

## Draft 2020 New Jersey Student Learning Standards - Visual and Performing Arts: 2.1 Dance Standards by the End of Grade 2

### Creating

#### Anchor Standard 1: Generating and conceptualizing ideas.

**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?

**Practice:** Explore

#### Performance Expectations:

- 2.1.2.CR1a: Demonstrate movement in response to a variety of sensory stimuli (e.g., music, imagery, objects) and suggest additional sources for movement ideas.
- 2.1.2.CR1b: Combine movements using the elements of dance to solve a movement problem.

#### Anchor Standard 2: Organizing and developing ideas.

**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?

**Practice:** Plan

#### Performance Expectations:

- 2.1.2.CR2a: Create a movement sequence with a beginning, middle and end. Incorporate the use of a choreographic device.
- 2.1.2.CR2b: Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates nonverbally.

#### Anchor Standard 3: Refining and completing products.

**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?

**Practice:** Revise

#### Performance Expectations:

- 2.1.2.CR3a: Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences.

- 2.1.2.CR3b: Document a dance-making experience through drawing, painting, writing, symbols, mapping, collaging, photo sequencing, photo captioning, video captioning, etc.

## Performing

### **Anchor Standard 4: Developing and refining techniques and models or steps needed to create products.**

**Enduring Understanding:** The way the body is developed, execution of movement and movement quality vary in different dance styles, genres and traditions.

**Essential Question:** How is the body used as an instrument for technical and artistic expression?

**Practices:** Embody, Execute

#### **Performance Expectations:**

- 2.1.2.P1a: Identify personal and general space, to share space safely with other dancers. Categorize healthful strategies (e.g., nutrition, injury prevention, emotional health and overall functioning) essential for the dancer.
- 2.1.2.P1b: Identify basic body parts and joints (e.g., limb, bone) and joint actions (e.g., bend, rotate). Examine how basic body organs (e.g., brain, lungs, heart) relate and respond to dance movements.
- 2.1.2.P1c: Explore the use of spine and pursue use of elongated spine. Demonstrate body organization (e.g., core/distal, head/tail, upper/lower half lateral) and explore cross-lateral body organization. Demonstrate holding a shape in the body while traveling through space.
- 2.1.2.P1d: Explore a variety of body positions requiring a range of strength, flexibility and core support.
- 2.1.2.P1e: Explore locomotor action vocabulary (e.g., gallop, hop, slide, skip) and non-locomotor action vocabulary (e.g., bending, stretching, twisting) and execute codified movements from various styles/genres with genre specific alignment. Demonstrate, through focused practice and repetition (e.g., breath control, body part initiations, body sequencing).

### **Anchor Standard 5: Selecting, analyzing, and interpreting work.**

**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?

**Practice:** Express

#### **Performance Expectations:**

- 2.1.2.P2a: Perform planned and improvised movement sequences, with variations in direction ( e.g., forward/backward, up/down, big/small, sideways, right/left, diagonal), spatial level (e.g., low, middle, high), and spatial pathways (e.g., straight, curved, circular, zigzag), alone and in small groups.
- 2.1.2.P2b: Perform planned and improvised movement sequences, with variations in tempo, meter, and rhythm, alone and in small groups.

- 2.1.2.P2c: Demonstrate contrasting dynamics and energy with accuracy (e.g., loose/tight, light/heavy, sharp/smooth).

### **Anchor Standard 6: Conveying meaning through art.**

**Enduring Understandings:** Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression. Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.

**Essential Questions:** What must a dancer do to prepare the mind and body for artistic expression? How does a dancer heighten artistry in a public performance?

**Practice:** Present

#### **Performance Expectations:**

- 2.1.2.P3a: Explore how visualization, motor imagery and breath can enhance body mechanics and the quality of a movement skill.
- 2.1.2.P3b: Rehearse a simple dance using full body movement. Demonstrate the ability to recall the sequence and spatial elements.
- 2.1.2.P3c: Dance for and with others in a designated space identifying a distinct area for audience and performers.
- 2.1.2.P3d: Use simple production elements (e.g., hand props, scenery, media projections) in a dance work.

## **Responding**

### **Anchor Standard 7: Perceiving and analyzing products.**

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

**Essential Question:** How is a dance understood?

**Practice:** Analyze

#### **Performance Expectations:**

- 2.1.2.R1a: Demonstrate movements in a dance that develop patterns.
- 2.1.2.R1b: Observe and describe performed dance movements from a specific genre or culture.

### **Anchor Standard 8: Applying criteria to evaluate products.**

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

**Essential Question:** What criteria are used to evaluate dance?

**Practice:** Critique

#### **Performance Expectations:**

- 2.1.2.R2a: Describe the characteristics that make several movements in a dance interesting. Use basic dance terminology.

## Anchor Standard 9: Interpreting intent and meaning.

**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?

**Practice:** Interpret

**Performance Expectations:**

- 2.1.2.R3a: Observe a movement from a dance or phrase and explain how the movement captures a meaning or intent using simple dance terminology.

## Connecting

## Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

**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?

**Practice:** Synthesize

**Performance Expectations:**

- 2.1.2.C1a: Examine how certain movements are used to express an emotion or experience in a dance that is observed or performed.
- 2.1.2.C1b: Using an inquiry-based set of questions examine global issues, including climate change as a topic for dance.

## Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

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

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

**Practice:** Relate

**Performance Expectations:**

- 2.1.2.C2a: Observe a dance and relate the movement to the people or environment in which the dance was created and performed.