

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Movement Skills and Underlying Principles</p>	<ol style="list-style-type: none"> 1. Describes how various body parts can move in various ways. 2. Recognizes that various body parts can lead an action. 3. Demonstrates how movement can expand and contract. 4. Demonstrates flexion and extension of various body parts (i.e., ankles, knees, elbows) 5. Moves using simultaneous and isolated movement. 6. Balances in various ways (on one foot, two hands and one foot, one hand and one foot). 7. Demonstrates symmetrical and asymmetrical body shape design. 8. Demonstrates the contrast of sustained and sudden movement. 9. Demonstrates repetition or making patterns of movement. 10. Demonstrates curved and angular shapes in motion and stillness. 11. Explores the directions of the body in space (forward, backward, up, down, sideways). 12. Demonstrates movement using a variety of floor patterns (curved angular, straight, zig zag, spiral). (D.A.A.1.1.5) 13. Recognizes that the body must be controlled for safe movement. 14. <i>Demonstrates basic nonlocomotor/axial movements (e.g., bend, twist, and swing).</i> (D.A.A.1.1.1) 15. <i>Demonstrates locomotor movements (e.g., walk, run, hop, jump, and leap) and compound locomotor movements (e.g., gallop, slide, leap).</i> (D.A.A.1.1.2) 	<ol style="list-style-type: none"> A. The student can demonstrate at least two body shapes while moving backward, forward, and sideways. (D.A.A.1.1.1) (D.A.A.1.1.2) (D.A.A.1.1.5) B. The student can, in a repeatable sequence, execute at least three floor patterns emphasizing various body parts (head, arms, legs, back) (D.A.A.1.1.3) C. <i>The student can respond to rhythmic patterns through appropriate movements.</i> (D.A.A.1.1.4)

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<p>II Dance Making</p>	<p>16. <i>Demonstrates movement with kinesthetic awareness (i.e., how the body moves) and concentration at high, middle and low levels in space.</i> (DA.A.1.1.3)</p> <p>17. <i>Moves to various sounds, including rhythmic accompaniment and responds to changes in temp.</i> (DA.A.1.1.4)</p> <p>18. <i>Creates a series of movements with a beginning, middle and end.</i> (DA.A.2.1.1)</p> <p>19. <i>Uses improvisation to explore and create movement ideas.</i> (DA.A.2.1.2)</p> <p>20. <i>Creates a movement phrase that communicates feeling.</i> (DA.B.1.1.2)</p> <p>21. <i>Finds multiple solutions to given movement problems.</i> (DA.D.1.1.1)</p> <p>22. <i>Understands that dance is sequential with a beginning, middle and end.</i> (DA.D.1.1.2)</p> <p>1. Combines simple movements phrases to make a dance.</p> <p>2. Executes basic nonlocomotor movement combining two actions in a repeated sequence.</p> <p>3. Expresses himself through improvisations or studies based on characters and stories from picture books, fairy tales, folk tales and other materials.</p> <p>4. Demonstrates repetition of patterns of movement.</p> <p>5. <i>Understands how gestures and movement communicate meaning.</i> (DA.B.1.1.1)</p>	<p>A. The student can express an emotion (anger, fear, sadness, happiness) by performing three movement actions in a repeated sequence. (DA.A.2.1.2) (DA.B.1.1.2) (DA.D.1.1.1)</p>

DANCE

GRADE 2

COMPONENT	OBJECTIVES	COMPETENCY
<p>III Building Context: Cultural, Historical and Social Inquiry</p>	<ol style="list-style-type: none"> 1. Creates movement patterns alone, with a partner and in small groups. (DA.A.2.1.3) 2. Perceives himself or herself and others moving through space, sensing appropriate distancing for accurate execution of the movement through time. 3. Recognizes that different people dance different dances. 4. Discusses occasions when dance is a part of family activity (talks about the role of dance in his or her family). 5. <i>Understands how dance expresses and embodies elements of culture.</i> (DA.C.1.1.1) 6. <i>Explores movement in response to the sounds and music that reflect a specific culture.</i> (DA.C.1.1.2) 7. <i>Knows the similarities and differences that exist between dance patterns of various cultures.</i> (DA.C.1.1.3) 	<p>B. The student can execute a simple movement phrase from a story or poem by combining at least four basic locomotor movements (running, walking, jumping, hopping, skipping) using nonlocomotor movements (swing, fall, bend, twist, arch) as transitions. (DA.A.2.1.1) (DA.A.2.1.3) (DA.B.1.1.1) (DA.D.1.1.2) (DA.E.2.1.1)</p> <p>A. After observing three dance performances of different cultures, the student can identify each dance form, and its country of origin verbally or pictorially. (DA.C.1.1.1) (DA.C.1.1.3)</p> <p>B. The student can identify the dances of his/ her own culture verbally or pictorially. (DA.C.1.1.3)</p>

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<p>IV Critical and Aesthetic</p>	<ol style="list-style-type: none"> 1. Recognizes personal movement preferences. 2. Express his or her opinion about dance in oral, written and pictorial forms. (D.A.D.1.1.3) 3. Distinguishes appropriate behavior for various dance settings (dance classes, performances, rehearsals). 4. <i>Knows a simple descriptive vocabulary of movement.</i> (D.A.D.1.1.4) 5. <i>Knows how daily dance practice improves strength, coordination, and flexibility.</i> (D.A.E.1.1.1) 6. <i>Understands how proper nutrition, adequate sleep, and daily exercise contribute to enhanced dance movement abilities.</i> (D.A.E.1.1.2) 7. <i>Knows how to express a visual image through movement.</i> (D.A.E.2.1.1) 	<ol style="list-style-type: none"> A. The student can write a simple three sentence critique about his/her or her personal movement preference. (D.A.D.1.1.3) (D.A.E.1.1.1) (D.A.E.1.1.2) B. After observing the teacher or other students demonstrate the eight basic locomotor movements, the student can verbally name and spell each. (D.A.D.1.1.4)