



SAN FRANCISCO UNIFIED SCHOOL DISTRICT

CURRICULUM & INSTRUCTION

DIVISION

WE ARE A THROUGHLINE TO STUDENT ACHIEVEMENT

Visual and Performing Arts Department
BASED ON THE NATIONAL CORE ARTS STANDARDS
Performing Arts: Dance

SECOND GRADE

CREATING

1.1 Process Component: Explore

Anchor Standard: Generate and conceptualize artistic ideas and work.

Enduring Understanding: Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.

Essential Question: Where do choreographers get ideas for dances?

Suggested Activities:

- a. Explore movement inspired by a variety of stimuli (for example, music/sound, text, objects, images, symbols, observed dance, experiences) and suggest additional sources for movement ideas.
- b. Combine a variety of movements while manipulating the elements of dance.

2.1 Process Component: Plan

Anchor Standard: Organize and develop artistic ideas and work.

Enduring Understanding: The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.

Essential Question: What influences choice-making in creating choreography?

Suggested Activities:

- a. Improvise a dance phrase with a beginning, a middle that has a main idea, and a clear end.
- b. Choose movements that express a main idea or emotion, or follow a musical phrase. Explain reasons for movement choices.

3.1 Process Component: **Revise**

Anchor Standard: Refine and complete artistic work.

Enduring Understanding: Choreographers analyze, evaluate, refine, and document their work to communicate meaning.

Essential Question: How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?

Suggested Activities:

- a. Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences.
- b. Depict the levels of movements in a variety of dance movements by drawing a picture or using symbols (for example, high, middle, low).

PERFORMING

4.1 Process Component: Express

Anchor Standard: Select, analyze, and interpret artistic work for presentation.

Enduring Understanding: Space, time, and energy are basic elements of dance.

Essential Question: How do dancers work with space, time and energy to communicate artistic expression?

Suggested Activities:

- a. Demonstrate clear directionality and intent when performing locomotor and non-locomotor movements that change body shapes, facings, and pathways in space. Identify symmetrical and asymmetrical body shapes and examine relationships between body parts. Differentiate between circling and turning as two separate ways of continuous directional change.
- b. Identify the length of time a move or phrase takes (for example, whether it is long or short). Identify and move on the downbeat in duple and triple meter. Correlate metric phrasing with movement phrasing.
- c. Select and apply appropriate characteristics to movements (for example, selecting specific adverbs and adjectives and apply them to movements). Demonstrate kinesthetic awareness while dancing

the movement characteristics.

5.1 Process Component: Embody

Anchor Standard: Develop and refine artistic technique and work for presentation.

Enduring Understanding: Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.

Essential Question: What must a dancer do to prepare the mind and body for artistic expression?

Suggested Activities:

- a. Demonstrate a range of locomotor and non-locomotor movements, body patterning, and dance sequences that require moving through space using a variety of pathways.
- b. Move safely in a variety of spatial relationships and formations with other dancers, sharing and maintaining personal space.
- c. Repeat movements, with an awareness of self and others in space. Self-adjust and modify movements or placement upon request.

6.1 Process Component: Present

Anchor Standard: Convey meaning through the presentation of artistic work.

Enduring Understanding: Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.

Essential Question: How does a dancer heighten artistry in a public performance?

Suggested Activities:

- a. Dance for and with others in a space where audience and performers occupy different areas.
- b. Use limited production elements (for example, hand props, simple scenery, or media projections) to enhance performance.

RESPONDING

7.1 Process Component: Analyze

Anchor Standard: Perceive and analyze artistic work.

Enduring Understanding: Dance is perceived and analyzed to comprehend its meaning.

Essential Question: How is a dance understood?

Suggested Activities:

- a. Find movements in a dance that develop a pattern.
- b. Demonstrate and describe movements in dances from different genres or cultures.

8.1 Process Component: Interpret

Anchor Standard: Interpret intent and meaning in artistic work.

Enduring Understanding: Dance is interpreted by considering intent, meaning, and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context.

Essential Question: How is dance interpreted?

Suggested Activities:

- a. Use context cues from movement to identify meaning and intent in a dance using simple dance terminology.

9.1 Process Component: Critique

Anchor Standard: Apply criteria to evaluate artistic work.

Enduring Understanding: Criteria for evaluating dance vary across genres, styles, and cultures.

Essential Question: What criteria are used to evaluate dance?

Suggested Activities:

- a. Observe or demonstrate dances from a genre or culture. Discuss movements and other aspects of the dances that make the dances work well, and explain why they work. Use simple dance terminology.

CONNECTING

10.1 Process Component: Synthesize

Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.

Enduring Understanding: As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to

interpret meaning.

Essential Question: How does dance deepen our understanding of ourselves, other knowledge, and events around us?

Suggested Activities:

- a. Describe, create, and/or perform a dance that expresses personal meaning and explain how certain movements express this personal meaning.
- b. Respond to a dance work using an inquiry-based set of questions (for example, See, Think, Wonder). Create movement using ideas from responses and explain how certain movements express a specific idea.

11.1 Process Component: Relate

Anchor Standard: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Enduring Understanding: Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.

Essential Question: How does knowing about societal, cultural, historical and community experiences expand dance literacy?

- a. Observe a dance and relate the movement to the people or environment in which the dance was created and performed.