### Cycle 1

#### Unit 1: Dance for All
The student will differentiate between categories of dance forms, explain the three processes of dance, understand the artistic processes that relate to all arts disciplines. (Ch.1)

**Safety, Health, and Wellness**
The student will: apply proper alignment to move correctly and efficiently, executing correct dance technique; Plan good nutrition and self-care for optimum dance performance, health, and wellness. (Ch. 2)

**Dance Technique Unit: Ballet**
The student will recognize major ballet works, styles, and ballet artists in history. Execute basic ballet technique, use ballet vocabulary, and perform ballet barre center combinations. (Ch.9)

<table>
<thead>
<tr>
<th>28 Days</th>
<th>Sept. 8 - Oct. 16, 2020</th>
<th>The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>14/28 Class Periods</td>
<td>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</td>
<td>The student will:</td>
</tr>
<tr>
<td><strong>Unit 1:</strong> Dance for All</td>
<td><strong>DANCE.I.1A</strong> Demonstrate basic kinesthetic and spatial awareness individually and in groups.</td>
<td><strong>DANCE.I.1A</strong> Demonstrate basic kinesthetic and spatial awareness individually and in groups.</td>
</tr>
<tr>
<td>The student will differentiate between categories of dance forms, explain the three processes of dance, understand the artistic processes that relate to all arts disciplines. (Ch.1)</td>
<td><strong>DANCE.I.1B</strong> Develop a comprehensive understanding of health, safety and wellness for dancers.</td>
<td><strong>DANCE.I.1B</strong> Develop a comprehensive understanding of health, safety and wellness for dancers.</td>
</tr>
<tr>
<td>Safety, Health, and Wellness</td>
<td><strong>DANCE.I.1C</strong> Recognize knowledge of dance genres, styles, and vocabulary.</td>
<td><strong>DANCE.I.1C</strong> Recognize knowledge of dance genres, styles, and vocabulary.</td>
</tr>
<tr>
<td>The student will: apply proper alignment to move correctly and efficiently, executing correct dance technique; Plan good nutrition and self-care for optimum dance performance, health, and wellness. (Ch. 2)</td>
<td><strong>DANCE.I.2A</strong> Explain basic principles of proper body alignment.</td>
<td><strong>DANCE.I.2A</strong> Explain basic principles of proper body alignment.</td>
</tr>
<tr>
<td><strong>Dance Technique Unit: Ballet</strong></td>
<td><strong>DANCE.I.3A</strong> 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>
<td><strong>DANCE.I.3A</strong> 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>
</tr>
<tr>
<td>The student will recognize major ballet works, styles, and ballet artists in history. Execute basic ballet technique, use ballet vocabulary, and perform ballet barre center combinations. (Ch.9)</td>
<td><strong>DANCE.I.3B</strong> Identify the effective use of dance elements in practice and performance.</td>
<td><strong>DANCE.I.3B</strong> Identify the effective use of dance elements in practice and performance.</td>
</tr>
<tr>
<td><strong>Teachers Report to Work</strong> Aug. 24</td>
<td><strong>DANCE.I.3D</strong> Understand the principles of an effective warm-up and cool-down implementing elements of proper conditioning for performing skills.</td>
<td><strong>DANCE.I.3D</strong> Understand the principles of an effective warm-up and cool-down implementing elements of proper conditioning for performing skills.</td>
</tr>
<tr>
<td>Labor Day Sept. 7</td>
<td><strong>DANCE.I.4B</strong> Perform dance phrases or dances from several time periods with an understanding of historical and social contexts.</td>
<td><strong>DANCE.I.4B</strong> Perform dance phrases or dances from several time periods with an understanding of historical and social contexts.</td>
</tr>
<tr>
<td><strong>Teacher Service Day</strong> (no students) Sept. 28</td>
<td><strong>DANCE.I.4C</strong> Identify historical figures and their significance in dance history.</td>
<td><strong>DANCE.I.4C</strong> Identify historical figures and their significance in dance history.</td>
</tr>
<tr>
<td><strong>DANCE.I.5A</strong> Incorporate appropriate movement vocabulary when identifying qualities and discussing meaning of performance or production in dance.</td>
<td><strong>DANCE.I.5B</strong> Demonstrate appropriate audience behavior and etiquette in the classroom and at performances.</td>
<td><strong>DANCE.I.5B</strong> Demonstrate appropriate audience behavior and etiquette in the classroom and at performances.</td>
</tr>
</tbody>
</table>
# Scope and Sequence

## Fine Arts – High School Dance I

**GLOBE:** State Process Standard  § State Supporting Standard  § Aligned to Upcoming State Readiness Standard

## Cycle 2

<table>
<thead>
<tr>
<th>Unit</th>
<th>29 Days</th>
<th>The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Oct. 19 - Dec. 4, 2020</td>
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<tr>
<td></td>
<td>12/24 Class Periods</td>
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<td></td>
<td></td>
<td>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</td>
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<tr>
<td></td>
<td></td>
<td>The student will:</td>
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<tr>
<td></td>
<td></td>
<td>DANCE.I.1C Recognize knowledge of dance genres, styles, and vocabulary.</td>
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<tr>
<td></td>
<td></td>
<td>DANCE.I.2A Explain basic principles of proper body alignment.</td>
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<td></td>
<td>DANCE.I.3A 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>
</tr>
<tr>
<td></td>
<td></td>
<td>DANCE.I.3B Identify the effective use of dance elements in practice and performance.</td>
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<tr>
<td></td>
<td></td>
<td>DANCE.I.3C Perform basic compositional forms using fundamental choreographic processes.</td>
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<td></td>
<td>DANCE.I.3D Understand the principles of an effective warm-up and cool-down implementing elements of proper conditioning for performing skills.</td>
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<td>DANCE.I.4A Perform the characteristics of dances from several diverse cultures or historical periods.</td>
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<td>DANCE.I.4B Perform dance phrases or dances from several time periods with an understanding of historical and social contexts.</td>
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<td></td>
<td></td>
<td>DANCE.I.4C Identify historical figures and their significance in dance history.</td>
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<tr>
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<td></td>
<td>DANCE.I.5C Identify relationships between dance and other content areas.</td>
</tr>
</tbody>
</table>

### Unit 2: Part 1. Elements of Dance
The student will:
- Recall the elements of dance;
- Understand movement principles (Ch. 3)

**Dance Technique Unit: Jazz Dance**
The student will recognize major jazz dance works, style and dance artists in history. Execute basic jazz dance technique, use jazz dance vocabulary, and perform memorized movement exercises, combinations, and create movement sequences or studies. (Ch. 11)

**Note:** Either continue with Jazz technique or switch to Tap technique

**Tap Dance**
The student will recognize major tap dance works, styles, and dance artists in history. Learn basic tap dance technique (Ch. 12).

<table>
<thead>
<tr>
<th>Days</th>
<th>Class Periods</th>
<th>Teacher Service Day</th>
<th>Thanksgiving Break</th>
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</thead>
<tbody>
<tr>
<td>29</td>
<td>14 class periods (90-min. each) or 28 class periods (45-min. each)</td>
<td>Teacher Service Day (no students) Oct. 21</td>
<td>Thanksgiving Break Nov. 23-27</td>
</tr>
</tbody>
</table>
## Scope and Sequence

### Fine Arts – High School Dance I

<table>
<thead>
<tr>
<th>Cycle 3</th>
<th>28 Days</th>
<th>The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.</th>
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<tbody>
<tr>
<td><strong>Unit</strong></td>
<td><strong>2020-21</strong></td>
<td><strong>13/25 Class Periods</strong></td>
</tr>
<tr>
<td><strong>Unit 3:</strong> History of Dance</td>
<td><strong>Dec. 7, 2020 - Jan. 28, 2021</strong></td>
<td></td>
</tr>
<tr>
<td>The student will: Identify dance, dancers, and dance works from various historical eras. (Ch. 5)</td>
<td></td>
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</tr>
<tr>
<td><strong>Dance as Entertainment</strong></td>
<td><strong>14 class periods</strong></td>
<td>DANCE.I.1A Demonstrate basic kinesthetic and spatial awareness individually and in groups. <strong>DANCE.I.1C</strong> Recognize knowledge of dance genres, styles, and vocabulary. <strong>DANCE.I.1D</strong> Identify images found in the environment through movement. <strong>DANCE.I.2B</strong> Explore, improvise, and demonstrate original movement during the creative process. <strong>DANCE.I.2C</strong> Express ideas and emotions through movement. <strong>DANCE.I.2D</strong> Create basic compositional forms using fundamental dance elements for choreographic processes. <strong>DANCE.I.3A</strong> 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. <strong>DANCE.I.3C</strong> Perform basic compositional forms using fundamental choreographic processes. <strong>DANCE.I.4D</strong> Identify dance in various media and content areas. <strong>DANCE.I.5A</strong> Incorporate appropriate movement vocabulary when identifying qualities and discussing meaning of performance or production in dance. <strong>DANCE.I.5B</strong> Demonstrate appropriate audience behavior and etiquette in the classroom and at performances.</td>
</tr>
<tr>
<td>The student will: Recognize specific forms, styles, and dance artists in the history of dance as entertainment. Execute dance (Ch. 13)</td>
<td><strong>Winter Break Dec. 21 - Jan. 1</strong></td>
<td><strong>DANCE.I.1A</strong> Demonstrate basic kinesthetic and spatial awareness individually and in groups. <strong>DANCE.I.1C</strong> Recognize knowledge of dance genres, styles, and vocabulary. <strong>DANCE.I.1D</strong> Identify images found in the environment through movement. <strong>DANCE.I.2B</strong> Explore, improvise, and demonstrate original movement during the creative process. <strong>DANCE.I.2C</strong> Express ideas and emotions through movement. <strong>DANCE.I.2D</strong> Create basic compositional forms using fundamental dance elements for choreographic processes. <strong>DANCE.I.3A</strong> 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. <strong>DANCE.I.3C</strong> Perform basic compositional forms using fundamental choreographic processes. <strong>DANCE.I.4D</strong> Identify dance in various media and content areas. <strong>DANCE.I.5A</strong> Incorporate appropriate movement vocabulary when identifying qualities and discussing meaning of performance or production in dance. <strong>DANCE.I.5B</strong> Demonstrate appropriate audience behavior and etiquette in the classroom and at performances.</td>
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<tr>
<td><strong>Dance Technique Unit:</strong> Part 1. Application and Demonstration of The Artistic Process: Auditioning, Creating, Rehearsing and Performing</td>
<td><strong>28 class periods</strong></td>
<td><strong>Winter Break Dec. 21 - Jan. 1</strong></td>
</tr>
<tr>
<td>The students will understand the timeline and processes for dance audition, rehearsal, performance, and production. Students will learn dance composition, rehearsing and performing skills. (Ch. 14.)</td>
<td><strong>Teacher Prep Day Jan. 29 (no students)</strong></td>
<td><strong>DANCE.I.1A</strong> Demonstrate basic kinesthetic and spatial awareness individually and in groups. <strong>DANCE.I.1C</strong> Recognize knowledge of dance genres, styles, and vocabulary. <strong>DANCE.I.1D</strong> Identify images found in the environment through movement. <strong>DANCE.I.2B</strong> Explore, improvise, and demonstrate original movement during the creative process. <strong>DANCE.I.2C</strong> Express ideas and emotions through movement. <strong>DANCE.I.2D</strong> Create basic compositional forms using fundamental dance elements for choreographic processes. <strong>DANCE.I.3A</strong> 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. <strong>DANCE.I.3C</strong> Perform basic compositional forms using fundamental choreographic processes. <strong>DANCE.I.4D</strong> Identify dance in various media and content areas. <strong>DANCE.I.5A</strong> Incorporate appropriate movement vocabulary when identifying qualities and discussing meaning of performance or production in dance. <strong>DANCE.I.5B</strong> Demonstrate appropriate audience behavior and etiquette in the classroom and at performances.</td>
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| **Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)** | The student will: |
| | **DANCE.I.1A** Demonstrate basic kinesthetic and spatial awareness individually and in groups. **DANCE.I.1C** Recognize knowledge of dance genres, styles, and vocabulary. **DANCE.I.1D** Identify images found in the environment through movement. **DANCE.I.2B** Explore, improvise, and demonstrate original movement during the creative process. **DANCE.I.2C** Express ideas and emotions through movement. **DANCE.I.2D** Create basic compositional forms using fundamental dance elements for choreographic processes. **DANCE.I.3A** 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. **DANCE.I.3C** Perform basic compositional forms using fundamental choreographic processes. **DANCE.I.4D** Identify dance in various media and content areas. **DANCE.I.5A** Incorporate appropriate movement vocabulary when identifying qualities and discussing meaning of performance or production in dance. **DANCE.I.5B** Demonstrate appropriate audience behavior and etiquette in the classroom and at performances. |
### Cycle 4

**Unit 4: Social Dance**
The student will perform one or more social dances with correct footwork, rhythm, and styling. (Ch. 6)

**Folk Dances**
The student will perform one or more folk dances with correct footwork, rhythm, and styling. (Ch. 7)

**Cultural Dances**
The student will understand and participate in the cultural geographic regions, cultures, and major dance forms. (Ch. 8)

**Dance Technique:**
- Social Dance, World Dance Forms - Folk, Hip Hop, Cultural Dance, or Musical Theatre Dance - Students will explore and perform dances that represents changes in time, dances from all over the world, vernacular or entertainment dances such as musical theatre dance or hip hop.

#### 29 Days
**Feb. 1 - Mar. 12, 2021**

<table>
<thead>
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<th>14/28 Class Periods</th>
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</thead>
<tbody>
<tr>
<td>14 class periods (90-min. each)</td>
</tr>
<tr>
<td>or 28 class periods (45-min. each)</td>
</tr>
</tbody>
</table>

**Teacher Service Day**
(no students)
Feb. 24

**Spring Break**
Mar. 15-19

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**Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)**

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<td>DANCE.I.1C Recognize knowledge of dance genres, styles, and vocabulary.</td>
</tr>
<tr>
<td>DANCE.I.1C Express ideas and emotions through movement.</td>
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<td>DANCE.I.3A 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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<td>DANCE.I.4A Perform the characteristics of dances from several diverse cultures or historical periods.</td>
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<td>DANCE.I.4B Perform dance phrases or dances from several time periods with an understanding of historical and social contexts.</td>
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<td>DANCE.I.4C Identify historical figures and their significance in dance history.</td>
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<td>DANCE.I.4D Identify dance in various media and content areas.</td>
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<tr>
<td>DANCE.I.5C Identify relationships between dance and other content areas.</td>
</tr>
<tr>
<td>DANCE.I.5D Identify knowledge and skills of technology in dance mathematics, science, and social studies.</td>
</tr>
</tbody>
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## Cycle 5

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<thead>
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<th>Unit</th>
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<tbody>
<tr>
<td><strong>Unit 5: Part 1. Basics of Dance Composition</strong>&lt;br&gt;Explain choreographic principles and structures. Understand aesthetic principles in relation to dance composition. Execute dance sequences as creative and expressive works. (Ch. 4)</td>
<td>14 class periods (90-min. each) or 28 class periods (45-min. each)</td>
<td><strong>DANCE.I.1C</strong> Recognize knowledge of dance genres, styles, and vocabulary. <strong>DANCE.I.1D</strong> Identify images found in the environment through movement. <strong>DANCE.I.2B</strong> Explore, improvise, and demonstrate original movement during the creative process. <strong>DANCE.I.2C</strong> Express ideas and emotions through movement. <strong>DANCE.I.2D</strong> Create basic compositional forms using fundamental dance elements for choreographic processes. <strong>DANCE.I.3A</strong> 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. <strong>DANCE.I.3B</strong> Identify the effective use of dance elements in practice and performance. <strong>DANCE.I.3C</strong> Perform basic compositional forms using fundamental choreographic processes. <strong>DANCE.I.4C</strong> Identify historical figures and their significance in dance history. <strong>DANCE.I.4D</strong> Identify dance in various media and content areas. <strong>DANCE.I.5A</strong> Incorporate appropriate movement vocabulary when identifying qualities and discussing meaning of performance or production in dance. <strong>DANCE.I.5C</strong> Identify relationships between dance and other content areas. <strong>DANCE.I.5D</strong> Identify knowledge and skills of technology in dance mathematics, science, and social studies.</td>
</tr>
<tr>
<td><strong>Part 2. Elements of Dance</strong>&lt;br&gt;Apply music basics for dance. Recognize qualities, effort actions, styles, dynamics, and personal interpretation. (Ch. 3)</td>
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</tr>
<tr>
<td><strong>Dance Technique Unit: Modern and Contemporary Dance</strong>&lt;br&gt;The student will recognize major modern dance works, styles, and dance artists in history. Execute basic modern dance technique, use modern dance vocabulary, and perform. (Ch. 10)</td>
<td></td>
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</table>
## Cycle 6

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<tr>
<th>Unit</th>
<th>29 Days</th>
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<tr>
<td><strong>Unit 6:</strong> College and Career Preparation</td>
<td>May 3 - June 11, 2021</td>
<td>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:</td>
</tr>
<tr>
<td><strong>Dance in Your Life:</strong> The student will understand the meaning and importance of college and career goals. Compare dance careers and associated careers. (Ch. 15.)</td>
<td>15/30 Class Periods</td>
<td>DANCE.I.1C Recognize knowledge of dance genres, styles, and vocabulary.</td>
</tr>
<tr>
<td><strong>Dance Technique Unit:</strong> Part 2 Application and Demonstration of The Artistic Process: Auditioning, Creating, Rehearsing and Performing Describe the roles of the various production work. (Ch. 14.)</td>
<td></td>
<td>DANCE.I.2B Explore, improvise, and demonstrate original movement during the creative process.</td>
</tr>
<tr>
<td><strong>Part 2. Basics of Dance Composition Execute dance sequences as creative and expressive works. (Ch. 4)</strong></td>
<td></td>
<td>DANCE.I.2C Express ideas and emotions through movement.</td>
</tr>
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<td>DANCE.I.2D Create basic compositional forms using fundamental dance elements for choreographic processes.</td>
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<td>DANCE.I.3C Perform basic compositional forms using fundamental choreographic processes.</td>
</tr>
<tr>
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<td>DANCE.I.4D Identify dance in various media and content areas.</td>
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<td>DANCE.I.5B Demonstrate appropriate audience behavior and etiquette in the classroom and at performances.</td>
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<tr>
<td></td>
<td></td>
<td>audience through live performance or media forms</td>
</tr>
<tr>
<td><strong>Memorial Day</strong></td>
<td><strong>May 31</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Teacher Prep Day</strong></td>
<td><strong>June 14</strong></td>
<td></td>
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</table>