New York Arts

Dance: Grade 2

Adopted 2017

Creating

1 Generate and conceptualize artistic ideas and work.

1.1 Choreographers are inspired by a variety of sources to convey concepts and ideas through movement for artistic expression.

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

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

2 Organize and develop artistic ideas and work.

2.1 The elements of dance, dance structures, and choreographic structures serve as both a foundation and a departure point for choreographers.

a. Improvise a dance phrase with a clear beginning, a middle that has a main idea, and a clear end. Describe the movement choices made, orally, drawing, or in writing. DA:CR2.1.2.A

b. Choose and arrange movements that express an idea, emotion, or follow a musical phrase in response to other people, objects, or the environment. Explain the reasons for movement choices. DA:CR2.1.2.B

c. Identify and explore production elements (e.g. music/sound, props, costumes) that support formal or informal performances. Contrast the job of a composer and costume designer. DA:CR2.1.2.C

3 Refine and complete artistic work.

3.1 Choreographers analyze, evaluate, refine, and document their work to communicate meaning.

a. Explore movement choices in response to others' suggestions and develop improvisational and/or short remembered sequences. DA:CR3.1.2.A

b. Document the levels (e.g. high, middle, low) of movement combinations by drawing a picture, using a symbol, or working with media technology. DA:CR3.1.2.B

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elect, analyze, and interpret artistic work for presentation.

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4.1 Space, time, and energy are basic elements of dance.

a. Demonstrate clear facings and intent when performing locomotor (e.g. walk, skip, gallop) and non-locomotor movement sequences (e.g. swing, twist, bend) that change body shapes, facings, and pathways in space. Identify symmetrical and asymmetrical body shapes and examine negative space between body parts and bodies. Differentiate between circling and turning as two separate ways of continuous directional change. DA:PR4.1.2.A

b. Determine the length of time that a movement or phrase takes (e.g., long or short). Identify and move on the downbeat in duple and triple meter. Correlate metric phrasing with movement phrasing. DA:PR4.1.2.B

c. Demonstrate various movement qualities while maintaining kinesthetic awareness (e.g. bubble, near and far reach) in response to verbalizations, expressive qualities of music/sound, or other cues. DA:PR4.1.2.C

5 Develop and refine artistic techniques and work for presentation.

5.1 Dancers use the body-mind principles and develop the body as an instrument for artistry and artistic expression.

a. Demonstrate same side, and cross-body locomotor (e.g. gallop, skip) and non-locomotor movements (e.g. swing, twist, bend), and spatial relationships (e.g. over, under, around, through), and simple dance sequences that require moving through space with a variety of pathways (e.g. straight, curved, zig-zag). Show understanding of stage orientation (e.g., stage right and left, upstage, downstage). DA:PR5.1.2.A

b. Move safely in general space during movement explorations that change levels and vary pathways, while maintaining personal space. 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.

6.1 Dance performance is an interaction between performers, production elements, and audience that heightens and amplifies artistic expression.

a. Dance for and with others while maintaining awareness of performance expectations as a dancer (e.g. silence, focus) in both formal and informal settings. As audience members, demonstrate curiosity, respect, appreciation, and engagement. DA:PR6.1.2.A

b. Explore moving with simple props and scenery. Observe video recording as a tool to enhance performance. DA:PR6.1.2.B

Responding

7 Perceive and analyze artistic work.

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7.1 Dance is perceived and analyzed to comprehend its compositional structure.

a. Identify contrasting movement patterns in a dance. DA:RE7.1.2.A

b. Demonstrate and describe observed or performed movements originating from diverse dance genres, styles, and/or cultural movement practices. Explain differences. DA:RE7.1.2.B

8 Interpret meaning in artistic work.

8.1 Meaningful interpretations of dance consider artistic intent, style, genre, the elements of dance, technique, structure, and context.

a. Identify characteristics of a dance style and, employing simple dance terminology, relate them to the meaning of the dances of that style. DA:RE8.1.2.A

9 Apply criteria to evaluate artistic work.

9.1 Criteria for evaluating dance vary across genres, styles, and cultures.

a. Observe and demonstrate dances from a variety of genres. Discuss movements and other aspects of the dances. Using simple dance terminology, explain how the movement characteristics of the dance make it interesting and create points of focus. DA:RE9.1.2.A

Connecting

10 Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.

10.1 Personal experiences, knowledge, and contexts are integrated and synthesized to interpret and create dance.

a. Create and perform a dance that expresses personal meaning. Explain how movement choices communicate one's own experiences. DA:CN10.1.2.A

b. Respond to a dancework, using an inquiry-based set of questions (e.g. See.Think. Wonder.). Create a movement sequence based on the responses and explain how certain movements express a specific idea. DA:CN10.1.2.B

11 Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future.

11.1 Societal, cultural, historical, and community contexts both influence and are influenced by dance.

a. Observe a dance work or practice. Relate the movements to the people and environment in which the dance work or practice was created and performed. DA:CN11.1.2.A