

Grade Two

Visual and Performing Arts: Dance Content Standards.

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Dance

Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.

Development of Motor Skills and Technical Expertise

- 1.1 Show a variety of combinations of basic locomotor skills (e.g., walk and run, gallop and jump, hop and skip, slide and roll).
- 1.2 Show a variety of combinations of axial movements (e.g., swing and balanced shapes, turn and stretch, bend and twist).

Comprehension and Analysis of Dance Elements

- 1.3 Perform short movement problems, emphasizing the element of time (e.g., varied tempos, rhythmic patterns, counting).
- 1.4 Expand the ability to incorporate spatial concepts with movement problems.

Development of Dance Vocabulary

- 1.5 Name a large number of locomotor and axial movements used in dance.

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in Dance

Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance.

Creation/Invention of Dance Movements

- 2.1 Create and improvise movement patterns and sequences.
- 2.2 Demonstrate multiple solutions in response to a given movement problem (e.g., In how many ways can you travel from point A to point B?).

Application of Choreographic Principles and Processes to Creating Dance

- 2.3 Create a simple sequence of movement with a beginning, a middle, and an end, incorporating level and directional changes.
- 2.4 Create shapes and movements, using fast and slow tempos.
- 2.5 Develop a dance phrase that has a sense of unity.

Communication of Meaning in Dance

- 2.6 Create, memorize, and perform original expressive movements for peers.

Development of Partner and Group Skills

- 2.7 Work cooperatively in small and large groups.
- 2.8 Demonstrate partner skills (e.g., imitating and leading/following).

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of Dance

Students analyze the function and development of dance in past and present cultures throughout the world, noting human diversity as it relates to dance and dancers.

Development of Dance

- 3.1 Name and perform social and traditional dances from various cultures.
- 3.2 Explain commonalities among basic locomotor and axial movements in dances from various countries.
- 3.3 Name and perform rhythms from different cultures (e.g., through clapping, stamping, using whole body movement).

History and Function of Dance

- 3.4 Describe dances seen in celebrations and community events.

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works of Dance

Students critically assess and derive meaning from works of dance, performance of dancers, and original works according to the elements of dance and aesthetic qualities.

Description, Analysis, and Criticism of Dance

- 4.1 Use basic dance vocabulary to name and describe a dance observed or performed (e.g., levels, rhythm patterns, type of energy).
- 4.2 Describe how the movement in dances of peers communicates ideas or moods to the viewer (e.g., ocean environment or a sad or joyous dance).

Meaning and Impact of Dance

- 4.3 Describe the similarities and differences in performing various dances (e.g., direction changes, steps, type of energy and tempo).

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers

Students apply what they learn in dance to learning across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to dance.

Connections and Applications Across Disciplines

- 5.1 Use literature to inspire dance ideas (e.g., poem, cartoon, nursery rhyme).
- 5.2 Demonstrate language arts concepts through dance (e.g., show different punctuation marks through movement).

Development of Life Skills and Career Competencies

- 5.3 Describe how choreographers create dances.
- 5.4 Describe how dancing requires good health-related habits (e.g., adequate nutrition, water, and rest; proper preparation for physical activity).

Questions: State Board of Education | 916-319-0827

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