
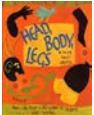
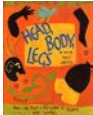
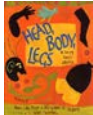



Unit of Study 1 Elements of Dance - Body/Mind	2 nd GRADE	Quarter 1	DANCE 2018
Key Concepts:		Skills:	
<ul style="list-style-type: none"> □ The student has knowledge of the body and can do basic LOCOMOTOR and AXIAL movement skills. 	<ul style="list-style-type: none"> • Connect knowledge of the body to movement. • Perform basic locomotor and axial movement skills. • Listen to signals and respond to movement directions. 		
Strands:			
<ul style="list-style-type: none"> ➤ CREATE (2.D.CR.) Students will conceptualize, generate, develop and organize artistic ideas and work. They will complete and refine dance works (Standards 2.D.CR.1–4). ➤ PERFORM (2.D.P.) Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work and express meaning through the presentation of dance works (Standards 2.D.P.1–7). ➤ RESPOND (2.D.R.) Students will perceive and analyze artistic work and process. They will interpret intent and meaning and apply criteria to evaluate artistic work and process (Standards 2.D.R.1–2). ➤ CONNECT (2.D.CO.) Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding (Standards 2.D.CO.1–2). 			
Dance Content Objectives	Vocabulary students should use	Lessons (Activities)	
<ul style="list-style-type: none"> • I can identify and move body parts and the whole body. • I can explore, improvise, choreograph and perform movement that incorporates balance, strength and flexibility. • I can improvise, create and perform a dance that uses a combination of axial and locomotor steps with unusual variations. • I can listen to signals and respond to movement directions. 	<p style="text-align: center;">Warm-up: A series of exercises/movement to ready the mind and body</p> <p style="text-align: center;">Locomotor: Steps that travel through space</p> <p style="text-align: center;">Axial Movement: Movement that revolves around the axis and is performed in place</p> <p style="text-align: center;">Conditioning Principles: Strength Flexibility Stability Endurance</p>	<ul style="list-style-type: none"> • With a partner create a dance based on one conditioning principle (balance, strength, flexibility, endurance). • Explore axial (bending, twisting, turning, tilting) and locomotor movements (walking, running, jumping, hopping, leaping, galloping, skipping, sliding). • Respond to movement directions about axial and locomotor movements. Vary with time and energy (e.g. skip fast with swinging arms, etc). • 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). Brain Dance 	
Dance / Common Core Language Objectives		Additional Resources	
<ul style="list-style-type: none"> • 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. <div style="display: flex; justify-content: space-around; align-items: center;">    </div>		<ul style="list-style-type: none"> • OER Commons • UDEO Utah Dance Education Organization • NDEO National Dance Education Organization • Lesson Plans Dance-BYU • Art Works for Kids Lesson Tool 	
Assessment Options: The student uses the elements of dance to effectively communicate ideas. Have students color in content objectives on their Learning Map.			



Unit of Study 2 Elements of Dance - TIME	2ND GRADE	Quarter 2	DANCE 2018
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Key Concepts:	Skills:
<ul style="list-style-type: none"> □ The student has knowledge of the dance element of time: specifically BEAT, ACCENT and METER. 	<ul style="list-style-type: none"> • Connect to knowledge that time defines when one moves. • Responds to not only beat, accent and meter, but also tempo, simple rhythms and note value. • Differentiation between metric rhythms and non-metric/breath rhythms. • Call and response.

Strands:
<ul style="list-style-type: none"> ➤ CREATE (2.D.CR.) Students will conceptualize, generate, develop and organize artistic ideas and work. They will complete and refine dance works (Standards 2.D.CR.1–4). ➤ PERFORM (2.D.P.) Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work and express meaning through the presentation of dance works (Standards 2.D.P.1–7). ➤ RESPOND (2.D.R.) Students will perceive and analyze artistic work and process. They will interpret intent and meaning and apply criteria to evaluate artistic work and process (Standards 2.D.R.1–2). ➤ CONNECT (2.D.CO.) Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding (Standards 2.D.CO.1–2).

Dance Content Objectives	Vocabulary students should use	Lessons (Activities)
<ul style="list-style-type: none"> • I can move to the rhythm of a changing beat. • I can improvise to an 8-count measure, then choreograph an 8 count rhythm pattern. • I can detect the first beat of every measure in 4/4, 2/4 and 3/4 time. • I can create and memorize a 16 count accent phrase in 4/4, 2/4 or 3/4 time. 	<p>Accent: Emphasis that results in a beat being louder or longer than another in a measure.</p> <p>Meter: Measure or unit of a metrical verse.</p> <p>Duration: Length of movement (short/long)</p> <p>Tempo: Speed of movement (fast/slow)</p> <p>Metric Rhythm: Grouping of beats in recurring pattern</p>	<ul style="list-style-type: none"> • Investigate clapping and moving to a beat, then clap faster and slower than the beat. • Improvise, create and perform an 8-count rhythm pattern. • Create and perform a dance that contains 4 measures. Place an accent on the first beat of each measure in the movement phrase. • Compare 2/4, 3/4 and 4/4 timing. Create dances in each of the three different meters. • Music and Rhythm
Visual Art / Common Core Language Objectives		Additional Resources
<ul style="list-style-type: none"> • Listen to the rhythm of poetry. Clap the rhythm. Accent the first word of each new line. • 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). • Engage in a discussion about student choreography. 		<ul style="list-style-type: none"> • OER Commons • UDEO Utah Dance Education Organization • NDEO National Dance Education Organization • Lesson Plans Dance-BYU • Art Works for Kids Lesson Tool

Assessment Options: The student uses the elements of dance to effectively communicate ideas. Have students color in content objectives on their personal Learning Map.

Unit of Study 3 Elements of Dance - Space		2 ND GRADE	Quarter 3	DANCE 2018
Key Concepts:		Skills:		
<ul style="list-style-type: none"> The student has knowledge of the dance element of space, specifically PATHWAYS and SHAPES. 			<ul style="list-style-type: none"> Connect to knowledge that space defines where one moves. Respond by performing not only pathways and shapes, but also range, levels, directions, size, symmetry/asymmetry, moving in place and through space, mapping and positive/negative space. 	
Strands:				
<ul style="list-style-type: none"> ➤ CREATE (2.D.CR.) Students will conceptualize, generate, develop and organize artistic ideas and work. They will complete and refine dance works (Standards 2.D.CR.1–4). ➤ PERFORM (2.D.P.) Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work and express meaning through the presentation of dance works (Standards 2.D.P.1–7). ➤ RESPOND (2.D.R.) Students will perceive and analyze artistic work and process. They will interpret intent and meaning and apply criteria to evaluate artistic work and process (Standards 2.D.R.1–2). ➤ CONNECT (2.D.CO.) Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding (Standards 2.D.CO.1–2). 				
Dance Content Objectives		Vocabulary students should use	Lessons (Activities)	
<ul style="list-style-type: none"> I can explore straight, zigzag and curved pathways. I can create shapes that vary with levels, direction, size and symmetry or asymmetry. I can explore, improvise and create a dance that includes pathways, locomotor steps and shapes. 		<p>Shape: The form of the body.</p> <p>Pathways: Patterns or designs created on the floor or in the air</p> <p>Levels: Low/medium/high</p> <p>Direction: Forward, backwards, sideward, up, down</p> <p>Size: The continuum from small to large</p> <p>Asymmetry: Uneven, irregular design</p> <p>Relationships: The body's position relative to something or someone</p>	<ul style="list-style-type: none"> Explore spatial pathways (straight, zigzag, curved). 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. 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). 	
Dance / Common Core Language Objectives			Additional Resources	
<ul style="list-style-type: none"> Engage in a discussion about shapes and pathways. Compare them to things in our environment. Reflect and analyze the students' map sequences. Read a story with pictures. Discuss the shapes found in the pictures and compare them to the shapes they created with their bodies. 			<ul style="list-style-type: none"> OER Commons UDEQ Utah Dance Education Organization NDEO National Dance Education Organization Lesson Plans Dance-BYU Art Works for Kids Lesson Tool 	
Assessment Options: The student uses the elements of dance to effectively communicate ideas. Have students color in content objectives on their personal Learning Map.				

Unit of Study 4 Elements of Dance - Energy/Culture		2 ND GRADE	Quarter 4	DANCE 2018
Key Concepts:		Skills:		
<ul style="list-style-type: none"> ☐ The student has knowledge of ENERGY QUALITIES, specifically percussive, sustained, swing, vibrate, explode, rebound and suspend. ☐ The student has awareness of SELF to the COMMUNITY and the WORLD. 		<ul style="list-style-type: none"> ● Connect to knowledge that energy defines how one moves. ● Create and perform using the following energy qualities: percussive, sustained, swing, vibrate, explode, rebound, and suspend. ● Create and perform sequenced qualities of motion. ● Respond to, create, and perform contrasting energy qualities. ● Respond to, create, and perform to simple ritual or ceremonial dances. ● Connect to knowledge that dance reflects culture. 		
Strands:				
<ul style="list-style-type: none"> ➤ CREATE (2.D.CR.) Students will conceptualize, generate, develop and organize artistic ideas and work. They will complete and refine dance works (Standards 2.D.CR.1–4). ➤ PERFORM (2.D.P.) Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work and express meaning through the presentation of dance works (Standards 2.D.P.1–7). ➤ RESPOND (2.D.R.) Students will perceive and analyze artistic work and process. They will interpret intent and meaning and apply criteria to evaluate artistic work and process (Standards 2.D.R.1–2). ➤ CONNECT (2.D.CO.) Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding (Standards 2.D.CO.1–2). 				
Dance Content Objectives		Vocabulary students should use	Lessons (Activities)	
<ul style="list-style-type: none"> ● I can explore energy qualities, including percussive, sustained, swing, vibrate, explode, rebound and suspend. ● I can compare one of the above energy qualities to something in nature or everyday life. ● I can choreograph and perform a dance that contains two contrasting energy qualities. ● I can learn and perform a simple ritual or ceremonial dance. ● I can create original dances that reflect awareness of self in relationship to the world. 		<p>Qualities of Motion: Characteristics of a movement</p> <p>Dynamics: The degree of energy, intensity, or power in the execution of movements</p> <p>Ritual/ceremonial dance: A dance that is performed as part of a ceremony or religious even/t/ritual</p>	<ul style="list-style-type: none"> ● Warm up by responding to movement directions about energy qualities. ● Find something in nature that compares to one energy quality (e.g. clouds move with a sustained quality). Create a dance about it. ● Create and perform a dance that contains two contrasting energy qualities (e.g. sustained vs. percussive). ● Watch a video or live performance of a ritual or ceremonial dance. ● Learn and perform a simple ritual or ceremonial dance (e.g. Apat Apat from Philippines; Fjaskern from Sweden; or Djurdjevka Kolo from Serbia). ● Create a simple ritual or ceremonial dance by studying a particular culture then use the elements based on that culture to create the movement. <p style="text-align: center;"> Fjaskern Apat Apat Djurdjevka Kolo </p>	
Dance / Common Core Language Objectives			Additional Resources	
<ul style="list-style-type: none"> ● 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). ● Read a story about a different culture. Collaboratively discuss the differences of that culture to our culture. 			<ul style="list-style-type: none"> ● OER Commons ● UDEO Utah Dance Education Organization ● NDEO National Dance Education Org. ● Lesson Plans Dance-BYU ● Art Works for Kids Lesson Tool 	
Assessment Options: The student uses the elements of dance to effectively communicate ideas. Have students color in content objectives on their Learning Map.				