

Dance: Second Grade

Performing (PR)

1 Develop and refine dance techniques and work for presentation. D.PR.1

- 1 Repeat movements with an awareness of self and others in space. Self-adjust and modify movements or placement upon request. 2.D.PR.1.1
- 2 Demonstrate a range of locomotor and non-locomotor movements, body patterning, and dance sequences using a variety of levels and body pathways. 2.D.PR.1.2
- 3 Utilize spatial awareness to coordinate with a partner or other dancers to safely change levels, directions, and pathway designs. 2.D.PR.1.3
- 4 Recognize the good health balance of nutrition and physical activity. 2.D.PR.1.4

2 Select, analyze, and interpret dance for presentation. D.PR.2

- 1 Present clear directionality, focus, and intent when performing locomotor and non-locomotor movements to change body shapes, facings, and pathways in space. Recognize symmetrical and asymmetrical body shapes and examine relationships between body parts. Differentiate between circling and turning as two separate ways of continuous directional change. 2.D.PR.2.1
- 2 Identify the length of time a move or phrase takes (e.g., whether it is long or short). Identify and move on the downbeat and in varying meters. Match movement phrasing with musical phrasing. 2.D.PR.2.2
- 3 Demonstrate movement qualities along with movement vocabulary (e.g., use adverbs and adjectives applied to movement such as a bouncy leap, a floppy fall, a jolly jump, and joyful spin). 2.D.PR.2.3

3 Convey meaning through the presentation of dance. D.PR.3

- 1 Understand the role of an audience member in a performance. 2.D.PR.3.1
- 2 Use limited technical elements (e.g., props, simple scenery, or media projections) to enhance performance. 2.D.PR.3.2

Creating (CR)

1 Generate and conceptualize dance ideas and work. D.CR.1

- 1 Explore movement inspired by a variety of stimuli (e.g., music/sound, text, objects, images, symbols, observed dance, experiences) and suggest additional sources for movement ideas. 2.D.CR.1.1
- 2 Combine a variety of movements to create a sequence while manipulating the elements of dance. 2.D.CR.1.2

2 Organize and develop dance work. D.CR.2

- 1 Organize a dance phrase with a beginning, a middle with a main idea, and a clear end. 2.D.CR.2.1
 - 2 Choose movements to express a main idea or emotion or follow a musical phrase. Explain reasons for movement choices. 2.D.CR.2.2
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3 Refine and complete dance work. D.CR.3

- 1 Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences. 2.D.CR.3.1
 - 2 Depict the levels in a variety of dance movements by drawing a picture or using symbols (e.g., high, middle, low). 2.D.CR.3.2
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Responding (RE)**1 Perceive and analyze dance.** D.RE.1

- 1 Identify a dance style within the pattern of a dance. 2.D.RE.1.1
 - 2 Demonstrate and describe movements in dances from a specific dance style or cultural movement practice. 2.D.RE.1.2
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2 Construct meaningful interpretations of dance. D.RE.2

- 1 Select context cues from movement to identify meaning and intent in a dance, using fundamental terminology. 2.D.RE.2.1
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3 Apply criteria to evaluate dance. D.RE.3

- 1 Observe or demonstrate dances from a specific style or cultural movement practice. Discuss characteristics of the style or cultural dance. 2.D.RE.3.1
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Connecting (CN)**1 Synthesize and relate knowledge and personal experiences to make dance.** D.CN.1

- 1 Describe, create, and/or perform a dance expressing personal meaning and explain how certain movements express this personal meaning. 2.D.CN.1.1
 - 2 Respond to a dance work using an inquiry-based set of questions (e.g., see-think-wonder). Create movement using ideas from responses and explain how certain movements express a specific idea. 2.D.CN.1.2
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2 Relate dance ideas and works with societal, cultural and historical contexts to deepen understanding. D.CN.2

- 1 Observe a dance and relate the movement to the people or environment in which the dance was created and performed, including dances of Oklahoma American Indian Tribes and communities. 2.D.CN.2.1