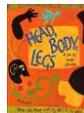
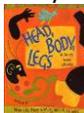


<b>Unit of Study 1</b> <b>Elements of Dance- Body/Mind</b>	<b>2<sup>nd</sup> GRADE</b>	<b>Quarter 1</b>	<b>DANCE</b> 2013
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<b>Key Concepts:</b>	<b>Skills:</b>
<ul style="list-style-type: none"> <li>The student has knowledge of the body and can do basic LOCOMOTOR and AXIAL movement skills.</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of the body</li> <li>Basic locomotor and axial movement skills</li> <li>Listen to signals and respond to movement directions.</li> </ul> 

<b>Standards:</b>
<ul style="list-style-type: none"> <li><b>Moving</b> – The student identifies and demonstrates knowledge of the body as the instrument of dance by exploring movement skills. This include the practice of safety for self and others and regular participation in body strengthening, flexibility, and endurance activities through stationary and locomotor movement.</li> <li><b>Investigating</b> – The student identifies and demonstrates the dance elements of time, space, and energy. This involves the student in exploration of the elements and enables the student to recognize how these elements are used by performers and choreographers.</li> <li><b>Creating</b> – The student identifies and demonstrates choreographic principles and processes in the art form of dance. These principles and processes include solving a problem through a sequence of exploring, integrating, synthesizing, making choices, and organizing a final expression through movement.</li> <li><b>Contextualizing</b> – The student understands and demonstrates dance in relation to its historical, cultural, and personal origins. This contributes to an appreciation of personal, physical, and emotional uniqueness. It also helps the student to understand the language of dance in daily life.</li> </ul>

Dance Content Objectives	Vocabulary students should use	Lessons (Activities)
<ul style="list-style-type: none"> <li>I can identify and move body parts and the whole body.</li> <li>I can explore, improvise, choreograph and perform movement that incorporates balance, strength and flexibility.</li> <li>I can improvise, create and perform a dance that uses a combination of axial and locomotor steps with unusual variations.</li> <li>I can listen to signals and respond to movement directions.</li> </ul>	<p style="text-align: center;"><b>Warm-up:</b> A series of exercises/movement to ready the mind and body</p> <p style="text-align: center;"><b>Locomotor:</b> Steps that travel through space</p> <p style="text-align: center;"><b>Axial Movement:</b> Movement that revolves around the axis and is performed in place</p> <p style="text-align: center;"><b>Conditioning Principles:</b> Strength Flexibility Stability Endurance</p>	<ul style="list-style-type: none"> <li>With a partner create a dance based on one conditioning principle (balance, strength, flexibility, endurance).</li> <li>Explore axial (bending, twisting, turning, tilting) and locomotor movements (walking, running, jumping, hopping, leaping, galloping, skipping, sliding).</li> <li>Respond to movement directions about axial and locomotor movements. Vary with time and energy (e.g. skip fast with swinging arms, etc).</li> <li>Create simple movement phrases that incorporate both axial and locomotor movements (e.g. twist 2, 3, 4, skip 2, 3, 4, bounce 2, 3, 4, run 2 jump 3, 4).</li> <li><a href="#">Brain Dance</a></li> <li><a href="#">Body Parts Lesson Plan</a></li> <li><a href="#">Dance Involving Balance</a></li> </ul>

Dance / Common Core Language Objectives	Additional Resources
<ul style="list-style-type: none"> <li>Read the story “Head, Body, Legs - A Story from Liberia” retold by Won-Ldy Paye and Margaret H. Lippert. Discuss how each body part works individually, yet the whole body is more successful when it works cooperatively.</li> </ul> <div style="display: flex; justify-content: space-around; align-items: center;">    </div>	<ul style="list-style-type: none"> <li><a href="#">Books and DVDs</a> Materials available for check out from Granite School District</li> <li><a href="#">2<sup>nd</sup> Grade Guide Book</a></li> <li><a href="#">Dance PowerPoint</a></li> <li><a href="#">UDEO</a> Utah Dance Education Organization</li> <li><a href="#">NDEO</a> National Dance Education Organization</li> <li><a href="#">Lesson Plans Dance - BYU</a></li> </ul>

<b>Assessment Options:</b> The student uses the elements of dance to effectively communicate ideas. Make individual copies of the Spiral Learning Map. Have students color in content objectives on their personal Learning Map <a href="#">Class Assessment Spiral B&amp;W PreK-2nd Grade Dance</a>
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<b>Unit of Study 2 Elements of Dance- TIME</b>		<b>2<sup>ND</sup> GRADE</b>	<b>Quarter 2</b>	<b>DANCE 2013</b>
<b>Key Concepts:</b>		<b>Skills:</b>		
<p>0→ The student has knowledge of the dance element of time: specifically BEAT, ACCENT and METER.</p>		<ul style="list-style-type: none"> <li>• Knowledge that time defines when one moves.</li> <li>• Understands not only beat, accent and meter, but also tempo, simple rhythms and note value.</li> <li>• Differentiation between metric rhythms and non-metric/breath rhythms.</li> <li>• Call and response.</li> </ul>		
<b>Standards:</b>				
<ul style="list-style-type: none"> <li>➤ <b>Moving</b> – The student identifies and demonstrates knowledge of the body as the instrument of dance by exploring movement skills. This include the practice of safety for self and others and regular participation in body strengthening, flexibility, and endurance activities through stationary and locomotor movement.</li> <li>➤ <b>Investigating</b> – The student identifies and demonstrates the dance elements of time, space, and energy. This involves the student in exploration of the elements and enables the student to recognize how these elements are used by performers and choreographers.</li> <li>➤ <b>Creating</b> - - The student identifies and demonstrates choreographic principles and processes in the art form of dance. These principles and processes include solving a problem through a sequence of exploring, integrating, synthesizing, making choices, and organizing a final expression through movement.</li> <li>➤ <b>Contextualizing</b> – The student understands and demonstrates dance in relation to its historical, cultural, and personal origins. This contributes to an appreciation of personal, physical, and emotional uniqueness. It also helps the student to understand the language of dance in daily life.</li> </ul>				
<b>Dance Content Objectives</b>		<b>Vocabulary students should use</b>	<b>Lessons (Activities)</b>	
<ul style="list-style-type: none"> <li>• I can move to the rhythm of a changing beat.</li> <li>• I can improvise to an 8 count measure, then choreograph an 8 count rhythm pattern.</li> <li>• I can detect the first beat of every measure in 4/4, 2/4 and 3/4 time.</li> <li>• I can create and memorize a 16 count accent phrase in 4/4, 2/4 or 3/4 time.</li> </ul> 		<p><b>Accent:</b> Emphasis that results in a beat being louder or longer than another in a measure.</p> <p><b>Meter:</b> Measure or unit of a metrical verse.</p> <p><b>Duration:</b> Length of movement (short/long)</p> <p><b>Tempo:</b> Speed of movement (fast/slow)</p> <p><b>Metric Rhythm:</b> Grouping of beats in recurring pattern</p>	<ul style="list-style-type: none"> <li>• Investigate clapping and moving to a beat, then clap faster and slower than the beat.</li> <li>• Improvise, create and perform an 8 count rhythm pattern.</li> <li>• Create and perform a dance that contains 4 measures. Place an accent on the first beat of each measure in the movement phrase.</li> <li>• Compare 2/4, 3/4 and 4/4 timing. Create dances in each of the three different meters.</li> <li>• <a href="#">Music and RhythmI</a></li> </ul>	
<b>Visual Art / Common Core Language Objectives</b>		<b>Additional Resources</b>		
<ul style="list-style-type: none"> <li>• Listen to the rhythm of poetry. Clap the rhythm. Accent the first word of each new line.</li> <li>• Listen to more poetry. Decide which poems have a 3/4 or a 4/4 rhythm (e.g. Jack and Jill has a 3/4 rhythm; Peter Peter has a 4/4 rhythm).</li> <li>• Engage in a discussion about student choreography.</li> </ul>		<ul style="list-style-type: none"> <li>• <a href="#">Books and DVDs</a> Materials available for check out from Granite School District</li> <li>• <a href="#">2<sup>nd</sup> Grade Guide Book</a></li> <li>• <a href="#">Dance PowerPoint</a></li> <li>• <a href="#">UDEO</a> Utah Dance Education Organization</li> <li>• <a href="#">NDEO</a> National Dance Education Organization</li> <li>• <a href="#">Lesson Plans Dance - BYU</a></li> </ul>		
<p><b>Assessment Options:</b> The student uses the elements of dance to effectively communicate ideas. Make individual copies of the Spiral Learning Map. Have students color in content objectives on their personal Learning Map <a href="#">Class Assessment Spiral B&amp;W PreK-2nd Grade Dance</a></p>				

Unit of Study 3 Elements of Dance- Space		2 <sup>ND</sup> GRADE	Quarter 3	DANCE 2013
<b>Key Concepts:</b>		<b>Skills:</b>		
The student has knowledge of the dance element of space, specifically PATHWAYS and SHAPES.			<ul style="list-style-type: none"> <li>• Knowledge that space defines where one moves.</li> <li>• Understand not only pathways and shapes, but also range, levels, directions, size, symmetry/asymmetry, moving in place and through space, mapping and positive/negative space.</li> </ul>	
<b>Standards:</b>				
<ul style="list-style-type: none"> <li>➤ <b>Moving</b> – The student identifies and demonstrates knowledge of the body as the instrument of dance by exploring movement skills. This include the practice of safety for self and others and regular participation in body strengthening, flexibility, and endurance activities through stationary and locomotor movement.</li> <li>➤ <b>Investigating</b> – The student identifies and demonstrates the dance elements of time, space, and energy. This involves the student in exploration of the elements and enables the student to recognize how these elements are used by performers and choreographers.</li> <li>➤ <b>Creating</b> – – The student identifies and demonstrates choreographic principles and processes in the art form of dance. These principles and processes include solving a problem through a sequence of exploring, integrating, synthesizing, making choices, and organizing a final expression through movement.</li> <li>➤ <b>Contextualizing</b> – The student understands and demonstrates dance in relation to its historical, cultural, and personal origins. This contributes to an appreciation of personal, physical, and emotional uniqueness. It also helps the student to understand the language of dance in daily life.</li> </ul>				
<b>Dance Content Objectives</b>		<b>Vocabulary Students should use</b>	<b>Lessons (Activities)</b>	
<ul style="list-style-type: none"> <li>- I can explore straight, zigzag and curved pathways.</li> <li>- I can create shapes that vary with levels, direction, size and symmetry or asymmetry.</li> <li>- I can explore, improvise and create a dance that includes pathways, locomotor steps and shapes.</li> </ul> 		<p><b>Shape:</b> The form of the body.</p> <p><b>Pathways:</b> Patterns or designs created on the floor or in the air</p> <p><b>Levels:</b> Low/medium/high</p> <p><b>Direction:</b> Forward, backwards, sideward, up, down</p> <p><b>Size:</b> The continuum from small to large</p> <p><b>Asymmetry:</b> Uneven, irregular design</p> <p><b>Relationships:</b> The body's position relative to something or someone</p>	<ul style="list-style-type: none"> <li>• Explore spatial pathways (straight, zigzag, curved).</li> <li>• Explore a wide range of shapes: shapes on low, medium and high levels; shapes that face forwards, backwards and sideways; shapes that vary from small to big; shapes that are symmetrical or asymmetrical.</li> <li>• In small groups (or as individuals) create and memorize a map sequence using 4 pathways, 4 locomotor steps and 4 shapes (e.g. start in a low shape 2, 3, 4; run straight 2, 3, 4; create a symmetrical shape 2, 3, 4; skip a curved path 2, 3, 4; slide a zig zag path 2, 3, 4; create an up-side-down shape 2, 3, 4; hop down a diagonal 2, 3, 4; end in small shape 2, 3, 4).</li> <li>• <a href="#">Moving to a Path Map</a></li> </ul>	
<b>Dance / Common Core Language Objectives</b>			<b>Additional Resources</b>	
<ul style="list-style-type: none"> <li>• Engage in a discussion about shapes and pathways. Compare them to things in our environment.</li> <li>• Reflect and analyze the students' map sequences.</li> <li>• Read a story with pictures. Discuss the shapes found in the pictures and compare them to the shapes they created with their bodies.</li> </ul>			<ul style="list-style-type: none"> <li>• <a href="#">Books and DVDs</a> Materials available for check out from Granite School District</li> <li>• <a href="#">2<sup>nd</sup> Grade Guide Book</a></li> <li>• <a href="#">Dance PowerPoint</a></li> <li>• <a href="#">UDEO</a> Utah Dance Education Organization</li> <li>• <a href="#">NDEO</a> National Dance Education Organization</li> <li>• <a href="#">Lesson Plans Dance - BYU</a></li> </ul>	
<b>Assessment Options:</b> The student uses the elements of dance to effectively communicate ideas. Make individual copies of the Spiral Learning Map. Have students color in content objectives on their personal Learning Map <a href="#">Class Assessment Spiral B&amp;W PreK-2nd Grade Dance</a>				

<b>Unit of Study 4 Elements of Dance- Energy/Culture</b>		<b>2<sup>ND</sup> GRADE</b>	<b>Quarter 4</b>	<b>DANCE 2013</b>
<b>Key Concepts:</b>		<b>Skills:</b>		
<ul style="list-style-type: none"> <li>The student has knowledge of ENERGY QUALITIES, specifically percussive, sustained, swing, vibrate, explode, rebound and suspend.</li> <li>The student has awareness of SELF to the COMMUNITY and the WORLD.</li> </ul>		<ul style="list-style-type: none"> <li>Knowledge that energy defines how one moves.</li> <li>Understand the following energy qualities: percussive, sustained, swing, vibrate, explode, rebound, and suspend.</li> <li>Sequence together qualities of motion.</li> <li>Understand contrasting energy qualities.</li> <li>Knowledge of simple ritual or ceremonial dances.</li> <li>Knowledge that dance reflects culture.</li> </ul>		
<b>Standards:</b>				
<ul style="list-style-type: none"> <li><b>Moving</b> – The student identifies and demonstrates knowledge of the body as the instrument of dance by exploring movement skills. This include the practice of safety for self and others and regular participation in body strengthening, flexibility, and endurance activities through stationary and locomotor movement.</li> <li><b>Investigating</b> – The student identifies and demonstrates the dance elements of time, space, and energy. This involves the student in exploration of the elements and enables the student to recognize how these elements are used by performers and choreographers.</li> <li><b>Creating</b> – The student identifies and demonstrates choreographic principles and processes in the art form of dance. These principles and processes include solving a problem through a sequence of exploring, integrating, synthesizing, making choices, and organizing a final expression through movement.</li> <li><b>Contextualizing</b> – The student understands and demonstrates dance in relation to its historical, cultural, and personal origins. This contributes to an appreciation of personal, physical, and emotional uniqueness. It also helps the student to understand the language of dance in daily life.</li> </ul>				
<b>Dance Content Objectives</b>		<b>Vocabulary Students should use</b>	<b>Lessons (Activities)</b>	
<ul style="list-style-type: none"> <li>- I can explore energy qualities, including percussive, sustained, swing, vibrate, explode, rebound and suspend.</li> <li>- I can compare one of the above energy qualities to something in nature or everyday life.</li> <li>- I can choreograph and perform a dance that contains two contrasting energy qualities.</li> <li>- I can learn and perform a simple ritual or ceremonial dance.</li> <li>- I can create original dances that reflect awareness of self in relationship to the world.</li> </ul>		<p><b>Qualities of Motion:</b> Characteristics of a movement</p> <p><b>Dynamics:</b> The degree of energy, intensity, or power in the execution of movements</p> <p><b>Ritual/ceremonial dance:</b> A dance that is performed as part of a ceremony or religious even/t/ritual</p>	<ul style="list-style-type: none"> <li>Warm up by responding to movement directions about energy qualities.</li> <li>Find something in nature that compares to one energy quality (e.g. clouds move with a sustained quality). Create a dance about it.</li> <li>Create and perform a dance that contains two contrasting energy qualities (e.g. sustained vs. percussive).</li> <li>Watch a video or live performance of a ritual or ceremonial dance.</li> <li>Learn and perform a simple ritual or ceremonial dance (e.g. Apat Apat from Philippines; Fjaskern from Sweden; or Djurdjevka Kolo from Serbia).</li> <li>Create a simple ritual or ceremonial dance by studying a particular culture then use the elements based on that culture to create the movement.</li> </ul> <p><a href="#">Sharp and Smooth</a>    <a href="#">Energy and Musicality</a>    <a href="#">Fjaskern</a>    <a href="#">Apat Apat</a></p>	
<b>Dance / Common Core Language Objectives</b>			<b>Additional Resources</b>	
<ul style="list-style-type: none"> <li>Listen to a story about nature or animals. Discuss how the things of nature compare to movement qualities (e.g. trees sway; volcanoes explode; birds move sustained; waterfalls collapse).</li> <li>Read a story about a different culture. Collaboratively discuss the differences of that culture to our culture.</li> </ul>			<ul style="list-style-type: none"> <li><a href="#">Books and DVDs</a> Materials available for check out from Granite School District</li> <li><a href="#">2<sup>nd</sup> Grade Guide Book</a></li> <li><a href="#">Dance PowerPoint</a></li> <li><a href="#">UDEO</a> Utah Dance Education Organization <a href="#">NDEO</a> National Dance Education Org.</li> <li><a href="#">Lesson Plans Dance - BYU</a></li> <li><a href="#">Rhythmically Moving</a></li> </ul>	
<b>Assessment Options:</b> The student uses the elements of dance to effectively communicate ideas. Make individual copies of the Spiral Learning Map. Have students color in content objectives on their personal Learning Map <a href="#">Class Assessment Spiral B&amp;W PreK-2nd Grade Dance</a>				