

Grade 2 Module 1

Enduring Understanding

Foundational: Dancers combine movements in many different ways.

Essential Questions

- How do dancers make movement choices?
- What are the ways in which we can combine movements?

Process		Standards
Create	Generating Exploring Improvising Creating	2.1 Create and improvise movement patterns and sequences.
Perform	Practicing and Developing Movement Skills Building Vocabulary	1.1 Show a variety of combinations of basic locomotor skills (e.g., walk and run, gallop and jump, hop and skip, slide and roll). 1.2 Show a variety of combinations of axial movements (e.g., swing and balanced shapes, turn and stretch, bend and twist). 1.3 Perform short movement problems, emphasizing the element of time (e.g., varied tempos, rhythmic patterns, counting). 1.4 Expand the ability to incorporate spatial concepts with movement problems.
Respond	Observing Responding	
Connect	Connecting Applying	

Essential standards and **supporting standards** to be assessed.

Developing Concepts

Development of Movement Skills

Focus Area: Partner Skills

Key Ideas:

- Dancers learn new ways of moving, and practice the movement skills they already know.
- Dancers can work alone or with others. Dancers must learn to cooperate with others. (**Partner Skills**)
- Dancers move through space with awareness and control. They need to be aware of themselves and of others. (**Spatial Awareness**)

Knowledge

Vocabulary

- Cooperate
- Mirroring
- Following
- Leading
- Shadowing
- Locomotor (Slide vs. Gallop)
- Non-locomotor
- Element of Space (includes spatial concepts in Gr. 1, Module 1 vocabulary list)
- Whole Body
- Spine
- Travel
- Freeze
- Space Bubble
- General Space
- Self Space
- Control

Skills

- Work cooperatively with a partner.
- Demonstrate partner skills, ie, mirroring, shadowing, following, leading
- Clearly demonstrate the directional distinction between a slide and a gallop
- Perform individual locomotor and non-locomotor movements, combined movements, and movement sequences with accuracy and confidence
- Perform whole body as well as peripheral (arm and leg) movements
- Perform expressively, articulating the spine
- Start and stop/freeze on cue
- Move through space with control
- Understand and demonstrate the difference between moving in general and self space, and move confidently from one to the other in both guided and free movement explorations

Movement Invention
Focus: Combining Movements

Key Idea:

- Dancers are always finding new and creative ways to move.
- We can combine individual movements in many different ways.

Knowledge

Vocabulary

- Explore
- Improvise
- Movement Problem
- Movement Solution
- Creative/Create
- Choreographer
- Combine/Combination
- Pattern

Skills

- Explore movement freely
- Solve movement problems using the process of improvisation
- Explore, improvise and create new movement combinations or patterns by layering/sequencing a locomotor and non-locomotor movement, two non-locomotor movements, or two locomotor movements
- Articulate reasons for choosing to combine particular movements

Elements of Dance
Focus Element: Time

Key Idea:

- Time is a tool of the dancer and the choreographer.

Knowledge

Vocabulary

- Elements of Dance
- Time
- Pulse
- Steady Beat
- Tempo (Slow, Moderate, Fast)
- Counts
- Measure
- Unison
- See also "Rhythmic Perception"

Skills

- Discuss time as a tool of dance
- Perform improvisations emphasizing the element of time (i.e., changes of tempo)
- Feel the pulse in a piece of music
- Recognize and move to a steady beat with both locomotor and non-locomotor movements
- Move to different and changing tempi (slow, moderate, fast)
- Count and move or freeze in measures of 8 beats
- Perform simple movement sequences in unison with a partner
- See also "Rhythmic Perception"

Rhythmic Perception

Key Idea:

- Dancing develops rhythmic capacity.

Knowledge

Vocabulary

- Rhythm
- Rhythm Pattern
- Gallop, Skip, Slide (Uneven)
- Walk and Run (Even)

Skills

- Alternate even and uneven locomotor movements in simple sequences or patterns
- Alternate even and uneven locomotor movements in response to a musical cue
- Demonstrate rhythmic accuracy in performing simple rhythmic movements or movement patterns
- Move to the rhythm of nursery rhymes or other rhythmic words (i.e., poems, word phrases)
- Experience the kinesthetic feeling of moving to both duple and triple meters
- Identify tempo contrasts both conceptually and kinesthetically (long/short; fast/slow; sudden/sustained)

Form and Structure

Focus: Combining Movements in Patterns, Sequences and Phrases

Key Idea:

- We can combine locomotor and non-locomotor movements to create simple movement patterns, sequences and phrases.

Knowledge

Vocabulary

- Sequence
- Pattern
- Phrase
- Beginning/Ending Shapes

Skills

- Explore, improvise and create simple movement sequences using 1) only locomotor movements, 2) only non-locomotor movements (individual action or combined actions, e.g., twist and stretch), and 3) alternating locomotor and non-locomotor movements.
- Develop a simple dance phrase around a movement idea, i.e., a jumping phrase; a skipping phrase.
- Create a simple sequence of movement that begins and ends in a still shape.
- Articulate reasons for movement choices.

Dance is a Performing Art

Key Idea:

- Dancers perform together.

Knowledge

Vocabulary:

- Focus
- Concentration
- Control
- Awareness
- Perform
- Audience
- Unison
- Non-unison

Skills

- Perform for an audience (informally or formally) with focus and concentration
- Demonstrate an awareness of others in space while performing in small groups
- Demonstrate control while performing
- Perform simple unison and non-unison movement.