Grade 2 Dance Year at a Glance

The following color-coded concepts/learning objectives should all be embedded in the Grade 2 Dance class. The succeeding summative assessment tasks should be chosen by the teacher. The suggested length of time is 1-4 lessons for each task. The teacher should complete at least two summative assessment tasks per semester.

<table>
<thead>
<tr>
<th>Mindful Dance Practices</th>
<th>Dance as Communication</th>
<th>Dance as Composition</th>
<th>Dance as Literacy</th>
<th>Rhythm in Dance</th>
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<tbody>
<tr>
<td>Creating</td>
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<tr>
<td>Duration</td>
<td>Recursive</td>
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<td></td>
<td>Describe or create a dance that expresses personal meaning and explain how certain movements express the meaning.</td>
<td>Create a movement study based on a narrative.</td>
<td>Explore movement inspired by a variety of stimuli. Use limited production elements such as props.</td>
<td>Create a series of movements with a beginning, middle, and end.</td>
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<td>Performing</td>
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<td>Move safely in a general space through a range of activities and group formations.</td>
<td>Observe or demonstrate dances from a genre or culture.</td>
<td>Replicate body shapes, movement characteristics, and movement patterns. Depict the levels of movement in a variety of dance movements. Demonstrate clear directionality and intent when performing movements that change body, shape, facing, and pathway.</td>
<td>Tell an audience a story via movement.</td>
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<td>Responding</td>
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<td>Construct a movement phrase in response to anatomical terms.</td>
<td>Identify meaning and intent in a movement phrase.</td>
<td>Respond to a dance work using an inquiry-based set of questions.</td>
<td>Select and apply appropriate characteristics to movement.</td>
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<td>Connecting</td>
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<td>Observe a dance and relate the movement to the people and emotions.</td>
<td>Observe a dance and relate the movement to the people or environment in which the dance was created and performed.</td>
<td>Experience a work of art and identify ideas for the basis of movement.</td>
<td>Observe illustrations from a story. Discuss observations and identify ideas for dance.</td>
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<td>Mindfulness in the dance practice is used in Grade 02 Dance to recognize emotion in one’s own self and in that of others. Exploration of not only identifying emotion but also expressing feeling through dance will be done in this grade to continue the connection of emotion to movement. Further exploration of safety in the dance classroom will take place in the sense of dancing within a group. Emphasis will also be placed on the communication of the body and mind in use of yoga and mindfulness practices.</td>
<td>Dance is interpreted as ways of communicating with others. Exploration of how to communicate nonverbally to express intent will be emphasized to discuss narrative forms of dance. Students will examine ways in which others communicate both currently and historically and the inclusion of this kind of communication in dance.</td>
<td>Differentiation in movement stimuli is taught and used to prompt students to create. Circles and spirals help students to explore different ways in which their bodies can move within their creations. Props help to extend creativity beyond the dancer’s body. Continued emphasis on use of personal space in dance allows for spatial awareness in movement phrases. These should be taught as the elements of dance and the basics of dance composition.</td>
<td>Movement vocabulary and anatomical vocabulary are taught to increase students’ movement literacy. Meaning and intent are interpreted through observed and taught dances. Movement vocabulary is applied to further discussion and feedback of dance.</td>
<td>Music is introduced in order to help students identify key musical instruments and help them count music phrases. Rhythm is an important study in the field of dance in order to relate movement to music. The study of instrumentation allows for students to recognize different instruments and music styles. Differentiation in instrumentation allows for better articulation of movement in relation to music.</td>
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</table>

## Enduring Understanding

- How can movement express emotion?
- How does our bodies naturally respond to emotion?
- How can we move safely in relationship with others?

## Essential Questions

- What can influence movement?
- How can the body communicate?
- How is dance understood?
- How does dance relate to history and culture?

- How can a dancer create dance?
- How can outside materials influence dance composition?

- How can a dancer express themselves through dance?
- How can a dancer interpret movement?
- How can our body parts effect movement?
- How does dance relate to music?

## Assessment Tasks (Select at least two per semester as Summative Assessments)

**Manipulate Emotion (Schoology)** Students will be given a set phrase of movement and asked to manipulate based on a given emotion.

**Prop Party**

**Animal Action (Schoology)** Students will examine the movements of animals. They will discuss how the animals express themselves and respond to ways their body parts move.

**Circles & Spirals (Schoology)** Students will explore circular and spiral shapes in order to create movement.

**Human Spirograph (Schoology)**

**Action vs. Quality Words (Schoology)** Students will use action and quality words to express and create their movement. They will express how literacy can inform movement.

**Snowflake Dance (Schoology)** Students will match movement to a related musical instrument. They will be able to move freely between the different types of movement.
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<td>(Schoology) Students use varied props provided by the teacher as an impetus for movement creation and to use basic production design elements.</td>
<td>classmates can move to demonstrate the same principles.</td>
<td>Students will use the Cyr Wheel to explore body movement. They will use the Cyr Wheel to create and perform choreography.</td>
<td>Upper/Lower Body Discovery (Schoology) Students will discuss the anatomy of the body as it pertains to upper and lower body extremities. Students will use collaboration with other students to connect upper and body movement in creating movement. communicate with their own body.</td>
<td>of movement associate with each instrument.</td>
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<td>Japanese Fan Dance (Schoology) Students will learn the Japanese Fan dance in connection with a study of the history of the dance as well as the use of the prop.</td>
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<td>Indian Dance Styles Explore different styles of Indian Dance. Focus on specific steps and identify their historical origin. Create movements/gestures that communicate similar current societal ideas.</td>
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<td>The Nutcracker (Schoology) Students will examine the nonverbal nature of the narrative ballet and how communication of the story takes place in movement. Students will choose a portion of the ballet to perform and communicate nonverbally.</td>
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<td>• Develop original movement that is driven by intent or stimuli.</td>
<td>• Choreograph in the style of a given choreographer, genre, period, etc.</td>
<td>• Develop original movement that is driven by intent or stimuli.</td>
<td>• Create a movement study, phrase, or composition.</td>
<td>• Apply vocabulary, concepts, and imagery to describe movement in with accuracy, evidence of personal growth, and meaning.</td>
<td>• Perform improvisational scores with observations/feedback from peers and teachers.</td>
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<td>• Communicate meaning and intent through presented performance.</td>
<td>Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts.</td>
<td>Use a wide range of idea creation techniques.</td>
<td>Incorporate feedback effectively.</td>
<td>Solve different kinds of non-familiar problems in both conventional and innovative ways.</td>
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### P21 Skills

- Act responsibly with the interests of the larger community in mind.
- Communicate meaning and intent through presented performance.

### Suggested Resources

#### Emotional Awareness
- Video Link

#### Emotional Expression in Dance
- Video Link

#### Japanese Fan Dance
- Video Link
- Video Link

#### Human Spirograph
- Video Link
- Video Link

#### Cyr Wheel
- Video Link
- Video Link

#### Swirl by Swirl: Spirals in Nature by Joyce Sidman

#### Assorted props: Scarves, chairs, wands, shape bags, hats, bean bags, ribbon sticks, hula hoops, dots, musical instruments, fans, Octobands, tennis balls, jump ropes, etc.

#### Action Word List
- Arch
- Balance
- Core
- Distal
- Elongate
- Fall
- Gallop
- Hop
- Isolate
- Jump
- Kick
- Leap
- Melt
- Nod
- Open
- Pulse
- Quick
- Reach
- Slide
- Turn
- Under
- Vestibular
- Walk
- Extreme Slow Motion
- Yawn
- Zig-zag

#### Percussion Instruments:
- Video Link

#### Stringed Instruments:
- Video Link

#### Woodwind Instruments:
- Video Link

#### Welcome to the Symphony by Carolyn Sloan

#### Nutcracker Spanish Dance
- Video Link

#### Nutcracker Battle Scene
- Video Link

#### Nutcracker Party Scene
- Video Link

#### The Nutcracker by John Cech
- Video Link

#### The Nutcracker by Susan Jeffers

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Baltimore County Public Schools
Office of Music and Dance Education