

# Dance: Grade 2

Adopted 2010

## Critical Thinking and Reflection

### Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

1. Explain, using accurate dance terminology, how teacher-specified elements of dance are used in a phrase or dance piece. [DA.2.C.1.1](#)
2. Demonstrate listening, observing, and following skills while learning dance movements; and perform them with the teacher and alone. [DA.2.C.1.2](#)
3. Express creatively, using pictures, symbols, and/or words, the meaning or feeling of a dance piece. [DA.2.C.1.3](#)

#### Access Point for Students with Significant Cognitive Disabilities

##### Independent

- a. Associate dance terminology with specified elements of dance. [DA.2.C.1.IN.A](#)
- b. Re-create modeled dance movements. [DA.2.C.1.IN.B](#)
- c. Match the meaning or feeling of a dance movement to pictures, symbols, and/or words. [DA.2.C.1.IN.C](#)

##### Supported

- a. Respond to directions using dance terminology. [DA.2.C.1.SU.A](#)
- b. Re-create modeled, selected movements [DA.2.C.1.SU.B](#)
- c. Associate selected movements with emotions. [DA.2.C.1.SU.C](#)

##### Participatory

- a. Attend to dance terminology. [DA.2.C.1.PA.A](#)
- b. Respond to modeled movements. [DA.2.C.1.PA.B](#)

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**Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.**

1. Decide which of two movements will express a desired result. [DA.2.C.2.1](#)

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Match movements to intended results. [DA.2.C.2.IN.A](#)

Supported

- a. Associate selected movements with an intended effect. [DA.2.C.2.SU.A](#)

Participatory

- a. Explore a variety of movements. [DA.2.C.2.PA.A](#)
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**The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.**

1. Share personal opinions about a dance piece, using a mix of accurate dance and non-dance terminology. [DA.2.C.3.1](#)

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Recognize characteristics of a variety of dances. [DA.2.C.3.IN.A](#)

Supported

- a. Share personal opinions about a dance piece. [DA.2.C.3.SU.A](#)

Participatory

- a. Respond to preferred dance performances. [DA.2.C.3.PA.A](#)
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**Skills, Techniques, and Processes**

**The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.**

1. Demonstrate basic movement through kinesthetic exploration. [DA.2.S.1.1](#)
2. Explore dance sequences by creating and imitating images that move through space. [DA.2.S.1.2](#)
3. Follow body-part initiation through space to increase kinesthetic awareness. [DA.2.S.1.3](#)

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Re-create a variety of movements related to dance. [DA.2.S.1.IN.A](#)

Supported

- a. Re-create gross- and fine-motor movements. [DA.2.S.1.SU.A](#)

Participatory

- a. Explore basic fine-motor movements. [DA.2.S.1.PA.A](#)

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**Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.**

1. Demonstrate focus and concentration while listening to instructions and observing others' movement. [DA.2.S.2.1](#)
2. Demonstrate simple dance sequences to show memorization and presentation skills. [DA.2.S.2.2](#)
3. Follow and repeat movement on opposite sides of the body. [DA.2.S.2.3](#)

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Re-create a variety of movements related to dance. [DA.2.S.2.IN.A](#)
- b. Follow simple dance sequences to completion. [DA.2.S.2.IN.B](#)

Supported

- a. Re-create gross- and fine-motor movements. [DA.2.S.2.SU.A](#)
- b. Re-create gross- and fine-motor movement routines. [DA.2.S.2.SU.B](#)

Participatory

- a. Explore basic fine-motor movements. [DA.2.S.2.PA.A](#)

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**Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.**

1. Replicate basic positions with clear body lines and correct alignment. [DA.2.S.3.1](#)
2. Perform bending and reaching exercises to increase strength, stamina, flexibility, and range of motion. [DA.2.S.3.2](#)
3. Repeat given movements to show coordination between body parts. [DA.2.S.3.3](#)
4. Maintain a demonstrated rhythm in time to musical accompaniment. [DA.2.S.3.4](#)
5. Maintain balance in basic positions and in shifting weight through pli . [DA.2.S.3.5](#)

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Repeat movement sequences. [DA.2.S.3.IN.A](#)
- b. Demonstrate the safe practice of dance movements, techniques, and processes. [DA.2.S.3.IN.B](#)

Supported

- a. Re-create fine- and gross-motor movement sequences. [DA.2.S.3.SU.A](#)

Participatory

- a. Explore basic fine-motor movements. [DA.2.S.3.PA.A](#)
  - c. Explore a variety of dance elements. [DA.5.S.3.PA.C](#)
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## Organizational Structure

### Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

1. Identify the elements of dance in planned and improvised dance pieces to show early awareness of structure. [DA.2.0.1.1](#)
2. Identify and practice specified procedures and etiquette in dance class and at performances. [DA.2.0.1.2](#)

#### Access Point for Students with Significant Cognitive Disabilities

##### Independent

- a. Improvise a short phrase based on the elements of dance. [DA.2.0.1.IN.A](#)
- b. Practice specified procedures and audience etiquette. [DA.2.0.1.IN.B](#)
- a. Improvise a short phrase based on the elements of dance. [DA.2.0.1.IN.A](#)
- b. Practice specified procedures and audience etiquette. [DA.2.0.1.IN.B](#)

##### Supported

- a. Imitate a short phrase based on the elements of dance. [DA.2.0.1.SU.A](#)
- b. Practice a specified element of audience etiquette at performances. [DA.2.0.1.SU.B](#)

##### Participatory

- a. Practice specified movements. [DA.2.0.1.PA.A](#)
- b. Respond to informal performances. [DA.2.0.1.PA.B](#)

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### The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

1. Change the feeling, meaning, or look of a movement phrase by altering the elements of dance. [DA.2.0.2.1](#)

#### Access Point for Students with Significant Cognitive Disabilities

##### Independent

- a. Imitate dance sequences having different elements. [DA.2.0.2.IN.A](#)

##### Supported

- a. Imitate dance movements. [DA.2.0.2.SU.A](#)
- b. Participatory [DA.68.0.2.PA.B](#)
  - a. Identify preferred dance movements. [DA.2.0.2.PA.A](#)

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**Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.**

1. Use movement to interpret feelings, stories, pictures, and songs. [DA.2.0.3.1](#)
2. Describe a dancer or dance piece using words, pictures, or movements. [DA.2.0.3.2](#)

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Demonstrate dance movement to communicate feelings or ideas. [DA.2.0.3.IN.A](#)
- b. Identify words, pictures, or movements that describe a dancer or dance piece. [DA.2.0.3.IN.B](#)

Supported

- a. Associate selected movements with emotions. [DA.2.0.3.SU.A](#)
- b. Associate words, pictures, or movements with a dancer or dance piece. [DA.2.0.3.SU.B](#)

Participatory

- a. Associate a selected movement with an emotion. [DA.2.0.3.PA.A](#)
- b. Associate a word, picture, or movement with a dancer or dance piece. [DA.2.0.3.PA.B](#)

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**Historical and Global Connections**

**Through study in the arts, we learn about and honor others and the worlds in which they live(d).**

1. Perform a variety of dances to explore their origins, cultures, and themes. [DA.2.H.1.1](#)

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Explore essential movement characteristics of specified dances. [DA.2.H.1.IN.A](#)

Supported

- a. Explore movement in dance. [DA.2.H.1.SU.A](#)

Participatory

- a. Explore rhythm in dance. [DA.2.H.1.PA.A](#)

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**Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.**

1. Create a dance phrase using numbers, shapes, and patterns. [DA.2.H.3.1](#)
2. Describe connections between creating in dance and creating in other content areas. [DA.2.H.3.2](#)

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Re-create a dance phrase using numbers, shapes, and patterns. [DA.2.H.3.IN.A](#)

Supported

- a. Explore a variety of dance movements. [DA.2.H.3.SU.A](#)

Participatory

- a. Explore a variety of gross-motor movements. [DA.2.H.3.PA.A](#)
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**Innovation, Technology,  
and the Future**

**Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.**

1. Create dances that interpret animals and storybook or other imagined characters. [DA.2.F.1.1](#)

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Create, interpret, or respond to movements that represent a story character. [DA.2.F.1.IN.A](#)

Supported

- a. Imitate movements that represent a story character. [DA.2.F.1.SU.A](#)

Participatory

- a. Explore a variety of movements. [DA.2.F.1.PA.A](#)

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**The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.**

1. Follow directions given by the teacher or peers, and work successfully in small-group, cooperative settings. [DA.2.F.3.1](#)

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Follow teacher directions and collaborate with peers in tasks related to dance. [DA.2.F.3.IN.A](#)

Supported

- a. Follow teacher directions and explore tasks related to dance. [DA.2.F.3.SU.A](#)

Participatory

- a. Follow teacher directions. [DA.2.F.3.PA.A](#)