

Fine Arts

DANCE

K-2

Diocese of Salt Lake City

Catholic Schools Office

Based on Utah State Office of Education Curriculum

DANCE K-2

Children have a natural instinct to move - to jump or leap for joy, roll with laughter, melt with disappointment, or contract with fear. Movement helps them master their world and determine who they are. Their intuitive responses and explorations of movement become the material of the elementary dance core curriculum. Through this curriculum, students transform everyday movement into dance by focusing on the sensory experience. They learn to value themselves and others as unique individuals with the ability to move, create, and respond to ideas, concepts, feelings, and relationships through dance. Through dance, each child discovers that they are special, unique and made in the image of God. Below are the suggested target understandings and skills for dance

SKILL	Kindergarten	First Grade	Second Grade
MOVING	Use personal and group space. Articulate body parts. Show simple axial movements. Show walk, run, hop, jump and skip while moving through space.	Use personal and group space. Isolate and articulate body parts in and through space. Perform simple axial movements of reaching and bending. Show walk, run, hop, jump, skip, gallop, and simple combinations of these steps.	Explore bending, twisting, reaching, turning, and tilting in place. Isolate body parts while performing loco motor movements through space. Show combinations of loco motor steps. Explore a loco motor pattern of spatial relationships with a partner.
INVESTIGATING	Move the body to the rhythm of words. Move to slow, medium and fast beats. Explore opposites in space and shape. Show different kinds of energy through movement “freezing”.	Move to simple rhythmic patterns. Create symmetrical and asymmetrical shapes. Explore shapes and movements using spatial relationships. Show energy forces of heavy and light, hard and soft.	Move, accenting the first beat of every measure in 2/4, 3/4, and 4/4 meters. Explore 2/4, 3/4 and 4/4 meters using isolations, facings, levels, and qualities. Create a map of spatial pathways and shapes. Show percussive, sustained, swing, and vibratory movements
CREATING	Improvise using unique and unusual movements. Create a pattern of memorized shapes and improvised locomotor transitions. Create a pattern with a beginning and ending.	Explore unique movement combinations from an idea learned, experienced, or felt by improvising with the dance elements. Create a pattern of shapes and loco motor movements using spatial relationships. Create a movement pattern with a clear beginning, middle, and end. Discuss movement choices.	Create and memorize a sequence of movement with a partner. Compose a unique movement sequence based on ideas from the dance elements, ideas, places or things. Make choices about where in the space and when the movement will be performed. Discuss movement choices.

CONNECTING	<p>Move in unique ways using energy qualities to reflect senses, moves and feelings. Show how people communicate through movement. Create a movement pattern from an idea, a place, a book, nature or an animal.</p>	<p>Create a dance about an idea or event from history or another culture. Learn a dance from another culture or time and tell how they have expressed themselves through dance. Create a movement sentence based on an idea from a book, a poem, science or an idea of math.</p>	<p>Perform a simple traditional folk dance and explain it's origins. Watch a live dance performance or video of a ritual, ceremonial, and/or folk dance. Answer questions about the differences. Create a simple ceremonial or ritual dance. Use an idea from another area of study to create a dance.</p>
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