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.

<table>
<thead>
<tr>
<th>Cycle 1</th>
<th>29 Days</th>
<th>Aug. 26 - Oct. 4, 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit</td>
<td>14/29 Class Periods</td>
<td></td>
</tr>
<tr>
<td>Unit 1: Recognizing Your Movement Potential – Learning to take care of the body as an instrument, knowing its strengths and limitations, improving its abilities: Surveying Your Instrument: Body at Work - Students who are studying dance at any level must have a working knowledge of how the body functions. Students also must know how their own bodies function and their potential. Through the information in this unit students should come away with knowledge of bones, muscles, and joints and how they interact with one another. They will begin to appreciate that not everyone is physically capable of doing everything. (Ch.1) Warming Up and Cooling Down: Personal Rituals - Building on the idea from previous lesson that each dancer is unique; next lesson helps students to develop their own rituals for warming up and cooling down.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Labor Day Sept. 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early Dismissal Sept. 27</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

- **DANCE.III.1A** Analyze kinesthetic and spatial awareness individually and in groups.
- **DANCE.III.1B** Distinguish a comprehensive understanding of health, safety and wellness for dancers.
- **DANCE.III.1C** Compare knowledge and skills of dance genres, styles, and vocabulary.
- **DANCE.III.2bA** Perform and examine memorized complex 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.III.2bB** Execute a wide range of dynamics in quality movement.
- **DANCE.III.2bC** Perform with projection, confidence, and expression when executing dance movements.
- **DANCE.III.2bD** Distinguish an effective warm-up and cool-down implementing the elements of proper conditioning for performing skills.
- **DANCE.III.3C** Create and experiment with dances in various media and content areas.
- **DANCE.III.4A** Compare characteristics and qualities of a variety of dances.
- **DANCE.III.4D** Experiment with knowledge and skills of technology through a dance portfolio.
## Cycle 1

**Unit**

<table>
<thead>
<tr>
<th>14/29 Class Periods</th>
</tr>
</thead>
<tbody>
<tr>
<td>up and cooling down. It also informs the students about proper dance class etiquette. There is enough information in this unit for the students to design warm-ups and cool-downs to fit their individual needs as well as their dance styles, forms, and activities. Safe practices in movement and stretching are included. (Ch. 2)</td>
</tr>
</tbody>
</table>

**Dance Technique Unit: Ballet** – Building on the ballet dance technique previously acquired by utilizing general principles of classical ballet that include alignment, turn-out, weight distribution, stance, transfer of weight, parallel lines - square, pull-up, counterbalance, aplomb, and balance. Barre work and work in the center – the movements are connected into various types of exercises and steps that are demonstrating discipline and behaviors of classical ballet.

## 29 Days

Aug. 26 - Oct. 4, 2019

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.

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

The student will:
## Fine Art – High School Dance III

### Cycle 2

<table>
<thead>
<tr>
<th>Unit</th>
<th>12/24 Class Periods</th>
<th>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</th>
</tr>
</thead>
</table>
| **Unit 2:** Choosing a Dance Form That Suits You - Identity Search - | 12 class periods (90 minutes each) or 24 class periods (45 minutes each) | DANCE.III.1A Analyze kinesthetic and spatial awareness individually and in groups.  
DANCE.III.1B Distinguish a comprehensive understanding of health, safety and wellness for dancers.  
DANCE.III.1C Compare knowledge and skills of dance genres, styles, and vocabulary.  
DANCE.III.1D Differentiate designs and images in natural and constructed environment.  
DANCE.III.2aB Experiment, improvise, and perform original movement during the creative process.  
DANCE.III.2aD Differentiate compositional forms using intermediate dance elements for choreographic processes.  
DANCE.III.2bA Perform and examine memorized complex 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.III.2bB Execute a wide range of dynamics in quality movement.  
DANCE.III.2bC Perform with projection, confidence, and expression when executing dance movements.  
DANCE.III.2bD Distinguish an effective warm-up and cool-down implementing the elements of proper conditioning for performing skills.  
DANCE.III.3A Compare similarities and differences in steps, styles, and traditions from various cultures or historical periods.  
DANCE.III.4A Compare characteristics and qualities of a variety of dances.  
DANCE.III.4C Understand the relationship of dance performance skills and other content areas.  
DANCE.III.4D Experiment with knowledge and skills of technology through a dance portfolio. |

- Fall Holiday (students only) Oct. 9
- Early Dismissals Oct. 18 Nov. 8

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.
Cycle 2
Unit | 24 Days | Oct. 7 - Nov. 8, 2019 | 12/24 Class Periods | 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.

Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)
The student will:

Educational theories can be cited to explain, support, and document the type of learning that dance requires. Skills and strategies that dancers learn will prove valuable in whatever endeavors they encounter in life. (Ch.4)

Dance Technique Unit: Jazz - Building on the jazz dance technique previously acquired by utilizing general principles of jazz technique. Students exercise, rehearse and perform movement sequences, steps, phrases, and movement combinations connected into various types of classical and contemporary jazz dance technique.
### Cycle 3
Nov. 11 - Dec. 19, 2019

<table>
<thead>
<tr>
<th>Unit</th>
<th>12/24 Class Periods</th>
<th>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</th>
</tr>
</thead>
</table>
| **Unit 3: Becoming A Dancer** | **24 Days** | **DANCE.III.1C** Compare knowledge and skills of dance genres, styles, and vocabulary.  
**DANCE.III.2aA** Create dance studies using original movement based on theme and variation.  
**DANCE.III.2aC** Compare and contrast the expression of ideas and emotions through movement.  
**DANCE.III.2aD** Differentiate compositional forms using intermediate dance elements for choreographic processes.  
**DANCE.III.2bA** Perform and examine memorized complex 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.III.2bB** Execute a wide range of dynamics in quality movement.  
**DANCE.III.2bC** Perform with projection, confidence, and expression when executing dance movements.  
**DANCE.III.3C** Create and experiment with dances in various media and content areas.  
**DANCE.III.4A** Compare characteristics and qualities of a variety of dances.  
**DANCE.III.4B** Analyze dance from a variety of perspectives such as those of dance critic, performer, choreographer, and audience member.  
**DANCE.III.4C** Understand the relationship of dance performance skills and other content areas.  
**DANCE.III.4D** Experiment with knowledge and skills of technology through a dance portfolio. |

- **12 class periods (90 minutes each)**  
- **24 class periods (45 minutes each)**  

- **Thanksgiving Break**  
  Nov. 25-29  
- **Teacher Prep Day**  
  Dec. 20  
- **Winter Break**  
  Dec. 23 - Jan. 3  

**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.**

**NOTE:**  
Students should be aware of the total number of class hours scheduled for the cycle, which may exceed the stated number of class periods due to the number of days in the cycle.  

**DANCE.III.1C** Compare knowledge and skills of dance genres, styles, and vocabulary.  
DANCE.III.2aA Create dance studies using original movement based on theme and variation.  
DANCE.III.2aC Compare and contrast the expression of ideas and emotions through movement.  
DANCE.III.2aD Differentiate compositional forms using intermediate dance elements for choreographic processes.  
DANCE.III.2bA Perform and examine memorized complex movement sequences with rhythmical accuracy in dance genres and styles such as ballet, modern dance, tap, jazz, musical theatre dance, and world dance forms.  
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DANCE.III.2bC Perform with projection, confidence, and expression when executing dance movements.  
DANCE.III.3C Create and experiment with dances in various media and content areas.  
DANCE.III.4A Compare characteristics and qualities of a variety of dances.  
DANCE.III.4B Analyze dance from a variety of perspectives such as those of dance critic, performer, choreographer, and audience member.  
DANCE.III.4C Understand the relationship of dance performance skills and other content areas.  
DANCE.III.4D Experiment with knowledge and skills of technology through a dance portfolio.
| Cycle 3 | 24 Days  
Nov. 11 - Dec. 19, 2019 | 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. |
|----------|------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| Unit     | 12/24 Class           | **Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)**  
**Dance Technique Unit:** Application and Demonstration of The Artistic Process: Auditioning, Preparing, Rehearsing and Performing  
The student will: learn auditioning skills and how to prepare for dance auditions for schools, dance ensembles/companies or for choreography projects. The student will communicate using dance vocabulary; collaborate in teams putting talent, expertise and knowledge to work; critique, analyze, synthesize, create, solve problems using critical thinking skills and innovation, improvisation. The student will exercise, rehearse, |
|          | Periods               |                                                                                                                                 |

**Unit 1:** to take them further in their quest for expanding and deepening their dance experience. This unit has information and resources to help improve dance skills. (Ch.6)

**Dance Technique Unit:** Application and Demonstration of The Artistic Process: Auditioning, Preparing, Rehearsing and Performing  
The student will: learn auditioning skills and how to prepare for dance auditions for schools, dance ensembles/companies or for choreography projects. The student will communicate using dance vocabulary; collaborate in teams putting talent, expertise and knowledge to work; critique, analyze, synthesize, create, solve problems using critical thinking skills and innovation, improvisation. The student will exercise, rehearse,
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<td>Unit</td>
<td>Nov. 11 - Dec. 19, 2019</td>
<td>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:</td>
</tr>
<tr>
<td></td>
<td>12/24 Class Periods</td>
<td>perform, and produce dance works and/or concerts. Know the roles of the various production staff members in creating a dance performance. Understand, evaluate and apply the design concepts and technical requirements that contribute to dance performance. Remember and apply theatre and backstage etiquette, knowledge, and safety rules as an audience member, cast or crew.</td>
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**Perform, and produce dance works and/or concerts.** Know the roles of the various production staff members in creating a dance performance. Understand, evaluate and apply the design concepts and technical requirements that contribute to dance performance. Remember and apply theatre and backstage etiquette, knowledge, and safety rules as an audience member, cast or crew.
Cycle 4

29 Days
Jan. 6 - Feb. 14, 2020

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.

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<tr>
<th>Unit</th>
<th>14/29 Class Periods</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Unit 4: Making Connections Through Dance – Describe and express ideas and emotions through movement; learn to share art, learn to connect through dance art: Expressing Ideas and Emotions</td>
<td>14 class periods (90 minutes each) or 29 class periods (45 minutes each)</td>
<td>DANCE.III.1C Compare knowledge and skills of dance genres, styles, and vocabulary. DANCE.III.1D Differentiate designs and images in natural and constructed environment. DANCE.III.2aA Create dance studies using original movement based on theme and variation. DANCE.III.2aB Experiment, improvise, and perform original movement during the creative process. DANCE.III.2aC Compare and contrast the expression of ideas and emotions through movement. DANCE.III.2bA Perform and examine memorized complex 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.III.3A Compare similarities and differences in steps, styles, and traditions from various cultures or historical periods. DANCE.III.3B Recognize and evaluate dances as they relate to various historical periods and social contexts. DANCE.III.3C Create and experiment with dances in various media and content areas. DANCE.III.3D Research historical and cultural dance forms using technology. DANCE.III.4A Compare characteristics and qualities of a variety of dances. DANCE.III.4C Understand the relationship of dance performance skills and other content areas.</td>
</tr>
<tr>
<td>Cycle 4</td>
<td>29 Days</td>
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<tr>
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</tr>
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<td>Unit</td>
<td>Jan. 6 - Feb. 14, 2020</td>
<td>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</td>
</tr>
<tr>
<td></td>
<td>14/29 Class Periods</td>
<td>The student will:</td>
</tr>
</tbody>
</table>

performances, begin to develop through the knowledge they gain from the Curtain Up sections and the experiences of Take the Stage and Take a Bow.  
(Ch. 8)

Connecting to Community and Tradition: Dance as a Cultural, Historical, and Social Form - As choreographers and dancers, students need to have a clear working knowledge of dances from many cultures. They learn to appreciate and applaud the diversity among us, and they learn that we dance for different reasons and seasons. Historical dance reminds students that dance has always existed and that it is documented in different ways. The social and vernacular aspects of dance emphasize how dance happens.
# Secondary Curriculum and Development

## 2019-2020 Scope and Sequence

### Fine Art – High School Dance III

<table>
<thead>
<tr>
<th>Cycle 4</th>
<th>Unit</th>
<th>29 Days</th>
<th>Jan. 6 - Feb. 14, 2020</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>14/29 Class Periods</td>
<td>The student will:</td>
<td></td>
</tr>
</tbody>
</table>

- in the now. (Ch.9)
- **Dance**
  - **Technique:**
    - Social Dance,
    - World Dance
    - Forms - Folk,
    - Hip Hop,
    - Cultural Dance,
    - Tap Dance or
    - Musical Theatre
    - Dance - Students will explore and perform dances that represents changes in time, dances that are passed on from generation to generation, dances from all over the world, tap dance or entertainment dances such as musical theatre dance.
## Cycle 5
### 29 Days
Feb. 17 - Apr. 3, 2020

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.

<table>
<thead>
<tr>
<th>Unit</th>
<th># Class Periods</th>
<th>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</th>
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</thead>
<tbody>
<tr>
<td><strong>Unit 5: Becoming a Choreographer:</strong> Organize, structure and create dances using logical progression, rehearsals and production. <strong>Creating Dances - Assembling the Tools:</strong> This unit is all about the art and craft of making (building) a dance. In this unit students explore many ways to make dances, to choreograph. Whether the craft of choreography is a new concept to them or is something they have done before, they will be taken through tasks that refine the art and make them aware of the processes that can make their work better. Students often just choreograph without a basic knowledge of how to make it work. By learning the information in the Curtain Up portions and by doing the work in Take the Stage,</td>
<td>14 class periods (90 minutes each) or 29 class periods (45 minutes each)</td>
<td>DANCE.III.1A Analyze kinesthetic and spatial awareness individually and in groups. DANCE.III.1C Compare knowledge and skills of dance genres, styles, and vocabulary. DANCE.III.1D Differentiate designs and images in natural and constructed environment. DANCE.III.2aA Create dance studies using original movement based on theme and variation. DANCE.III.2aB Experiment, improvise, and perform original movement during the creative process. DANCE.III.2aC Compare and contrast the expression of ideas and emotions through movement. DANCE.III.2aD Differentiate compositional forms using intermediate dance elements for choreographic processes. DANCE.III.2bA Perform and examine memorized complex 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.III.2bB Execute a wide range of dynamics in quality movement. DANCE.III.2bC Perform with projection, confidence, and expression when executing dance movements. DANCE.III.3C Create and experiment with dances in various media and content areas. DANCE.III.4A Compare characteristics and qualities of a variety of dances. DANCE.III.4C Understand the relationship of dance performance skills and other content areas. DANCE.III.4D Experiment with knowledge and skills of technology through a dance portfolio.</td>
</tr>
<tr>
<td></td>
<td><strong>Spring Break</strong> Mar. 16-20</td>
<td></td>
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<tr>
<td></td>
<td><strong>Chávez / Huerta Day</strong> Mar. 30</td>
<td></td>
</tr>
</tbody>
</table>
## Scope and Sequence
### Fine Art – High School Dance III

**Cycle 5**  
**Unit**  
**29 Days**  
Feb. 17 - Apr. 3, 2020  
**# Class Periods**  

<table>
<thead>
<tr>
<th>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</th>
<th>The student will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>they can become more accomplished choreographers. In Take a Bow, evaluation opportunities are given for themselves, their peers, and you. (Ch.10) <strong>Choreographing with a Seven-Step Method:</strong> This unit also contains information about simple steps of a choreographic process. (Ch.11) <strong>Showcasing Your Work - Curtain Up, Lights On:</strong> When someone not knowledgeable about the many aspects of mounting a production is asked to mount one, the results can be devastating. A dancer must have a working knowledge of what goes into making a production happen. This unit contains information about the many aspects of the technical theater side of performances.</td>
<td></td>
</tr>
</tbody>
</table>

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**Cycle 5**

**Unit**

- Students will gain a familiarity with the tasks and responsibilities involved in producing a dance performance. (Ch.12)
- **Dance Technique - Modern and Contemporary Dance** - Building on the modern dance technique previously acquired by utilizing general principles of modern dance technique. Students exercise, rehearse and perform movement sequences, steps, phrases, and movement combinations connected into various types of classical and contemporary modern dance technique. The rubric will be used to evaluate student performance.

<table>
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</tr>
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<tbody>
<tr>
<td># Class Periods</td>
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</table>

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

- The student will:
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#### Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)

The student will:

- **DANCE.III.1C** Compare knowledge and skills of dance genres, styles, and vocabulary.
- **DANCE.III.2aA** Create dance studies using original movement based on theme and variation.
- **DANCE.III.2aD** Differentiate compositional forms using intermediate dance elements for choreographic processes.
- **DANCE.III.2bA** Perform and examine memorized complex 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.III.2bC** Perform with projection, confidence, and expression when executing dance movements.
- **DANCE.III.3A** Compare similarities and differences in steps, styles, and traditions from various cultures or historical periods.
- **DANCE.III.3C** Create and experiment with dances in various media and content areas.
- **DANCE.III.4B** Analyze dance from a variety of perspectives such as those of dance critic, performer, choreographer, and audience member.
- **DANCE.III.4C** Understand the relationship of dance performance skills and other content areas.
- **DANCE.III.4D** Experiment with knowledge and skills of technology through a dance portfolio.
## Cycle 6
### Unit
#### 38 Days
Apr. 6 - May 29, 2020
#### # Class Periods

<table>
<thead>
<tr>
<th>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will:</td>
</tr>
</tbody>
</table>

- get information useful for planning and conducting school-to-work experiences (internships) in the field of dance. Getting the students out into the community is one way of showcasing school dance program and dance education in general. (Ch.14)

**Developing Your Portfolio, Résumé and Audition Skills** - Now that students have been through the preparation for working in the field of dance, they are ready to take on the work world of dance or further studies at a college or university. The information in this unit will help students market themselves for future work and training. (Ch.15)

**Dance Technique Unit: Application and Demonstration of The Artistic Process: Auditioning, Preparing, Rehearsing and Performing**

The students will understand the timeline and processes for dance performance and production. Students will learn...
## Cycle 6

<table>
<thead>
<tr>
<th>Unit</th>
<th>38 Days</th>
<th>Apr. 6 - May 29, 2020</th>
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<tbody>
<tr>
<td></td>
<td># Class Periods</td>
<td>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</td>
<td>The student will:</td>
</tr>
</tbody>
</table>

- auditioning skills and how to prepare for dance auditions for schools, dance ensembles/companies or for choreography projects. Students will learn dance composition, rehearsing and performing skills. Describe the roles of the various production staff members in creating a dance performance. Comprehend the design concepts and technical requirements that contribute to dance performance. Apply theatre and backstage etiquette, knowledge, and safety rules as an audience member, cast or crew.