

2ND GRADE DANCE CHECKLIST
Fine Arts Goals 25 – 27
Illinois Learning Standards A – B
Performance Descriptors

PRINCIPLES OF DANCE

- _____ Identify body parts and describe locomotor and nonlocomotor movements they perform.
- _____ Identify personal and shared space, directions, levels, size of movements, body shapes.
- _____ Identify quick/slow, strong/light movements.
- _____ Identify two parts in a dance and/or accompaniment (AB form).
- _____ Identify starting and ending positions in personal or peer dances.
- _____ Suggest meanings that locomotor and nonlocomotor movement can convey (e.g., light, quick skips suggest happiness; dragging feet suggest sadness).

CONNECTIONS TO THE ARTS

- _____ Identify sensory elements, organizational principles, and expressive qualities used in more than one art form.
- _____ Examine the same sensory elements, organizational principles, and expressive qualities in two different works in the same art form.
- _____ Investigate story, feelings, or expressive ideas shared in the work of two different art forms.

PROCESSES, TOOLS, AND TECHNOLOGIES

- _____ Identify the body as the main tool of dance.
- _____ Suggest movements that would be appropriate for response to words, sounds, pictures, props, and/or stories.
- _____ Explore movement combining two or more elements (e. g., join body shape and level).

CREATION AND PERFORMANCE

- _____ List the materials and tools used to paint, draw, and construct.
- _____ Distinguish between materials and tools used in 2-D and 3-D works.

This checklist is a suggested guideline.

_____ Use appropriate tools (e.g., brushes, scissors, clay modeling tools) correctly with simple materials when creating an art work.

_____ Demonstrate the safe and responsible use of materials and tools when creating 2-D or 3-D work.

HISTORY, SOCIETY OF THE ARTS

_____ Identify and demonstrate the qualities of good audience behaviors.

_____ Share comments in a positive manner about a performance and/or an art work.

_____ Name a variety of occupations (e.g., director, actor, composer, conductor, painter, sculptor, dancer, choreographer) associated with different art forms.

_____ Give examples of how the arts are used in celebrations.

_____ Describe how the arts tell us things in different ways (e.g., dance/movement, music, visual image, story).

_____ Give examples of personal experiences in the arts outside of school.

_____ Identify the images, objects, sounds, and movements from a work of art and describe what they tell about people, time, places, and everyday life.