

# Scope and Sequence

Subject	Grade	6 Weeks	Estimated Time Frame
Dance I	9-12	3 <sup>rd</sup>	5 weeks
<b>TEKS / Student Expectations:</b>		<b>Examples / Specifications:</b>	
<p>The student develops an awareness of the body's movement using sensory information while dancing. The student is expected to:</p> <p>(A) define basic kinesthetic and spatial awareness individually and in groups;</p> <p>(B) identify a comprehensive understanding of health, safety, and wellness for dancers;</p> <p>(C) recognize knowledge of dance genres, styles, and vocabulary; and</p> <p>(D) identify images found in the environment through movement.</p> <p>The student is expected to: (C) express ideas and emotions through movement; and</p> <p>(D) create basic compositional forms using fundamental dance elements for choreographic processes.</p> <p>The student is expected to:</p> <p>(A) perform memorized movement sequences with rhythmical accuracy in dance genres and styles such as ballet, modern dance, tap, jazz, musical theatre dance, and world dance forms;</p> <p>(B) identify the effective use of dance elements in practice and performance;</p> <p>(C) perform basic compositional forms using fundamental choreographic processes; and</p> <p>(D) understand the principles of an effective warm-up and cool-down, implementing elements of proper conditioning for performing skills.</p> <p>The student is expected to:</p> <p>(A) perform the characteristics of dances from several</p>		<p>Continue to warm-up and stretch</p> <p>5 Master classes with guest teachers from different cultures</p> <p>Concepts of choreography</p> <p>Group research project</p> <p>Skype dance class with sister school</p> <p>Group choreography project regarding region of research</p> <p>Group presentation of project and choreography-videotaped for self critique</p>	

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<p>diverse cultures or historical periods;          (B) perform dance phrases or dances from several time periods with an understanding of historical and social contexts;          (C) identify historical figures in dance history and their significance; and          (D) identify dance in various media and content areas.</p>		
<b>Language of Instruction:</b>	<b>Instructional Resources / Textbook Correlations:</b>	
<p>Based on guest teachers routines and steps          Cooperative Learning and contributing to the group          Self directed Self initiation          Critical Thinking Skills          Style of dance          (8) counts          Formation change          Unison          Showmanship          Musicality          Leveling          Originality</p>	<p><u><i>A Sense of Dance</i></u></p>	
<b>Weblinks / Other Resources:</b>		
<b>Activities:</b>	<b>Other Resources:</b>	<b>Weblinks:</b>

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External Assessment:	Local Assessment:
	Final exam grade and daily grades
Best Instruction Timeline:	
<p>The students will first take classes from the various cultural dance artists. They will then use the information taught in those classes to create cultural dances in small groups.</p>	