Arizona Arts

Dance: Grade 2

Adopted 2015

Creating

1. **Generate and conceptualize artistic ideas and work**
   a. Move in a variety of spatial relationships and formations with other dancers, sharing and maintaining personal and general space.
   b. Explore a variety of locomotor and nonlocomotor movements by experimenting with changes in body, effort, shape and space.
   c. Respond in movement to a variety of stimuli (e.g., music/sound, images, symbols, tactile, text, objects).

2. **Organize and develop artistic ideas and work**
   a. Explore dance elements of body, effort, shape and space and organize movement choices to create a simple choreographic structure as part of the creative process.
   b. Connect movements that express an idea or emotion to create a short movement sequence.

3. **Refine and complete artistic work**
   a. Explore new movement choices through guided improvisational experiences and reflect on the process with others.
   b. Record the movements of a dance by drawing a picture or using a symbol (e.g., jump, turn, slide, bend, reach).

Performing

4. **Select, Analyze and Interpret artistic work for performance**
   a. Identify and demonstrate directions for moving the body using locomotor and nonlocomotor movements in personal and general space (i.e. forward, backwards, sideways, up, down, turning). Make body shapes (i.e. straight, bent, curved) that change levels and vary in size. Move in straight, curved and zig-zagged pathways.
   b. Identify fast, moderate and slow movements. Recognize steady beat and move to varying tempi of steady beat. Identify and move on the downbeat of duple and triple meter.
   c. Demonstrate movement qualities along with movement vocabulary (for example, use adverbs and adjectives that apply to movement such as a floating leap, a floppy fall, a jolly jump, and joyful spin). Move with opposing movement qualities (e.g. sudden/sustained, light/heavy, jerky/smooth). Identify and apply different characteristics to movements (e.g. slow, smooth, or wavy).

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5. **Develop and refine artistic techniques and work for presentation**

a. Demonstrate a range of locomotor and non-locomotor movements, body patterning, body shapes, directionality, and dance sequences that require moving through space.

b. Move safely in a variety of spatial relationships and formations with other dancers, sharing and maintaining personal space.

c. Repeat movements, with an awareness of self and others in space.

6. **Convey meaning through the presentation of artistic work.**

   a. Dance for and with others in a space where audience and performers occupy different areas.

   b. Select a prop to use as part of a dance or explore the use of simple props to enhance performance. Demonstrate the use of limited production elements (for example, hand props, simple scenery, or media projections).

Responding

7. **Perceive and analyze artistic work**

   a. Find movements that develop a pattern.

   b. Identify, describe or respond through movement to observed or performed dance movements from different genres or cultures.

8. **Interpret intent and meaning in artistic work**

   a. Identify movements that capture an idea and explain the meaning or intent using simple dance terminology.

9. **Apply criteria to evaluate artistic work**

   a. Utilize two criteria to evaluate the strength of an artistic work. Discuss movements and other components of the dance that make the dance work well, and explain why they were effective.

Connecting

10. **Synthesize and relate knowledge and personal experiences to make art**

    a. Recognize a personal or emotional response to a dance work. Identify a social or cultural experience that relates to your response. Discuss how specific movements contributed to your response and relate to your personal experience.

    b. Role-play personal experiences through movement. Discuss observations made and identify the movements that expressed the personal experience.

11. **Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.**

    a. Investigate the dance literacy skills of dance observation, engaging in dialogue, and utilizing symbol systems in one's learning.