

Grade Two

Connections and Suggestions for Integrated Activities

Dance and English/Language Arts CCSS

Connections

- demonstrating understanding of ELA concepts by embodying, or physicalizing them using dance concepts, skills and knowledge
- using descriptive language in complete sentences
- participating in collaborative conversations with peers and adults in small and larger groups
- asking questions for understanding
- categorizing words and movements
- building and using vocabulary
- describing events with details
- expressing ideas and feelings clearly through words and through movement
- asking and answering questions about texts – both written and “danced.”
- sequencing (beginning, middle, end)
- demonstrating command of standard conventions in both English language usage and dance
- recognizing, understanding and incorporating rhythm in language and movement
- modifying words and movements using adjectives and adverbs
- distinguishing shades of meaning in language and movement

Suggestions for Integrated Lesson Activities

- Apply adjectives and adverbs to a variety of locomotor and non-locomotor actions. In particular, focus on the temporal adjectives and adverbs to modify verbs, e.g., turn slowly, travel through the space using a fast walk.
- Vary the force/size/tempo/space used in performing basic locomotor and non-locomotor movements and body shapes in order to convey nuances in movement and perform expressively.
- Create, memorize and perform original expressive movement for peers based on a simple story or experience. Use movement that clearly expresses the idea, or meaning of the story. Encourage students to be focused and accurate in their physical expression.
- Work cooperatively in small and large groups to create these studies.
- Perform a short dance study that focuses on the concept of tempo. Focus on temporal adverbs and adjectives, e.g., slowly, quickly, fast, slow, etc.
- Explore duration in movement (e.g., movements that take a long or a short time to execute) as a precursor to creating simple rhythmic patterns. Compare rhythm in movement to the rhythm of words. Put movements to the rhythm of short word phrases or short poems. Explore the rhythm of nursery rhymes with various uneven locomotor movements (e.g., skip, gallop, slide)
- Construct simple dance studies around an idea that have a beginning, middle and end structure.

- Use basic dance vocabulary to name and describe a dance observed. Ask and answer questions about the dance. Write a short narrative of the dance observed. Include details to describe actions, thoughts and feelings about the dance, and use temporal words to signal event order.
- Create short three-part sequences using a variety of locomotor and non-locomotor movements. Use temporal words to describe the order of movements.
- Participate with peers in a variety of collaborative conversations around second grade dance topics, e.g., describing dances seen in celebrations and community events.
- Participate with peers in a collaborative conversation around the ways in which dance relates to English/Language Arts (e.g., nouns/verbs, beginning, middle, end) and embody these conceptual connections.
- Use simple poems with strong movement imagery to inspire dance ideas and expressive movement.

Dance and History/Social Science

Connections

- connecting to earlier historical periods, recognizing similarities and differences
- connecting to family through an historical lens
- demonstrating spatial awareness and map skills
- interacting and cooperating with others
- understanding the importance of individual action and character, and the difference heroes make in others' lives

Suggestions for Integrated Lesson Activities

- Identify and discuss when and where people dance. Focus on describing dances seen in celebrations and community events. Recognize similarities and differences in the dances their parents, grandparents and guardians may have enjoyed as children, and the dances they know and enjoy today.
- Name and perform grade level appropriate (forms of) traditional folk/pattern dances that reflect students' family backgrounds. Locate on a map where their ancestors lived.
- Name and perform grade level appropriate folk/pattern dances that are considered traditional in the United States, e.g., simple square dance figures, modified Virginia Reel, modified Appalachian Big Circle Dance.
- Discuss what we can learn about earlier generations from their dances.
- Trace the pathway from one specific location to another on a simple grid map, or design a simple pathway map on grid paper. Create a locomotor dance study using this pathway as a guide. Make sure it has a clear beginning, middle and end and incorporates direction changes, e.g., forward, backwards, sideways.
- Create a simple sequence of movements to represent several important events in their life. Make sure it has a clear beginning, middle and end .

- Develop a dance phrase based on a notable characteristic displayed by a hero studied in class.
- Develop a dance phrase based on a characteristic that the student(s) consider important or heroic in themselves or others.
- Create, memorize and perform a dance study using movements to clearly express notable actions or characteristics of a hero studied in class.
- Work cooperatively and collaboratively with others in a group to solve specific dance problems. Discuss the norms/rules/expectations of group work, e.g., respect others opinions and ideas, etc.

Dance and Mathematics

Connections

- counting
- representing addition and subtraction with simple movements and movement patterns
- solving addition and subtraction word problems within 20 using simple movements to represent the problem
- identifying and organizing movements into categories
- representing and interpreting movement data from dances performed or seen

Suggestions for Integrated Lesson Activities

- Create simple add-on locomotor sequences while counting to relate counting to addition. Example: Give the students an addition sentence, which reads $10 + 2$. Instruct the students to skip 10 times and then 2 more. Count out loud as you skip – 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 and 1, 2. How many skips was that? Show me again and count to 12. Repeat with different movements and addition sentences. Create a class locomotor dance based on the counted locomotor movements.
- Create simple dance problems to represent addition or subtraction using students bodies or individual movements to represent the problem. Example: Create a group dance in which class groupings change to represent decompositions of a given number less than or equal to 20. Cue students to travel from one grouping to another, e.g., find all the addition sentences for the number 12. Begin in a “clump” of 12 dancers. Using locomotor movements, travel through space to show each of addition sentences, traveling through space to re-group each time.
- Identify and name basic locomotor and non-locomotor movements in a dance they have viewed (peers in class or DVD). Categorize and organize the movements into the above two categories. Ask and answer questions about the data? Did the dancers perform more locomotor or non-locomotor movements?
- Improvise a dance study in which you find three different ways to travel through space. Perform for each other. Audience members will note the locomotor

movements used by their classmates, and then organize this information to see which locomotor movement was chosen most often.

- Learn how to name body shapes using the defining attributes of line and level. Create body shapes according to teacher cues naming line and/or level. Relate this information to geometric shapes. What kinds of lines do we use to make a square? Triangle? Circle?
- Participate in a collaborative conversation to discuss how we demonstrate math concepts through dance.

Dance and Science

Connections

- understanding the concept of change or transformation (of materials, weather, movement quality)
- describing
- observing
- describing the relative location of objects (the body in relation to other bodies or objects)

Suggestions for Integrated Lesson Activities

- Explore the words “freeze” and “melt” with movement; describe the movement; compare to water, which also freezes and melts. Can you melt in place? Through space? Can you freeze your legs and let your upper body melt?
- Move through space in curving locomotor pathways imagining the “flow” of water. How would water move if it were in one container – in place?
- Create short and improvised dance studies with a beginning, middle and end around the words/movement concepts of freeze, flow and melt.
- Use the five senses to observe and experience a variety of objects, and then respond with original movement to the distinguishing qualities of these objects, e.g. prickly pine cones, smooth velvet cloth, soft pillow, hard rock
- Use the five senses to go on a sensory journey. Cue students to move using a variety of locomotor and non-locomotor movements, varying the energy used in performing the movements, e.g., walk slowly through the mud, skip lightly through the field, fall heavily in the sand.
- Respond to teacher cues in regards to one’s relative position to a partner, e.g., stand next to your partner; dance away from your partner; make a shape above/below your partner’s shape.
- Use improvisation to discover movements that represent different kinds of weather, e.g., rain, strong wind, light breeze, hurricane, snow, etc. Create short movement studies to show either a particular weather state or a change of weather, e.g., sunshine to rain, light breeze to hurricane winds.

- Describe and physicalize the common properties of different kinds of movements and body shapes, e.g., all locomotor movements travel through space; non-locomotor movements stay in one place; body shapes are still.
- Name body shapes using the defining attributes of line and level. Create body shapes according to teacher cues naming line and/or level. Recognize that all body shapes are still, and can be described using line and level.