

Marking Period 1 (MPI)	Dance Curriculum Pacing Guide -Grade: 2
MP 1 Standards for Dance Content	<ul style="list-style-type: none"> • 1.1.2.DA.Cr1a: Demonstrate developmentally appropriate improvisation and responses to music and prompts • 1.1.2.DA.Cr2a: Create short movement sequences with a clear beginning, middle, and end • 1.1.2.DA.Pr4a: Demonstrate transitions and combinations of levels, pathways, and shapes • 1.1.2.DA.Pr4b: Explore directions, orientation, and relationships in space • 1.1.2.DA.Pr5b: Move safely and maintain personal/general space awareness • 1.1.2.DA.Pr5d: Start, stop, and change movement on cue • 1.1.2.DA.Re7a: Identify repeated or structured movement patterns • 1.2.2.DA.1: Describe movement qualities and dynamics (energy, tempo) • 1.3.2.DA.3: Create and perform structured sequences using improvisation and choreographic structure
MP 1 Topics	<p>Applying elements of dance: body, space, time, energy</p> <p>Exploring movement relationships (alone, with others, near/far)</p> <p>Using tempo, energy, and dynamics to communicate ideas</p> <p>Creating structured movement sequences</p> <p>Observing, sharing, and reflecting on movement respectfully</p>
MP 1 Skills- Concepts	<p>Apply body awareness and coordination to more complex movement patterns</p> <p>Explore and perform locomotor and non-locomotor movements with precision</p> <p>Combine levels, pathways, energy qualities, and dynamics in short movement sequences (4–8 counts)</p> <p>Improvise and refine sequences with clear beginning, middle, and end</p> <p>Demonstrate spatial awareness and relationships (mirroring, leading/following, near/far)</p> <p>Express ideas or emotions through energy, tempo, and body language</p> <p>Observe, describe, and respond respectfully to peers' performances</p> <p>Connect movement to stories, emotions, and cultural traditions</p>

MP 1

Core Materials

- Music recordings (instrumental, rhythmic, multicultural)
- Scarves, ribbons, or small props for energy, dynamics, and flow
- Small hoops or beanbags for balance, control, and shapes
- Visual supports: movement symbols, energy/tempo posters, silhouettes
- Storybooks, images, or prompts to inspire structured movement

Marking Period 2 (MP2)	Dance Curriculum Pacing Guide -Grade: 2
<p>MP 2</p> <p>Standards for Dance Content</p>	<ul style="list-style-type: none"> • 1.1.2.DA.Cr1a: Explore movement ideas using pathways, levels, directions, tempo, and energy qualities. • 1.1.2.DA.Cr2a: Create short movement phrases that demonstrate changes in direction, speed, and dynamic qualities. • 1.1.2.DA.Cr3a: Refine movement phrases by improving transitions, clarity, or expressive choices. • 1.1.2.DA.Pr4a: Demonstrate body awareness and safe use of space when moving individually and with partners. • 1.1.2.DA.Pr5a: Rehearse movement sequences with increasing accuracy, coordination, and timing. • 1.1.2.DA.Pr6a: Perform short dances with focus, confidence, and appropriate energy. • 1.1.2.DA.Re7a: Describe pathways, directions, tempo, and levels observed in a dance. • 1.1.2.DA.Re8a: Interpret what a movement or dance expresses based on how it is performed. • 1.1.2.DA.Cn10a: Relate movement ideas to personal experiences and activities. • 1.1.2.DA.Cn11a: Explore simple cultural dances that highlight levels, pathways, or group formations.
<p>MP 2</p> <p>Topics</p>	<p>Exploring Levels and Directions</p> <p>Pathways: Straight, Curved, Zig-Zag</p> <p>Tempo Exploration: Fast/Slow, Steady Beat</p> <p>Movement Qualities: Sharp, Smooth, Heavy, Light</p> <p>Combining Pathways with Qualities</p> <p>Partner Movement and Shared Space</p> <p>Creating Short Dance Phrases</p> <p>Practicing Transitions and Sequencing</p>
<p>MP 2</p> <p>Skills- Concepts</p>	<p>Refining Performance Skills</p> <p>Sharing a Class Movement Sequence</p> <p>Locomotor and non-locomotor control</p> <p>Changing movement qualities (sharp/smooth/light/heavy)</p> <p>Moving safely in space individually and with partners</p> <p>Remembering and performing short sequences</p>

	<p>Using levels, pathways, tempo, and dynamics to communicate meaning</p> <p>Cooperating with peers for group movement</p> <p>Understanding that dances reflect cultural ideas and traditions</p>
<p>MP 2</p> <p>Core Materials</p>	<ul style="list-style-type: none">• Open dance space• Music with varied tempi and qualities• Pathway and direction visual cards• Scarves, ribbons, or props for expression• Short video examples of cultural dances

Marking Period 3 (MPIII)	Dance Curriculum Pacing Guide -Grade: 2
<p>MP 3</p> <p>Standards for Dance Content</p>	<ul style="list-style-type: none"> • DA:Cr1.1.2 Students explore movement ideas using pathways, levels, directions, tempo, and energy qualities. • DA:Cr2.1.2 Students create short movement phrases that clearly demonstrate changes in direction, speed, and dynamic qualities. • DA:Cr3.1.2 Students refine movement phrases by improving transitions, clarity, or expressive choices. • DA:Pr4.1.2 Students demonstrate body awareness and safe use of space when moving individually and with partners. • DA:Pr5.1.2 Students rehearse movement sequences with increasing accuracy, coordination, and timing. • DA:Pr6.1.2 Students perform short dances with focus, confidence, and appropriate energy. • DA:Re7.1.2 Students describe pathways, directions, tempo, and levels they observe in a dance. • DA:Re8.1.2 Students interpret what a movement or dance might express based on how it is performed. • DA:Cn10.1.2 Students relate movement ideas to personal experiences and activities. • DA:Cn11.1.2 Students explore simple cultural dances that highlight levels, pathways, or group formations.
<p>MP 3</p> <p>Topics</p>	<p>Movement patterns: repetition and variation</p> <p>AB patterns using locomotor actions</p> <p>ABA phrases combining levels & directions</p> <p>Patterned sequences with rhythm and tempo</p> <p>Group formations (circle, line, scattered)</p> <p>Mirroring, echoing, and follow-the-leader</p> <p>Creating a small-group pattern dance</p> <p>Adding expressive details and transitions</p> <p>Rehearsal and refinement</p> <p>Group dance sharing/performance</p>
<p>MP 3</p> <p>Skills- Concepts</p>	<p>Movement Sequencing, Rhythm Accuracy & Performance Memory:</p> <p>Students create and perform patterned movement sequences while counting rhythm, maintaining accurate timing, and remembering longer dance phrases.</p>

	<p>Choreographic Structure, Repetition & Contrast: Students organize choreography using AB and ABA structures while applying repetition and contrast to develop clear movement patterns.</p> <p>Group Coordination, Spacing & Pathway Design: Students coordinate movement with peers while maintaining group formations, spatial awareness, and intentional pathways and directional choices.</p> <p>Dance Understanding, Cultural Patterns & Ensemble Awareness: Students explore how patterns organize and communicate ideas in dance, recognize the importance of timing and formation in group work, and examine how many cultural dances use repeated patterns and structures.</p>
<p>MP 3</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Open dance space • Music with clear patterns and meter • Pattern structure cards (AB, ABA) • Scarves, ribbons, or props for expression • Video examples of patterned cultural or folk dances

Marking Period 4 (MPIV)	Dance Curriculum Pacing Guide -Grade: 2
MP 4	<ul style="list-style-type: none"> • A:Cr1.1.2 Students explore movement ideas using pathways, levels, directions, tempo, and energy qualities. • DA:Cr2.1.2 Students create short movement phrases that clearly demonstrate changes in direction, speed, and dynamic qualities. • DA:Cr3.1.2 Students refine movement phrases by improving transitions, clarity, or expressive choices. • DA:Pr4.1.2 Students demonstrate body awareness and safe use of space when moving individually and with partners. • DA:Pr5.1.2 Students rehearse movement sequences with increasing accuracy, coordination, and timing. • DA:Pr6.1.2 Students perform short dances with focus, confidence, and appropriate energy. • DA:Re7.1.2 Students describe pathways, directions, tempo, and levels they observe in a dance. • DA:Re8.1.2 Students interpret what a movement or dance might express based on how it is performed. • DA:Cn10.1.2 Students relate movement ideas to personal experiences and activities. • DA:Cn11.1.2 Students explore simple cultural dances that highlight levels, pathways, or group formations.
MP 4 Topics	What makes a story dance? Characters, emotions, and action Using gesture and expression in movement Showing setting using level, shape, and space Expressing events with movement qualities Beginning–middle–end structure in dance Learning a simple cultural story dance Creating a small-group story dance Adding expressive details, props, and transitions Refining performance and group coordination Story dance performance & reflection
MP 4 Skills- Concepts	Expressive Movement, Gesture & Performance Focus: Students perform expressive movement and gesture while maintaining consistent focus, energy, and clarity in dance performance.

	<p>Movement Sequencing, Storytelling & Structural Organization: Students create movement sequences that communicate stories and ideas while organizing choreography using a beginning–middle–end structure.</p> <p>Dynamics, Emotion & Spatial Design: Students explore expressive elements such as character, emotion, and energy dynamics (sharp, smooth, strong, gentle) while using spatial design to communicate meaning.</p> <p>Collaboration, Audience Understanding & Cultural Context: Students work cooperatively in small groups, recognize how expressive details help audiences understand dance meaning, and explore how dance communicates stories and traditions across cultures.</p>
<p>MP 4</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Open movement space • Music for expressive and narrative dance • Scarves, ribbons, or simple props • Storybooks or image cards for inspiration • Video examples of global story dances