## Cycle 1
### 38 Days
Aug. 26 – Oct. 18, 2019

<table>
<thead>
<tr>
<th>Unit</th>
<th>Number of Lessons</th>
<th>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</th>
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</table>
| **Unit 1**  
Part 1: Creating, Performing, and Responding through: Creative Movement Concepts, Dance Vocabulary, and Elements of Dance: Body, Energy, Space, and Time; Dance as Art Integration  
Students will practice dance classroom rules and procedures; learn body warm-up sets of exercises to perform at the beginning of each class, and cool-down exercises to do at the end of each class. Students will recognize the connection between healthy body and dance body and practice dance etiquette through social responsibility and awareness of personal and the general space in the dance room. Students will practice basic locomotor and non-locomotor skills, and explore the Elements of Dance (Body, Energy, Space, and Time) and their connections to other subjects and content areas. Students will learn the “Brain Dance” warmup and practice large locomotor movements across the room to music. Students will create simple dances, movement sequences, using the dance movements they learned in the class and solve movement problems in creative dance activities. Students will recognize and connect that the Elements of Dance are present in all dance forms. | 8  
45-minute lessons | **Part 1: Elements of Dance through Creative Movement Concepts; Dance as Art Integration** (7 lessons)  
**DANCE.K–2.1.1** Understand basic kinesthetic and spatial awareness individually and in groups.  
**DANCE.K–2.1.2** Remember basic dance vocabulary through application of movement sequences within dance elements: space, energy, and time.  
**DANCE.K–2.1.3** Recognize and remember connection between dance and a healthy body.  
**DANCE.K–2.1.4** Remember and replicate movement and patterns by learning and practicing basic skills of creative movement and/or dance genres and styles.  
**DANCE.K–2.2a.1** Remember and apply movements that express ideas or emotions individually or in groups.  
**DANCE.K–2.2a.2** Create movement sequences through creative movement, improvisation, and/or dance genres and styles by manipulating dance elements: space, energy, and time.  
**DANCE.K–2.2a.3** Respond through dance movements to musical accents, rhythms, and spatial directions.  
**DANCE.K–2.2b.4** Understand and remember proper performer, audience, and classroom behavior.  
**DANCE.K–2.3.4** Apply dance concepts to the other content areas.  
**DANCE.K–2.4.1** Remember, understand, and perform movement sequences or dances communicating and expressing feelings and/or ideas.  
**DANCE.K–2.4.2** Evaluate and explain the dance content, meanings, or social/cultural context within the dance observed and/or performed. | 45-minute lessons |
### Cycle 1

**38 Days**  
Aug. 26 – Oct. 18, 2019

The recommended number of lessons 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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| **Part 2: Historical and Cultural Relevance: Mexican Folk Creative Movement and Vocabulary**  
Students will learn a Mexican folk dance. By learning this folk dance students will celebrate Hispanic Heritage Month in September. Students will demonstrate an understanding of the dance in a cultural and social context. | **Part 2**  
Sept. 9-13  
**Extend Review Assess Reteach**  
Oct. 11-18 | **Part 2: Mexican Folk Dance** (1 lesson)  
DANCE.K–2.2b.1 Perform movements from dance genres and styles such as creative movement, ballet, jazz, tap, modern dance, musical theatre dance, and/or world dance forms.  
DANCE.K–2.2b.2 Remember and practice performance skills with focus, confidence, and projection.  
DANCE.K–2.3.2 Identify and remember a dance representative of one’s heritage or environment.  
DANCE.K–2.3.3 Recognize and remember the differences in cultural dances. |
Cycle 2  
Oct. 21 – Dec. 19, 2019  
The recommended number of lessons 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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<td><strong>Unit 2</strong></td>
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| **Part 1: Creating, Performing, and Responding through Ballet Foundations, Creative Movement, and Vocabulary** | 8  
45-minute lessons | **Part 1: Creative Movement: Ballet Foundations** (6 lessons)  
DANCE.K–2.1.2 Remember basic dance vocabulary through application of movement sequences within dance elements: space, energy, and time.  
DANCE.K–2.1.4 Remember and replicate movement and patterns by learning and practicing basic skills of creative movement and/or dance genres and styles.  
DANCE.K–2.2a.3 Respond through dance movements to musical accents, rhythms and spatial directions.  
DANCE.K–2.2b.1 Perform movements from dance genres and styles such as creative movement, ballet, jazz, tap, modern dance, musical theatre dance, and/or world dance forms.  
DANCE.K–2.2b.4 Understand and remember proper performer, audience, and classroom behavior.  
DANCE.K–2.3.4 Apply dance concepts to the other content areas. |
|  | **Suggested Pacing:** |  |  
**Part 1**  
Oct. 21 – Nov. 7  
and  
Nov. 18-22  
and  
Dec. 9-13 |  |  |
|  | **Part 2**  
Nov. 11-15 |  |  |
| **Part 2: Historical and Cultural Relevance: Russian Folk Dance and Contra Dance** |  |  |
|  | **Part 3**  
Dec. 2-6 |  |  |
|  | **Extend Review Assess Reteach**  
Dec. 16-19 |  |  |
| **Part 3: The Nutcracker** | 1 lesson |  |
|  | **Part 3: The Nutcracker** (1 lesson) |  |
|  | DANCE.K–2.3.1 Understand the differences in dances through historical periods.  
DANCE.K–2.4.2 Evaluate and explain the dance content, meanings, or social/cultural context within the dance observed and/or performed. |  |

**Note:** Winter performances may serve as assessment.
2019-2020 Scope and Sequence
Dance – Kindergarten–Grade 2

The recommended number of lessons 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 3**
Jan. 6 – Mar. 13, 2019

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<td><strong>Unit 3</strong></td>
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| **Part 1:** Creating, Performing, and Responding through Modern Foundations Creative Movement, Vocabulary, and History | 10 45-minute lessons | **Part 1:** Creative Movement: Modern (4 lessons)  
DANCE.K–2.1.4 Remember and replicate movement and patterns by learning and practicing basic skills of creative movement and/or dance genres and styles.  
DANCE.K–2.2a.1 Remember and apply movements that express ideas or emotions individually or in groups.  
DANCE.K–2.2a.2 Create movement sequences through creative movement, improvisation, and/or dance genres and styles by manipulating dance elements: space, energy, and time.  
DANCE.K–2.2a.4 Choose, order, and remember the movements in the sequence with a beginning, middle, and end.  
DANCE.K–2.2b.1 Perform movements from dance genres and styles such as creative movement, ballet, jazz, tap, modern dance, musical theatre dance, and/or world dance forms.  
DANCE.K–2.2b.2 Remember and practice performance skills with focus, confidence, and projection.  
DANCE.K–2.3.4 Apply dance concepts to the other content areas.  
DANCE.K–2.4.1 Remember, understand, and perform movement sequences or dances communicating and expressing feelings and/or ideas. |
| **Part 2:** Creating, Performing, and Responding through Jazz Foundations Creative Movement, Vocabulary, and History | 45-minute lessons | **Part 2:** Creative Movement: Jazz (4 lessons)  
DANCE.K–2.1.4 Remember and replicate movement and patterns by learning and practicing basic skills of creative movement and/or dance genres and styles.  
DANCE.K–2.2a.1 Remember and apply movements that express ideas or emotions individually or in groups.  
DANCE.K–2.2a.2 Create movement sequences through creative movement, improvisation, and/or dance genres and styles by manipulating dance elements: space, energy, and time.  
DANCE.K–2.2a.4 Choose, order, and remember the movements in the sequence with a beginning, middle, and end.  
DANCE.K–2.2b.1 Perform movements from dance genres and styles such as creative movement, ballet, jazz, tap, modern dance, musical theatre dance, and/or world dance forms.  
DANCE.K–2.2b.2 Remember and practice performance skills with focus, confidence, and projection.  
DANCE.K–2.3.4 Apply dance concepts to the other content areas.  
DANCE.K–2.4.1 Remember, understand, and perform movement sequences or dances communicating, and expressing feelings and/or ideas. |

| Suggested Pacing: | | |
| **Part 1** | Jan. 6-31 | **MLK Jr. Day**  
Jan. 20 |
| **Part 2** | Feb. 3-13 and Mar. 2-16 | **Spring Break**  
Mar. 16-20 |
| **Part 3** | Feb. 17-28 | **Early Dismissals**  
Jan. 17 Feb. 14 |

**Complete instructional planning information and support are in the HISD Curriculum documents.**

Updated: June 27, 2019
Cycle 3
49 Days
Jan. 6 – Mar. 13, 2019

The recommended number of lessons 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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<td>Part 3: Historical and Cultural Relevance Artistic Diversity through Social Dance: The Charleston, Hawaiian Folk Dance: He’Eia Bamboo Dance, and/or African Folk Dance (The Bo Dance) Students will learn the Charleston, an American social dance. Students will learn how this dance was created, the part it played in American history, and development of jazz/social dance. Students will learn a folk dance from Hawaii and/or an old African folk dance.</td>
<td>Part 3: The Charleston and/or African or Hawaiian Folk Dance (2 lessons) DANCE.K–2.3.1 Understand the differences in dances through historical periods. DANCE.K–2.3.2 Identify and remember a dance representative of one’s heritage or environment. DANCE.K–2.3.3 Recognize and remember the differences in cultural dances. DANCE.K–2.4.2 Evaluate and explain the dance content, meanings, or social/cultural context within the dance observed and/or performed.</td>
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## Cycle 4
### 47 Days
Mar. 23 – May 29, 2019

The recommended number of lessons 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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<td><strong>Unit 4</strong>: Creating, Performing, and Responding through Production/ Dance Technique, Vocabulary, Performance/ Composition or Choreography Projects Inspired by Personal, Historical, Cultural, or Social Context</td>
<td>10 45-minute lessons</td>
<td><strong>Unit 4: Performance Production/Composition or Choreography Project</strong> (10 lessons)</td>
<td><strong>DANCE.K–2.1.1</strong> Understand basic kinesthetic and spatial awareness individually and in groups.</td>
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<td><strong>DANCE.K–2.1.4</strong> Remember and replicate movement and patterns by learning and practicing basic skills of creative movement and/or dance genres and styles.</td>
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<td>Suggested Pacing: Mar. 23 – May 15</td>
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<td><strong>DANCE.K–2.2a.1</strong> Remember and apply movements that express ideas or emotions individually or in groups.</td>
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<td>Extend Review Assess Reteach May 18-29</td>
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<td><strong>DANCE.K–2.2a.2</strong> Create movement sequences through creative movement, improvisation, and/or dance genres and styles by manipulating dance elements: space, energy, and time.</td>
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<td>Chávez/Huerta Day Mar. 30</td>
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<td><strong>DANCE.K–2.2a.4</strong> Choose, order, and remember the movements in the sequence with a beginning, middle, and end.</td>
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<td>Spring Holiday Apr. 10</td>
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<td><strong>DANCE.K–2.2b.1</strong> Perform movements from dance genres and styles such as creative movement, ballet, jazz, tap, modern dance, musical theatre dance, and/or world dance forms.</td>
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<td>Memorial Day May 25</td>
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<td><strong>DANCE.K–2.2b.2</strong> Remember and practice performance skills with focus, confidence, and projection.</td>
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<td><strong>DANCE.K–2.2b.3</strong> Remember and understand dance production elements: costumes, stage, props, lights, and set.</td>
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<td><strong>DANCE.K–2.2b.4</strong> Understand and remember proper performer, audience, and classroom behavior.</td>
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<td><strong>DANCE.K–2.3.4</strong> Apply dance concepts to the other content areas.</td>
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<td><strong>DANCE.K–2.4.1</strong> Remember, understand, and perform movement sequences or dances communicating and expressing feelings and/or ideas.</td>
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<td><strong>DANCE.K–2.4.2</strong> Evaluate and explain the dance content, meanings, or social/cultural context within the dance observed and/or performed.</td>
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<td><strong>DANCE.K–2.4.3</strong> Respond to dances verbally or performing to revise movement choices based on feedback and communication of artistic intent.</td>
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<td><strong>DANCE.K–2.4.4</strong> Observe and understand the differences of artistic movement choices and its effects on audience.</td>
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