seen in celebrations and community events
- Describe how dance can tell the story of communities, cultures and people
- Learn a dance from their community
- Learn a dance from a different community, culture or people
- Describe the costume used for folk/traditional dances learned
- Talk about how the costume helps tell the story of the community, culture or people
- Compare costumes from different countries

## REINFORCEMENT

- Provide written, visual, auditory, and hands on manipulatives/activities to meet all learning styles.
- Modify worksheets for individual needs, use leveled support materials, peer tutoring and individualize instruction for special needs and accelerated students.
- Allow students to revise, rethink, and refine their understanding of the topics covered: Use subject matter questioning to review and activate prior learning.
- Give timely feedback on formative assessments and allow time for review.
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## ENRICHMENT

- Allow students to use technology to express themselves through another medium.
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**Vocabulary:** Pattern, Sequence, Locomotor, Non-locomotor, Rhythm, Culture, Cooperation, Community, Celebrations, Story, Community, Culture, People, Costume

## Cross-Curricular Connections

**21st Century Skills** – CRP4 Communicate clearly and effectively and with reason when working on benchmark requiring students to discuss how and why dances are important to the communities in which they are danced.

**CR/LL/KS:** 9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.Cl.2: Demonstrate originality and inventiveness in work.

**SEL** - Demonstrate an awareness of the expectations for social interactions in a variety of settings. Students will perform the dances for students in 1st grade.

**Language Arts** – W.2.8 Recall information from experiences or gather information from provided sources to answer a question when completing benchmark that requires students to use a thinking map to record how the dances are the same and how they differ.