

# K-2 Exploring Movement Invention

Content Area: **Music**  
Course(s):  
Time Period: **Marking Period 1**  
Length: **10 weeks**  
Status: **Published**

## **Brief Summary of Unit**

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In this unit, students will explore the ways in which they can develop their own movement through creative prompts and improvisational exercises.

## **Essential Questions**

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- What makes movement dance?
- What are various ways that we can move our body through space that is both interesting and unique?
- How can we use other art forms as sources for movement (stories, songs, pictures, etc.)?

## **Essential Understandings**

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- Dance is a mode of artistic expression that we can all use.
- Creating different movements with our body is an artistic endeavor and requires play, trial and error, and revisions.
- Exploring different ways of movement is an essential aspect of child development.

## **Students Will Know**

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- The basic concepts of time, space and energy as it relates to movement
- Multiple creative movement prompts that will enable improvisation
- How to recognize basic composition ideas (repeat, reverse, tempo change)
- That all movement can be considered dance if it is intentional in its execution

## **Students Will be Skilled At**

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- Developing dance/ movement based improvisational skills
- Speaking about time, space and energy as it relates to dance
- Creating short phrases of movement based on a prompt

## **Learning Plan**

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- Discuss the essential questions
- Use a variety of prompts (props, cards, games, songs, etc.) to develop creative movement and improvisational skills
- Introduce basic LOD/movement alphabet to students
- Perform and revise short self-choreographed movement phrases

## **Evidence/Performance Tasks**

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- Discussion of essential questions
- Observation of understanding through discussions and journal prompts
- Exploring creative movement prompts
- Crafting and revising movement sentences
- Pair and share
- Independence assessed by grade level

## **Materials**

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- Paper/Smartboard
- Spotify Account/speaker

- Dance Prompt Cards
- Scarves (K/1)
- [Cranford Public Schools Dance K-8 Materials/Resources](#)

## Standards

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ELD standards: <https://docs.google.com/document/d/1wdmsiGOdCHlrjU-WPvAtENnEgi0EStZXo0uiFYv1Nu4/edit>

DA.K-2.1.1.2.Cr1a	Demonstrate movement in response to a variety of sensory stimuli (e.g., music, imagery, objects) and suggest additional sources for movement ideas.
DA.K-2.1.1.2.Cr1b	Combine movements using the elements of dance to solve a movement problem.
DA.K-2.1.1.2.Cr2a	Create a movement sequence with a beginning, middle and end. Incorporate the use of a choreographic device.
DA.K-2.1.1.2.Cr2b	Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates nonverbally.
DA.K-2.1.1.2.Cr3a	Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences.
DA.K-2.1.1.2.Cr3b	Document a dance-making experience through drawing, painting, writing, symbols, mapping, collaging, photo sequencing, photo captioning, video captioning, etc.
DA.K-2.1.1.2.Cn10a	Examine how certain movements are used to express an emotion or experience in a dance that is observed or performed.
DA.K-2.1.1.2.Cn10b	Using an inquiry-based set of questions examine global issues, including climate change as a topic for dance.
TECH.9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
TECH.9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
TECH.9.4.2.CT.1	Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
TECH.9.4.2.CT.2	Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
TECH.9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

## Suggested Strategies for Modifications

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This link includes content specific accommodations and modifications for all populations:

[Performing Arts Accommodations & Modifications](#)

