

Scope and Sequence

Subject	Grade	6 Weeks	Estimated Time Frame
FA Dance I-Hip Hop	9-12	4 th	6 weeks
TEKS / Student Expectations:		Examples / Specifications:	
<p>Foundations: perception. 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 identify images found in the environment through movement.</p>		<p>Continue basic warm-up and stretches with some different Basic Hip Hop Movements/Terminology/History Learn Hip Hop Combinations Performance Evaluation (video taped to view for self evaluation)</p>	
<p>Creative expression. artistic process. The student develops knowledge and skills of dance elements, choreographic processes, and fo The student is expected to:</p> <p>A. explain basic principles of proper body alignment;</p> <p>B. explore, improvise, and demonstrate original movement during the creative process;</p> <p>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.</p>			
<p>Creative expression. performance. The student demonstrates knowledge and execution of technical dance skills in a variety of dance genres and styles through performing. 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 understand the principles of an effective warm-up and cool-down, implementing elements of proper</p>			

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conditioning for performing skills.		
<p>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:</p> <p>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;</p>		
Language of Instruction:		Instructional Resources / Textbook Correlations:
Lower you are the Funkier you are Trendy Movements Pop & Lock Body Isolations Plie' Body Levels I, II, III Flexed Feet Attitude In, Out, Back Beat Breakdance Up rock Down rock Dance with out Prejudice		<i>A Sense of Dance</i> by Constance A. Schrader Gino's Spread the Funk Video/Worksheet
Weblinks / Other Resources:		
Activities:	Other Resources:	Weblinks:
External Assessment:		Local Assessment:
		Skills test and self-evaluation on two different hip hop combinations.

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Best Instruction Timeline:

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.