Illinois Fine Arts

Dance: Grade 2

Adopted 2016

Creating

1: Generate and conceptualize artistic ideas and work.

a. Explore movement inspired by a variety of stimuli (for example, music/sound, text, objects, images, symbols, observed dance, experiences) and suggest additional sources for movement ideas. DA:CR1.1.2.A

b. Combine a variety of movements while manipulating the elements of dance. DA:CR1.1.2.B

2: Organize and develop artistic ideas and work.

a. Improvise a dance phrase with a beginning, a middle that has a main idea, and a clear end. DA:CR2.1.2.A

b. Choose movements that express a main idea or emotion or follow a musical phrase. Explain reasons for movement choices. DA:CR2.1.2.B

3: Revise, refine, and complete artistic work.

a. Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences. DA:CR3.1.2.A

b. Depict the levels of movements in a variety of dance movements by drawing a picture or using symbols (for example, high, middle, low). DA:CR3.1.2.B

Performing

4: Select, analyze, and interpret artistic work for presentation.

a. Demonstrate clear directionality and intent when performing locomotor and nonlocomotor movements that change body shapes, facings, and pathways in space. Identify symmetrical and asymmetrical body shapes and examine relationships between body parts. DA:PR4.1.2.A

b. Identify the length of time a move or phrase takes (for example, whether it is long or short). Identify and move on the downbeat. Correlate metric phrasing with movement phrasing. DA:PR4.1.2.B

c. Select and apply appropriate energy and dynamics to movements. Demonstrate kinesthetic awareness while dancing. DA:PR4.1.2.C

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

a. Demonstrate a range of locomotor and nonlocomotor movements, body patterning, and dance sequences that require moving through space using a variety of pathways. DA:PR5.1.2.A

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b. Move safely in a variety of spatial relationships and formations with other dancers, sharing and maintaining personal space and exploring levels, directions, and pathway designs. DA:PR5.1.2.B

c. Repeat movements with an awareness of self and others in space. Self-adjust and modify movements or placement upon request. DA:PR5.1.2.C

6: Convey meaning through the presentation of artistic work.

a. Through performing a dance that conveys an idea, feeling, experience, image, or story, understand the role of an audience in a performance. DA:PR6.1.2.A

b. Use limited production elements (for example, hand props, simple scenery, or media projections). DA:PR6.1.2.B

Responding

7: Perceive and analyze artistic work.

a. Identify a dance style within the pattern of a dance. DA:RE7.1.2.A

b. Demonstrate movements in dances from different genres or cultures. DA:RE7.1.2.B

8: Construct meaningful interpretations of artistic work.

a. Use context cues from movement to identify meaning and intent in a dance, using simple dance terminology. DA:RE8.1.2.A

9: Apply criteria to evaluate artistic work.

a. Observe or demonstrate dances from a genre or culture. Discuss movements and other aspects of the dances that make the dances work well and explain why they work. Use simple dance terminology. DA:RE9.1.2.A

Connecting

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

a. Describe, create, and/or perform a dance that expresses personal meaning and explain how certain movements express this personal meaning. DA:CN10.1.2.A

b. Respond to a dance work using an inquiry-based set of questions (for example, See-Think wonder). Create movement using ideas from responses and explain how certain movements express a specific idea. DA:CN10.1.2.B

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

a. Observe a dance and relate the movement to the people or environment in which the dance was created and performed. DA:CN11.1.2.A