

Dance: by the End of grade 2

Creating 1.1.2.CR

Anchor Standard 1 Generating and conceptualizing ideas. 1.1.2.CR.1

- a Demonstrate movement in response to a variety of sensory stimuli (e.g., music, imagery, objects) and suggest additional sources for movement ideas. 1.1.2.CR1A
- b Combine movements using the elements of dance to solve a movement problem 1.1.2.CR1B

Anchor Standard 2 Organizing and developing ideas. 1.1.2.CR.2

- a Create a movement sequence with a beginning, middle and end. Incorporate the use of a choreographic device. 1.1.2.CR2A
- b Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates nonverbally. 1.1.2.CR2B

Anchor Standard 3 Refining and completing products.

- a Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences. 1.1.2.CR3A
- b Document a dance-making experience through drawing, painting, writing, symbols, mapping, collaging, photo sequencing, photo captioning, video captioning, etc. 1.1.2.CR3B

Anchor Standard 4 Selecting, analyzing, and interpreting work.

- a Perform planned and improvised movement sequences, with variations in direction (e.g., forward/backward, up/down, big/small, sideways, right/left, diagonal), spatial level (e.g., low, middle, high), and spatial pathways (e.g., straight, curved, circular, zigzag), alone and in small groups 1.1.2.PR4A
- b Perform planned and improvised movement sequences, with variations in tempo, meter, and rhythm, alone and in small groups. 1.1.2.PR4B
- c Demonstrate contrasting dynamics and energy with accuracy (e.g., loose/tight, light/heavy, sharp/smooth). 1.1.2.PR4C

Anchor Standard 5 Developing and refining techniques and models or steps needed to create products

- a Identify personal and general space to share space safely with other dancers. Categorize healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) essential for the dancer. **1.1.2.PR5A**
- b Identify basic body parts and joints (e.g., limb, bone) and joint actions (e.g., bend, rotate). Examine how basic body organs (e.g., brain, lungs, heart) relate and respond to dance movements. **1.1.2.PR5B**
- c Explore the use of spine and pursue use of elongated spine. Demonstrate body organization (e.g., core/distal, head/tail, upper/lower half lateral) and explore cross-lateral body organization. Demonstrate holding a shape in the body while traveling through space. **1.1.2.PR5C**
- d Explore a variety of body positions requiring a range of strength, flexibility and core support **1.1.2.PR5D**
- e Explore locomotor action vocabulary (e.g., gallop, hop, slide, skip) and non-locomotor action vocabulary (e.g., bending, stretching, twisting) and execute codified movements from various styles/genres with genre specific alignment. Demonstrate, through focused practice and repetition (e.g., breath control, body part initiations, body sequencing). **1.1.2.PR5E**

Anchor Standard 6 Conveying meaning through art.

- a Explore how visualization, motor imagery and breath can enhance body mechanics and the quality of a movement skill. **1.1.2.PR6A**
- b Rehearse a simple dance using full body movement. Demonstrate the ability to recall the sequence and spatial elements. **1.1.2.PR6B**
- c Dance for and with others in a designated space identifying a distinct area for audience and performers. **1.1.2.PR6C**
- d Use simple production elements (e.g., hand props, scenery, media projections) in a dance work. **1.1.2.PR6D**

Responding

Anchor Standard 7 Perceiving and analyzing products

- a Demonstrate movements in a dance that develop patterns **1.1.2.RE7A**
- b Observe and describe performed dance movements from a specific genre or culture. **1.1.2.RE7B**

Anchor Standard 8 Interpreting intent and meaning

- a Observe a movement from a dance or phrase and explain how the movement captures a meaning or intent using simple dance terminology. 1.1.2.RE8A

Anchor Standard 9 Applying criteria to evaluate products

- a Describe the characteristics that make several movements in a dance interesting. Use basic dance terminology. 1.1.2.RE9A

Connecting

Anchor Standard 10 Synthesizing and relating knowledge and personal experiences to create products.

- a Examine how certain movements are used to express an emotion or experience in a dance that is observed or performed. 1.1.2.CN10A
- b Using an inquiry-based set of questions examine global issues, including climate change as a topic for dance. 1.1.2.CN10B

Anchor Standard 11 Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

- a Observe a dance and relate the movement to the people or environment in which the dance was created and performed. 1.1.2.CN11A