

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
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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

- c Apply knowledge of appropriate behaviors and skills as an observer and performer. [ESD2.PR.2.C](#)
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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](#)
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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](#)
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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](#)
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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](#)
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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](#)
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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](#)