Florida Fine Arts

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

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

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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

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

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

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

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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

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 plié. 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

Organizational Structure

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

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Identify the elements of dance in planned and improvised dance pieces to show early awareness of structure. DA.2.O.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

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

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

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Demonstrate dance movement to communicate feelings or ideas. DA.2.O.3.IN.A

b. Identify words, pictures, or movements that describe a dancer or dance piece. DA.2.O.3.IN.B

Supported

a. Associate selected movements with emotions. DA.2.O.3.SU.A

b. Associate words, pictures, or movements with a dancer or dance piece. DA.2.O.3.SU.B

Participatory

a. Associate a selected movement with an emotion. DA.2.O.3.PA.A

b. Associate a word, picture, or movement with a dancer or dance piece. DA.2.O.3.PA.B

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

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

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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

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

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