Georgia Fine Arts

Dance: Grade 2

Creating

1 **Demonstrate an understanding of the choreographic process.** ESD2.CR.1

- a Collaborate with others to create and perform movement phrases. ESD2.CR.1.A
- b Develop basic partnering skills through guided instruction (e.g. copy, lead, mirror, follow). ESD2.CR.1.B
- c Sequence phrases of movement with simple transitions. ESD2.CR.1.C
- d Combine two or more dance elements in a movement phrase (e.g. body, space, time, energy). ESD2.CR.1.D
- e Respond to a variety of stimuli through movement (e.g. scarves, songs, sounds, images). ESD2.CR.1.E

2 **Demonstrate an understanding of dance as a form of communication.** ESD2.CR.2

- a Improvise and create movement based on ideas, feelings, and personal experiences. ESD2.CR.2.A
- b Recognize and describe how movement quality impacts meaning. ESD2.CR.2.B
- c Move expressively to music and/or other stimuli (e.g. sound, text). ESD2.CR.2.C

Performing

1 **Identify and demonstrate movement elements, skills, and terminology in dance.** ESD2.PR.1

- a Apply dance terminology to describe and create movement (e.g. levels, pathways, directions, speed, rhythm, energy, qualities, shapes). ESD2.PR.1.A
- b Execute sequences of locomotor movements with appropriate energy and coordination (e.g. walk, run, hop, jump, gallop, skip). ESD2.PR.1.B
- c Execute sequences of axial movements comprised of space, force, body shapes, and qualities (e.g. levels, sharp/smooth, curved/straight, heavy/light, swing/float). ESD2.PR.1.C
- d Demonstrate body awareness through balance, coordination, and increased range of motion. ESD2.PR.1.D

2 **Understand and model dance etiquette as a classroom participant, performer, and observer.** ESD2.PR.2

- a Demonstrate attentiveness, full participation, and cooperation with others in the dance learning environment. ESD2.PR.2.A
- b Demonstrate focus and concentration in the performance of skills. ESD2.PR.2.B

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c Apply knowledge of appropriate behaviors and skills as an observer and performer. ESD2.PR.2.C

3 Recognize the relationship between human anatomy and movement. ESD2.PR.3

a Apply knowledge of muscles, bones, and joints to specific movements. ESD2.PR.3.A

b Apply knowledge of healthy practices for dance (e.g. proper warm up and cool down, proper clothing, stretching). ESD2.PR.3.B

4 Understand and apply music concepts to dance. ESD2.PR.4

a Demonstrate structured movements to a steady beat. ESD2.PR.4.A

b Execute instructed or student created movements to simple rhythmic patterns. ESD2.PR.4.B

c Respond to changes in tempo and other musical qualities through movement. ESD2.PR.4.C

Responding

1 Demonstrate critical and creative thinking in dance. ESD2.RE.1

a Explain basic features that distinguish one dance from another (e.g. speed, force/energy, costume, setting, music). ESD2.RE.1.A

b Compare and contrast elements of dance. ESD2.RE.1.B

c Evaluate simple composition using specified criteria. ESD2.RE.1.C

Connecting

1 Understand and demonstrate dance throughout history and in various cultures. ESD2.CN.1

a Participate in dance activities representing various cultures. ESD2.CN.1.A

b Identify the role of dance in other cultures. ESD2.CN.1.B

c Describe the similarities and differences in various dance styles throughout history (e.g. ballet, jazz, creative movement). ESD2.CN.1.C

2 Recognize connections between dance and wellness. ESD2.CN.2

a Explore the principles of a healthy body (e.g. health, hygiene, nutrition). ESD2.CN.2.A

b Define and demonstrate personal safety and the safety of others in dance. ESD2.CN.2.B

3 Identify connections between dance and other areas of knowledge. ESD2.CN.3

a Compare and contrast dance to other art forms and subject areas. ESD2.CN.3.A

b Compare and contrast elements and styles of dance through the use of media and technology. ESD2.CN.3.B