## Scope and Sequence

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade</th>
<th>6 Weeks</th>
<th>Estimated Time Frame</th>
</tr>
</thead>
<tbody>
<tr>
<td>FA Dance I-Hip Hop</td>
<td>9-12</td>
<td>4th</td>
<td>6 weeks</td>
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### TEKS / Student Expectations:

<table>
<thead>
<tr>
<th>Foundations: perception</th>
<th>Examples / Specifications:</th>
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<tbody>
<tr>
<td>The student develops an awareness of the body's movement using sensory information while dancing. The student is expected to:</td>
<td>Continue basic warm-up and stretches with some different</td>
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<tr>
<td>A. define basic kinesthetic and spatial awareness individually and in groups;</td>
<td>Basic Hip Hop Movements/Terminology/History</td>
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<tr>
<td>B. identify a comprehensive understanding of health, safety, and wellness for dancers;</td>
<td>Learn Hip Hop Combinations</td>
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<tr>
<td>C. recognize knowledge of dance genres, styles, and vocabulary; and identify images found in the environment through movement.</td>
<td>Performance Evaluation (video taped to view for self evaluation)</td>
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<table>
<thead>
<tr>
<th>Creative expression. artistic process</th>
<th></th>
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<tbody>
<tr>
<td>The student develops knowledge and skills of dance elements, choreographic processes, and fo</td>
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<tr>
<td>The student is expected to:</td>
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<tr>
<td>A. explain basic principles of proper body alignment;</td>
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<tr>
<td>B. explore, improvise, and demonstrate original movement during the creative process;</td>
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<tr>
<td>C. express ideas and emotions through movement; and create basic compositional forms using fundamental dance elements for choreographic processes. rms in a variety of dance genres and styles.</td>
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<table>
<thead>
<tr>
<th>Creative expression. performance</th>
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<tbody>
<tr>
<td>The student demonstrates knowledge and execution of technical dance skills in a variety of dance genres and styles through performing.</td>
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<tr>
<td>The student is expected to:</td>
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<tr>
<td>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;</td>
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<tr>
<td>B. identify the effective use of dance elements in practice and performance;</td>
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<tr>
<td>C. perform basic compositional forms using fundamental choreographic processes; and understand the principles of an effective warm-up and cool-down, implementing elements of proper</td>
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</tbody>
</table>
Critical evaluation and response. The student makes informed personal judgments about dance and the meaning and role of dance in society. The student is expected to:

A. incorporate appropriate movement vocabulary when identifying qualities and discussing meaning of performance or production in dance; demonstrate appropriate audience behavior and etiquette in the classroom and at performances;

<table>
<thead>
<tr>
<th>Language of Instruction:</th>
<th>Instructional Resources / Textbook Correlations:</th>
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<tbody>
<tr>
<td>Lower you are the Funkier you are</td>
<td><em>A Sense of Dance</em> by Constance A. Schrader</td>
</tr>
<tr>
<td>Trendy Movements</td>
<td>Gino’s Spread the Funk Video/Worksheet</td>
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<tr>
<td>Pop &amp; Lock</td>
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<tr>
<td>Body Isolations</td>
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<tr>
<td>Plie’</td>
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<tr>
<td>Body Levels I, II, III</td>
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<tr>
<td>Flexed Feet</td>
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<tr>
<td>Attitude</td>
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<tr>
<td>In, Out, Back Beat</td>
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<tr>
<td>Breakdance</td>
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<tr>
<td>Up rock</td>
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<tr>
<td>Down rock</td>
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<tr>
<td>Dance with out Prejudice</td>
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Weblinks / Other Resources:

Activities: | Other Resources: | Weblinks: |
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<tbody>
<tr>
<td>External Assessment:</td>
<td>Local Assessment:</td>
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<tr>
<td>Skills test and self-evaluation on two different hip hop combinations.</td>
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### Scope and Sequence

<table>
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<tr>
<th>Best Instruction Timeline:</th>
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<tr>
<td>Students will learn two different hip hop combination, each a different style. They will be graded on their performance of both as well as their self-evaluation after watching the video.</td>
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