

Second Grade: Dance Curriculum

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

Essential Questions

- How do dancers make movement choices?
- What are the ways in which we can combine movements?

Enduring Understandings

- Dancers learn new ways of moving, and practice the movement skills they already know.
- Dancers can work alone or with others. Dancers must learn to cooperate with others. (Partner Skills)
- Dancers move through space with awareness and control. They need to be aware of themselves and of others. (Spatial Awareness)
- Dancers are always finding new and creative ways to move.
- We can combine individual movements in many different ways.
- Time is a tool of the dancer and the choreographer.
- Dancing develops rhythmic capacity.
- We can combine locomotor and non-locomotor movements to create simple movement patterns, sequences and phrases.
- Dancers perform together.

Standards:

1.3.2.A.4 Create and perform original movement sequences alone and with a partner using locomotor and non-locomotor movements at various levels in space.

1.2.2.A.1 Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.

1.4.2.B.2 Apply the principles of positive critique in giving and receiving responses to performances

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.

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

Second Grade: Dance Curriculum

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.

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

- Perform for an audience (informally or formally) with focus and concentration
- 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, Improve, 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.*

Technology – 8.1.2.A.2 - *Create a document using a word processing document. Students will combine the teacher's action word with action words of their choice to create three new movement ideas.*

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**

Essential Questions

- Why is it important for dancers work together?
- What is the difference between dancing with others and dancing alone?

Enduring Understandings

- We can dance and create dances alone or with others.
- We can create, memorize and perform expressive movement for others.
- Dances can be created around an idea.
- There are many ways to solve a movement problem.

Standards:

1.3.2.A.2 Create and perform planned and improvised movement sequences, alone and in small groups, with variations in tempo, meter, rhythm, spatial level (i.e., low, middle, and high), and spatial pathway.

1.3.2.A.3 Define and maintain personal space, concentrate, and appropriately direct focus while performing movement skills.

1.4.2.A.1 Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).

Benchmark Assessment(s)

- 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.

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

Second Grade: Dance Curriculum

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.

Technology – 8.1.2.A.2 - Create a document using a word processing document when students are required to create a simple phrase of original expressive movement based on a movement idea.

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

Unit: There are commonalities in dances around the world		Time: March-June	Standards: 1.2.2.A.1 Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures. 1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures. 1.3.2.A.3 Define and maintain personal space, concentrate, and appropriately direct focus while performing movement skills.
Essential Questions <ul style="list-style-type: none">• How are dances around the world the same? How are they different?	Enduring Understandings <ul style="list-style-type: none">• Folk/traditional dances are composed of patterns and sequences of locomotor and non-locomotor movements.• Different cultures use different rhythms in their folk/traditional and social dances.• We can recognize the dances and music of different cultures by their distinct rhythms.• Dancing together requires cooperation and brings us together as communities.• Dances can tell the stories of communities, cultures and people.• Dances are often identified by their costuming.• Costumes can help to tell a story.		
Benchmark Assessment(s) <ul style="list-style-type: none">➤ 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 1st grade.			Other Assessments <ul style="list-style-type: none">✓ Teacher observation✓ Student Growth Objectives✓ Dress Rehearsals✓ Final performances
			Materials <ul style="list-style-type: none">• Music• Audio player: CD, radio, Bluetooth speaker, iPod• Students should wear appropriate clothing and footwear

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.
- 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: 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.

Technology- 8.1.2.A.5 Enter information into a spreadsheet and sort the information when researching two folk dances from distinct parts of the world.

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.