

Scope and Sequence

Subject	Grade	6 Weeks	Estimated Time Frame
Social Dance	9-12	5 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.</p>	<p>The student is expected to:</p> <ul style="list-style-type: none"> A. define basic kinesthetic and spatial awareness individually and in groups; B. identify a comprehensive understanding of health, safety, and wellness for dancers; C. recognize knowledge of dance genres, styles, and vocabulary; and D. identify images found in the environment through movement. 	<p>Students will work together or solo to learn several different social dances including country western, salsa, cha cha, line dance, foxtrot, swing, and square dance. I would like to have guest teachers in to teach some of these.</p>	
<p>Creative expression. artistic process. The student develops knowledge and skills of dance elements, choreographic processes, and forms in a variety of dance genres and styles.</p>	<p>The student is expected to:</p> <ul style="list-style-type: none"> A. explain basic principles of proper body alignment; B. explore, improvise, and demonstrate original movement during the creative process; C. express ideas and emotions through movement; and D. create basic compositional forms using fundamental dance elements for 		

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		choreographic processes	
<p>Creative expression. performance. The student demonstrates knowledge and execution of technical dance skills in a variety of dance genres and styles through performing.</p>	<p>The student is expected to:</p> <ul style="list-style-type: none"> A. vperform 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; B. identify the effective use of dance elements in practice and performance; C. perform basic compositional forms using fundamental choreographic processes; and D. understand the principles of an effective warm-up and cool-down, implementing elements of proper 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.</p>	<p>The student is expected to:</p> <ul style="list-style-type: none"> A. incorporate appropriate movement vocabulary when identifying qualities and discussing meaning of performance or production in 		

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	<p>dance;</p> <p>B. demonstrate appropriate audience behavior and etiquette in the classroom and at performances;</p> <p>C. identify relationships between dance and other content areas; and</p> <p>D. identify knowledge and skills of technology in dance.</p>	
<p>Language of Instruction:</p>	<p>Instructional Resources / Textbook Correlations:</p>	
<p>Step touch Grapevine Promenade Carriage Partner positioning Tango Carriage of Upper Body Hip isolations Cha-cha</p>	<p><i>A Sense of Dance</i> by Constance A. Schrader Social Dance websites</p>	
<p>Weblinks / Other Resources:</p>		
<p>Activities: I will most likely use youtube.com to learn some of these styles to teach my students.</p>	<p>Other Resources:</p>	<p>Weblinks:</p>
<p>External Assessment:</p>	<p>Local Assessment:</p>	
	<p>Students will receive a daily participation grade as well as performance evaluations on some of the dances.</p>	
<p>Best Instruction Timeline:</p>		
<p>I will most likely start with country western, line dancing and square dance. We will work on each dance for two or three days, then transition to latin dance and then to the ballroom dances. I will have evaluations every few weeks to test student's knowledge and skills.</p>		

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