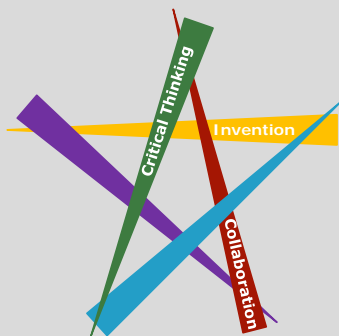


**Curriculum Development Course at a Glance
Planning For 2nd Grade Dance**

Content Area	Dance	Grade Level	2 nd Grade
Course Name/Course Code			
Standard	Grade Level Expectations (GLE)	GLE Code	
1. Movement, Technique, and Performance	1. Perform simple dance studies	DA09-GR.2-S.1-GLE.1	
	2. Explore moods and feelings in performance	DA09-GR.2-S.1-GLE.2	
2. Create, Compose, and Choreograph	1. Create a dance work alone and with others, and incorporate a movement motif	DA09-GR.2-S.2-GLE.1	
	2. Create expressive movement to music and other stimuli	DA09-GR.2-S.2-GLE.2	
3. Historical and Cultural Context	1. Social dances rely on unique costumes and music to express intent	DA09-GR.2-S.3-GLE.1	
	2. Dance is part of every society and community	DA09-GR.2-S.3-GLE.2	
4. Reflect, Connect, and Respond	1. Compare and contrast different dance styles and world dance forms	DA09-GR.2-S.4-GLE.1	
	2. Describe the feeling that is communicated through various dances	DA09-GR.2-S.4-GLE.2	

Colorado 21st Century Skills



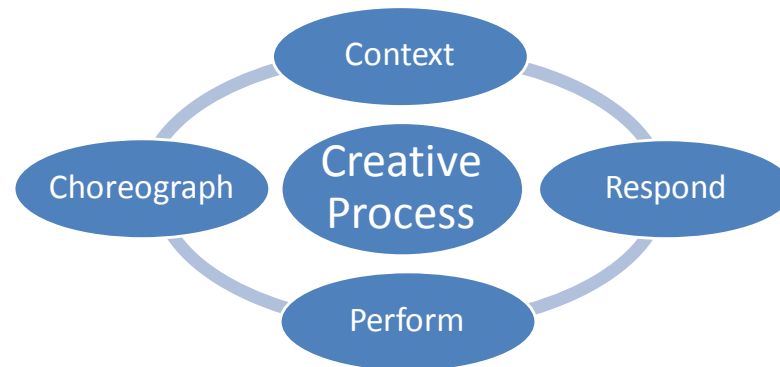
Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*



The Colorado Academic Standards for Dance are not intended to be taught in a linear (checklist of coverage) fashion, but rather should be implemented as a cyclical creative process. Each unit within this sample blueprint intentionally includes standards from all four dance standards to illustrate this process-based philosophy.

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Dancing a Painting	2 weeks/ 4-6 contact hours	Instructor Choice
The Way West – The Oregon Trail: Theme and Variation Folk Dance	2-3 weeks/10 contact hours	Instructor Choice

**Curriculum Development Overview
Unit Planning for 2nd Grade Dance**

Unit Title	Dancing a Painting		Length of Unit	2 weeks/ 4-6 contact hours
Focusing Lens(es)	Transformation	Standards and Grade Level Expectations Addressed in this Unit	DA09-GR.2-S.1-GLE.1, DA09-GR.2-S.1-GLE.2 DA09-GR.2-S.2-GLE.1, DA09-GR.2-S.2-GLE.2 DA09-GR.2-S.3-GLE.1, DA09-GR.2-S.3-GLE.2 DA09-GR.2-S.4-GLE.1, DA09-GR.2-S.4-GLE.2	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> How do changes in use of space and body shape help you to understand a dance? (DA09-GR.2-S.2-GLE.2) and (DA09-GR.2-S.4-GLE.2) How can a painting inform a dance? 			
Unit Strands	Perform spatial location, shape and feelings Create shapes, locations and moods Group context Respond and compare			
Concepts	Shape, Space/Time/Energy, Investigate/Discovery, Expression, Exploration, Visual Images			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Creating a dance work relies upon transforming shape based upon visual images (DA09-GR.2-S.1-GLE.2) and (DA09-GR.2-S.2-GLE.1, 2) and (DA09-GR.2-S.4-GLE.1)	Can you shape your body like several shapes in a painting?	How would you change your body shape in response to different shapes in the painting? What is the relationship between the painting and the form of your dance?
Movement exploration produces specific movements and body shapes (DA09-GR.2-S.1-GLE.2) and (DA09-GR.2-S.2-GLE.1, 2) and (DA09-GR.2-S.4-GLE.12)	What kinds of shapes can you make with your body?	Why do you change your body shape in this lesson? How do the basic elements of dance (space/time/energy) communicate feelings and thoughts?
Spatial location of objects within a painting informs position of body shapes (DA09-GR.2-S.1-GLE.1, 2) and (DA09-GR.2-S.2-GLE.1, 2) and (DA09-GR.2-S.4-GLE.1)	What shapes can be made at different levels?	How does the location of shapes in a painting influence the placement of your body shapes?

**Curriculum Development Overview
Unit Planning for 2nd Grade Dance**

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • Examples of body shapes and movement qualities (DA09-GR.2-S.1-GLE.2) and (DA09-GR.2-S.2-GLE.2) and (DA09-GR.2-S.3-GLE.2) and (DA09-GR.2-S.4-GLE.12) • Examples of body shapes in response to shapes in a painting qualities (DA09-GR.2-S.1-GLE.2) and (DA09-GR.2-S.2-GLE.2) and (DA09-GR.2-S.4-GLE.1) • Examples of positions of body shapes in response to the location of shapes in a painting qualities (DA09-GR.2-S.1-GLE.2) and (DA09-GR.2-S.2-GLE.2) and (DA09-GR.2-S.3-GLE.2) and (DA09-GR.2-S.4-GLE.2) • Examples of movement qualities in response to color qualities (DA09-GR.2-S.1-GLE.2) and (DA09-GR.2-S.2-GLE.2) and (DA09-GR.2-S.3-GLE.2) and (DA09-GR.2-S.4-GLE.2) • Colors in paintings inform decisions about mood just as movement informs changes in mood (DA09-GR.2-S.1-GLE.2) and (DA09-GR.2-S.2-GLE.2) and (DA09-GR.2-S.3-GLE.2) and (DA09-GR.2-S.4-GLE.2) 	<ul style="list-style-type: none"> • Perform a one-part movement phrase (DA09-GR.2-S.1-GLE.1-EO.a) • Perform a simple dance using elements of dance (space, time, and energy) (DA09-GR.2-S.1-GLE.1-EO.c) • Improvise a movement phrase alone and with partner, and select a movement starting point (DA09-GR.2-S.2-GLE.1-EO.a) • Select movement for the phrase that has meaning and relevance to the idea or stimuli (DA09-GR.2-S.2-GLE.1-EO.b) • Choose stimuli such as auditory, visual, ideational, tactile, or kinesthetic for dance (DA09-GR.2-S.2-GLE.2-EO.a) • Discuss the origins of the dance studied (DA09-GR.2-S.3-GLE.1-EO.b) • Describe a performer’s use of space (DA09-GR.2-S.4-GLE.1-EO.a) • Observe and describe feelings, steps, and movements in a dance (DA09-GR.2-S.4-GLE.2-EO.b)

<p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>Through observing a painting and exploring movement, a dancer creates a dance phrase by arranging body shapes and movement qualities to share what ideas the painting inspires.</i></p>
<p>Academic Vocabulary:</p>	<p>Explore, Phrase, Cooperate, Share, Observe, Arrange, Assemble, Communicate, Compose, Construct, Compare, Imagine, Interpret, Judge, Navigate, Order, Organize, Participate, Perform, Plan, Remember, Structure, Transform, Travel</p>
<p>Technical Vocabulary:</p>	<p>Shape, Quality, Position, Curved, Straight, Balanced, Unbalanced, Levels, Mood, Movement Phrase, Transitions, Dance Form</p>

**Curriculum Development Overview
Unit Planning for 2nd Grade Dance**

Unit Title	The Way West – The Oregon Trail: Theme and Variation Folk Dance		Length of Unit	2-3 weeks/10 contact hours
Focusing Lens(es)	Origins	Standards and Grade Level Expectations Addressed in this Unit	DA09-GR.2-S.1-GLE.1, DA09-GR.2-S.1-GLE.2 DA09-GR.2-S.2-GLE.1, DA09-GR.2-S.2-GLE.2 DA09-GR.2-S.3-GLE.1, DA09-GR.2-S.3-GLE.2 DA09-GR.2-S.4-GLE.1, DA09-GR.2-S.4-GLE.2	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> Why would dancers today study folk dance? (DA09-GR.2-S.3-GLE.1, 2) How did cultures preserve their traditions through dance when moving to new lands? How does dance reflect a culture? 			
Unit Strands	Performance practice Create using original body actions Context cultural information Respond with intent to communicate			
Concepts	Space/Time/Energy, Improvisation, Expressions, Traditions, Culture			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Traditions can provide the origin for movements that are unique to particular cultures (DA09-GR.2-S.1-GLE.2) and (DA09-GR.2-S.2-GLE.2) and (DA09-GR.2-S.3-GLE.1, 2) and (DA09-GR.2-S.4-GLE.1)	What movements identify the _____ culture (insert culture to study)?	Why do the body actions vary in folk dances from different cultures?
Repetitive patterns serve as a basis for the form and structure of a folk dance (DA09-GR.2-S.1-GLE.2) and (DA09-GR.2-S.2-GLE.1, 2) and (DA09-GR.2-S.3-GLE.1) and (DA09-GR.2-S.4-GLE.1)	When does the movement phrase become a dance? What movements make a motif (repetitive pattern) that give meaning to an idea? What are the sound patterns in a folk dance?	Is it necessary to have a pattern in a movement phrase?
Cultural dances make a direct statement about traditional values (DA09-GR.2-S.1-GLE.1, 2) and (DA09-GR.2-S.2-GLE.1) and (DA09-GR.2-S.3-GLE.1, 2) and (DA09-GR.2-S.4-GLE.1, 2)	What are similarities and differences between a folk dance from the past and a dance that is popular today?	Why do different cultures have unique dance styles?

**Curriculum Development Overview
Unit Planning for 2nd Grade Dance**

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • Movement motifs form body actions in space and time (DA09-GR.2-S.1-GLE.2) and (DA09-GR.2-S.2-GLE.1, 2) and (DA09-GR.2-S.4-GLE.1) • Examples of ways observation assists to refine a movement phrase (DA09-GR.2-S.1-GLE.2) and (DA09-GR.2-S.2-GLE.1, 2) and (DA09-GR.2-S.4-GLE.1) • What folk dances represent their perspective countries and why (DA09-GR.2-S.1-GLE.1, 2) and (DA09-GR.2-S.2-GLE.1) and (DA09-GR.2-S.3-GLE.1, 2) and (DA09-GR.2-S.4-GLE.1, 2) • Recognize the difference between folk dances and character dances (DA09-GR.2-S.1-GLE.2) and (DA09-GR.2-S.2-GLE.2) and (DA09-GR.2-S.3-GLE.1, 2) and (DA09-GR.2-S.4-GLE.1) • Folk dances create original movement phrases (DA09-GR.2-S.1-GLE.1, 2) and (DA09-GR.2-S.2-GLE.1) and (DA09-GR.2-S.3-GLE.1, 2) and (DA09-GR.2-S.4-GLE.1) • Strategies to memorize a dance work (DA09-GR.2-S.1-GLE.2) and (DA09-GR.2-S.2-GLE.1, 2) and (DA09-GR.2-S.4-GLE.1) 	<ul style="list-style-type: none"> • Perform simple dance studies. (DA09-GR.2-S.1-GLE.1) • Select movement for the phrase that has meaning and relevance to the idea or stimuli. (DA09-GR.2-S.2-GLE.2-EO.b) • Improvise a movement phrase alone and with a partner, and select a movement starting point from a specific folk dance (DA09-GR.2-S.2-GLE.1-EO.a) • Discuss the origins of the dance studied. (DA09-GR.2-S.3-GLE.1-EO.a) • Compare and contrast different dance styles and world dance forms. (DA09-GR.2-S.4-GLE.1)

<p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>Studying different folk dances from different cultures assists dancers in understanding community values and traditions.</i></p>
<p>Academic Vocabulary:</p>	<p>View, Identify, Describe, Learn, Remember, Improvise, Create, Select, Refine, Motif, Phrase, Composition, Practice, Perform, Assess, Evaluate, Cultural Expression</p>
<p>Technical Vocabulary:</p>	<p>Time, Weight, Space, Flow, Accent, Transfer Of Weight, Balance, Stillness, Gesture, Action, Strength, Agility, Stamina, Flexibility, Speed, Tempo, Dance Form And Structure, Style</p>