



Recommended P2/Grade 2 and P3/Grade 3 Curriculum Framework

Content: Physical Education – P2/Grade 2 and P3/Grade 3						
Topic: Dance (Weeks 15-19)						
Content (What do your students need to KNOW?)	Demonstrators (What do your students need to be able to DO?)	Assessment (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)	Activities (HOW will you teach it?)	Resources (What MATERIALS will you need?)	Differentiation (How will you reach the DIVERSITY of learners?)	Literacy Connection (How will you use READING and WRITING with this material?)
<p>AH-E-2.1.31 Dance elements: space (shape, level, direction, pathways), time (beat, tempo) and force (use of energy while moving).</p> <p>AH-E-2.1.31 Describe how locomotor and nonlocomotor movements are used to create simple dances with a beginning, middle and end.</p> <p>AH-E-2.2.21 Perform traditional folk dances, square dances, and ethnic dances.</p> <p>AH-E-2.2.32 Discuss three purposes of dance: ceremonial (celebration, hunting), recreational (folk, social), and artistic (ballet).</p> <p>AH-E-2.2.33 Describe using appropriate terminology, differences and commonalities in dances of different cultures (African, Native American, Colonial American), purposes and styles.</p>	<p>AE 1.15 Students make sense of ideas and communicate ideas with movement.</p> <p>AE 2.22 Students create products and make presentations that convey concepts and feelings in the human experience through their productions, performance or interpretations.</p> <p>DEMONSTRATORS</p> <ul style="list-style-type: none"> • Demonstrate movement elements (e.g., locomotor and nonlocomotor). • Explore the elements and principals of dance forms. • Create or perform original or existing dances. <p>POS-AH-P-Da-1 Students will experience various ways of moving with attention given to the elements of dance (space, time, force).</p>					



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	<p>POS-AH-P-Da –5 Students identify, perform and express the elements of dance in a pattern of movement.</p> <p>POS-AH-P-Da-6 Students will explore locomotor (walk, run, hop, jump, leap, skip, slide, gallop) and nonlocomotor (e.g., bend, stretch, twist, swing movements).</p> <p>POS-AH-P-Da-10 Students will identify and use locomotor and nonlocomotor movements in simple patterns.</p> <p>AE 2.24 Students appreciate creativity and the values of the arts and the humanities.</p> <p>DEMONSTRATORS</p> <ul style="list-style-type: none"> Explore a variety of art forms in dance. <p>AE 2.26 Students recognize differences and commonalities in the human experience through their productions, performances or interpretations.</p>					



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	<p>DEMONSTRATORS</p> <ul style="list-style-type: none"> • Experience and perform a variety of art forms in dance from diverse cultures. • Express openness to differences and commonalities among diverse cultures. <p>POS-AH-P-Da-11 Students will experience dances of diverse cultures, purposes, and styles.</p> <p>POS-AH-P-Da-13 Students will associate dances with specific cultures, purposes, and styles.</p> <p>BENCHMARKS Students demonstrate complex combinations of controlled locomotor and nonlocomotor movements playing games and/or during creative play and dance.</p> <p>Students define and demonstrate changing directions, stopping/starting, and speed/tempo while using</p>					



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	locomotor and nonlocomotor skills. Students use movement sequences as a form of creative expression. Students are able to perform a variety of dance sequences to music. Students develop and perform activities demonstrating the concepts of time and movement. Students develop simple and complex movement sequences demonstrating the effort concepts of fast, slow, hard and soft. Students develop simple movement sequences using different movement pathways. Students develop simple and complex movement sequences demonstrating different shapes.					



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	<p>Students develop simple and complex movement sequences with others demonstrating the concept of levels.</p> <p>Students create, demonstrate, and define movements using the correct movement term and vocabulary.</p>					