

# HISD | Elementary Curriculum and Development

INSPIRING TEACHING, IGNITING LITERACY & LEARNING.

## 2019-2020 Scope and Sequence

### Dance – Kindergarten–Grade 2

| Cycle 1  | 38 Days   | 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.   |
|--|---|--|
|  | Aug. 26 – Oct. 18, 2019   |  |
| Unit   | Number of Lessons   | Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)<br>The student will:  |
| <p><b>Unit 1</b><br/><b>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</b></p> <p>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.</p> | <p>8<br/>45-minute lessons</p> <p><b>Suggested Pacing:</b></p> <p><b>Part 1</b><br/>Aug. 26 – Sep.6<br/>and<br/>Sep. 16 – Oct. 10</p> <p><i>Labor Day</i><br/>Sept. 2</p> <p><i>Fall Holiday</i><br/>Oct. 9<br/>(students only)</p> <p><i>Early Dismissals</i><br/>Sept. 27<br/>Oct. 18</p> | <p><b>Part 1: Elements of Dance through Creative Movement Concepts; Dance as Art Integration</b> (7 lessons)</p> <p><b>DANCE.K–2.1.1</b> Understand basic kinesthetic and spatial awareness individually and in groups.</p> <p><b>DANCE.K–2.1.2</b> Remember basic dance vocabulary through application of movement sequences within dance elements: space, energy, and time.</p> <p><b>DANCE.K–2.1.3</b> Recognize and remember connection between dance and a healthy body.</p> <p><b>DANCE.K–2.1.4</b> Remember and replicate movement and patterns by learning and practicing basic skills of creative movement and/or dance genres and styles.</p> <p><b>DANCE.K–2.2a.1</b> Remember and apply movements that express ideas or emotions individually or in groups.</p> <p><b>DANCE.K–2.2a.2</b> Create movement sequences through creative movement, improvisation, and/or dance genres and styles by manipulating dance elements: space, energy, and time.</p> <p><b>DANCE.K–2.2a.3</b> Respond through dance movements to musical accents, rhythms, and spatial directions.</p> <p><b>DANCE.K–2.2b.4</b> Understand and remember proper performer, audience, and classroom behavior.</p> <p><b>DANCE.K–2.3.4</b> Apply dance concepts to the other content areas.</p> <p><b>DANCE.K–2.4.1</b> Remember, understand, and perform movement sequences or dances communicating and expressing feelings and/or ideas.</p> <p><b>DANCE.K–2.4.2</b> Evaluate and explain the dance content, meanings, or social/cultural context within the dance observed and/or performed.</p> |

#### GLOBAL GRADUATE



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### Dance – Kindergarten–Grade 2

| Cycle 1   | 38 Days  | 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.   |
|---|--|--|
|   | Aug. 26 – Oct. 18, 2019  |  |
| Unit  | Number of Lessons  | Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)<br>The student will:  |
| <p><b>Part 2: Historical and Cultural Relevance: Mexican Folk Creative Movement and Vocabulary</b></p> <p>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.</p> | <p><b>Part 2</b><br/>Sept. 9-13</p> <p><b>Extend</b><br/><b>Review</b><br/><b>Assess</b><br/><b>Reteach</b><br/>Oct. 11-18</p> | <p><b>Part 2: Mexican Folk Dance</b> (1 lesson)</p> <p><b>DANCE.K–2.2b.1</b> Perform movements from dance genres and styles such as creative movement, ballet, jazz, tap, modern dance, musical theatre dance, and/or world dance forms.</p> <p><b>DANCE.K–2.2b.2</b> Remember and practice performance skills with focus, confidence, and projection.</p> <p><b>DANCE.K–2.3.2</b> Identify and remember a dance representative of one’s heritage or environment.</p> <p><b>DANCE.K–2.3.3</b> Recognize and remember the differences in cultural dances.</p> |



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## 2019-2020 Scope and Sequence

### Dance – Kindergarten–Grade 2

| Cycle 2  | 39 Days   | 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.  |
|--|---|---|
|  | Oct. 21 – Dec. 19, 2019   |   |
| Unit   | Number of Lessons   | Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)<br>The student will:   |
| <p><b>Unit 2</b><br/><b>Part 1: Creating, Performing, and Responding through Ballet Foundations, Creative Movement, and Vocabulary</b><br/>Students will memorize and describe the ballet history; remember and apply the basic ballet technique; understand and use the basic vocabulary for demonstrating and discussing ballet. Students will participate in a ballet class that includes exercises and movements at the barre, in center, and traveling across the floor. Students will further explore creative movement concepts by utilizing ballet movements and dance steps. Students will further explore dance as art integration.</p> <p><b>Part 2: Historical and Cultural Relevance: Russian Folk Dance and Contra Dance</b><br/>Students will learn, practice, and perform The Troika, a Russian folk dance. They will understand the history of this dance as well as how to practice and perform the dance collaboratively with others.</p> <p><b>Part 3: Creating, Performing, and Responding: The Nutcracker Ballet</b><br/>Students will view, analyze, and evaluate a section of the Nutcracker Ballet. Students will learn, remember, and explain the history and storyline of the Nutcracker Ballet.</p> <p><b>Note:</b> Winter performances may serve as assessment.</p> | <p><b>8</b><br/>45-minute lessons</p> <p><b>Suggested Pacing:</b></p> <p><b>Part 1</b><br/>Oct. 21 – Nov. 7 and Nov. 18-22 and Dec. 9-13</p> <p><b>Part 2</b><br/>Nov. 11-15</p> <p><b>Part 3</b><br/>Dec. 2-6</p> <p><b>Extend Review Assess Reteach</b><br/>Dec. 16-19</p> <p><i>Thanksgiving Holiday</i><br/>Nov. 25-29</p> <p><i>Teacher Preparation Day</i><br/>Dec. 20</p> <p><i>Winter Break</i><br/>Dec. 23 – Jan. 3</p> <p><i>Early Dismissal</i><br/>Nov. 8</p> | <p><b>Part 1: Creative Movement: Ballet Foundations</b> (6 lessons)<br/><b>DANCE.K–2.1.2</b> Remember basic dance vocabulary through application of movement sequences within dance elements: space, energy, and time.<br/><b>DANCE.K–2.1.4</b> Remember and replicate movement and patterns by learning and practicing basic skills of creative movement and/or dance genres and styles.<br/><b>DANCE.K–2.2a.3</b> Respond through dance movements to musical accents, rhythms and spatial directions.<br/><b>DANCE.K–2.2b.1</b> Perform movements from dance genres and styles such as creative movement, ballet, jazz, tap, modern dance, musical theatre dance, and/or world dance forms.<br/><b>DANCE.K–2.2b.4</b> Understand and remember proper performer, audience, and classroom behavior.<br/><b>DANCE.K–2.3.4</b> Apply dance concepts to the other content areas.</p> <p><b>Part 2: Russian Folk Dance</b> (1 lesson)<br/><b>DANCE.K–2.3.2</b> Identify and remember a dance representative of one’s heritage or environment.<br/><b>DANCE.K–2.3.3</b> Recognize and remember the differences in cultural dances.</p> <p><b>Part 3: The Nutcracker</b> (1 lesson)<br/><b>DANCE.K–2.3.1</b> Understand the differences in dances through historical periods.<br/><b>DANCE.K–2.4.2</b> Evaluate and explain the dance content, meanings, or social/cultural context within the dance observed and/or performed.</p> |

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# HISD | Elementary Curriculum and Development

INSPIRING TEACHING, IGNITING LITERACY & LEARNING.

## 2019-2020 Scope and Sequence

### Dance – Kindergarten–Grade 2

| Cycle 3  | 49 Days  | 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.   |
|--|--|--|
|  | Jan. 6 – Mar. 13, 2019   |  |
| Unit   | Number of Lessons  | Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)<br>The student will:  |
| <p><b>Unit 3</b></p> <p><b>Part 1: Creating, Performing, and Responding through Modern Foundations Creative Movement, Vocabulary, and History</b></p> <p>Students will learn the history, technique, and basic vocabulary of modern dance. Students will learn and practice foundations of modern creative movement such as curves, fall/release, leaps, and similar. Students will identify historical periods of how and when modern dance began in America. Students will further explore creative movement concepts by utilizing modern dance movements. Students will further explore dance as art integration.</p> <p><b>Part 2: Creating, Performing, and Responding through Jazz Foundations Creative Movement, Vocabulary, and History</b></p> <p>Students will learn the history, technique, and basic vocabulary of jazz dance. Students will learn and practice the foundations of jazz, creative movement, and skills such as jazz hands, jazz square, parallel feet, ball changes, chaîné turns, and similar. Students will learn history of how and when jazz dance began in America. Students will further explore creative movement concepts by utilizing jazz dance movements.</p> | <p><b>10</b><br/>45-minute lessons</p> <p><b>Suggested Pacing:</b></p> <p><b>Part 1</b><br/>Jan. 6-31</p> <p><b>Part 2</b><br/>Feb. 3-13<br/>and<br/>Mar. 2-16</p> <p><b>Part 3</b><br/>Feb. 17-28</p> <p><b>Extend Review Assess Reteach</b><br/>Mar. 9-13</p> <p><i>MLK Jr. Day</i><br/><i>Jan. 20</i></p> <p><i>Spring Break</i><br/><i>Mar. 16-20</i></p> <p><i>Early Dismissals</i><br/><i>Jan. 17</i><br/><i>Feb. 14</i></p> | <p><b>Part 1: Creative Movement: Modern</b> (4 lessons)</p> <p><b>DANCE.K–2.1.4</b> Remember and replicate movement and patterns by learning and practicing basic skills of creative movement and/or dance genres and styles.</p> <p><b>DANCE.K–2.2a.1</b> Remember and apply movements that express ideas or emotions individually or in groups.</p> <p><b>DANCE.K–2.2a.2</b> Create movement sequences through creative movement, improvisation, and/or dance genres and styles by manipulating dance elements: space, energy, and time.</p> <p><b>DANCE.K–2.2a.4</b> Choose, order, and remember the movements in the sequence with a beginning, middle, and end.</p> <p><b>DANCE.K–2.2b.1</b> Perform movements from dance genres and styles such as creative movement, ballet, jazz, tap, modern dance, musical theatre dance, and/or world dance forms.</p> <p><b>DANCE.K–2.2b.2</b> Remember and practice performance skills with focus, confidence, and projection.</p> <p><b>DANCE. K–2.3.4</b> Apply dance concepts to the other content areas.</p> <p><b>DANCE.K–2.4.1</b> Remember, understand, and perform movement sequences or dances communicating and expressing feelings and/or ideas.</p> <hr/> <p><b>Part 2: Creative Movement: Jazz</b> (4 lessons)</p> <p><b>DANCE.K–2.1.4</b> Remember and replicate movement and patterns by learning and practicing basic skills of creative movement and/or dance genres and styles.</p> <p><b>DANCE.K–2.2a.1</b> Remember and apply movements that express ideas or emotions individually or in groups.</p> <p><b>DANCE.K–2.2a.2</b> Create movement sequences through creative movement, improvisation, and/or dance genres and styles by manipulating dance elements: space, energy, and time.</p> <p><b>DANCE.K–2.2a.4</b> Choose, order, and remember the movements in the sequence with a beginning, middle, and end.</p> <p><b>DANCE.K–2.2b.1</b> Perform movements from dance genres and styles such as creative movement, ballet, jazz, tap, modern dance, musical theatre dance, and/or world dance forms.</p> <p><b>DANCE.K–2.2b.2</b> Remember and practice performance skills with focus, confidence, and projection.</p> <p><b>DANCE. K–2.3.4</b> Apply dance concepts to the other content areas.</p> <p><b>DANCE.K–2.4.1</b> Remember, understand, and perform movement sequences or dances communicating, and expressing feelings and/or ideas.</p> |

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| Cycle 3   | 49 Days                | 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.  |
|---|------------------------|---|
|   | Jan. 6 – Mar. 13, 2019 |   |
| Unit  | Number of Lessons      | Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)<br>The student will:   |
| <p><b>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)</b></p> <p>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.</p> |                        | <p><b><u>Part 3: The Charleston and/or African or Hawaiian Folk Dance</u></b> (2 lessons)</p> <p><b>DANCE.K–2.3.1</b> Understand the differences in dances through historical periods.</p> <p><b>DANCE.K–2.3.2</b> Identify and remember a dance representative of one's heritage or environment.</p> <p><b>DANCE.K–2.3.3</b> Recognize and remember the differences in cultural dances.</p> <p><b>DANCE.K–2.4.2</b> Evaluate and explain the dance content, meanings, or social/cultural context within the dance observed and/or performed.</p> |





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## 2019-2020 Scope and Sequence

### Dance – Kindergarten–Grade 2

| Cycle 4  | 47 Days   | 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.  |
|--|---|---|
|  | Mar. 23 – May 29, 2019  |   |
| Unit   | Number of Lessons   | Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)<br>The student will:   |
| <p><b>Unit 4: Creating, Performing, and Responding through Production/ Dance Technique, Vocabulary, Performance/ Composition or Choreography Projects Inspired by Personal, Historical, Cultural, or Social Context</b></p> <p>In this unit students will either be learning/memorizing a dance or dances taught by teacher to perform for an audience or they will create/design/choreograph a dance(s) with a teacher's help to perform for an audience. This learning focus suggests that students will create dances based on an idea/theme from the teacher. Students will further explore creative movement concepts and dance as art integration. Students will learn and practice stage and production elements and etiquette such as presence on stage, being silent backstage and how to take a bow.</p> | <p><b>10</b><br/>45-minute lessons</p> <p><b>Suggested Pacing:</b><br/>Mar. 23 – May 15</p> <p><b>Extend Review Assess Reteach</b><br/>May 18-29</p> <p><i>Chávez/Huerta Day</i><br/>Mar. 30</p> <p><i>Spring Holiday</i><br/>Apr. 10</p> <p><i>Memorial Day</i><br/>May 25</p> | <p><b>Unit 4: Performance Production/Composition or Choreography Project</b> (10 lessons)</p> <p><b>DANCE.K–2.1.1</b> Understand basic kinesthetic and spatial awareness individually and in groups.</p> <p><b>DANCE.K–2.1.4</b> Remember and replicate movement and patterns by learning and practicing basic skills of creative movement and/or dance genres and styles.</p> <p><b>DANCE.K–2.2a.1</b> Remember and apply movements that express ideas or emotions individually or in groups.</p> <p><b>DANCE.K–2.2a.2</b> Create movement sequences through creative movement, improvisation, and/or dance genres and styles by manipulating dance elements: space, energy, and time.</p> <p><b>DANCE.K–2.2a.4</b> Choose, order, and remember the movements in the sequence with a beginning, middle, and end.</p> <p><b>DANCE.K–2.2b.1</b> Perform movements from dance genres and styles such as creative movement, ballet, jazz, tap, modern dance, musical theatre dance, and/or world dance forms.</p> <p><b>DANCE.K–2.2b.2</b> Remember and practice performance skills with focus, confidence, and projection.</p> <p><b>DANCE.K–2.2b.3</b> Remember and understand dance production elements: costumes, stage, props, lights, and set.</p> <p><b>DANCE.K–2.2b.4</b> Understand and remember proper performer, audience, and classroom behavior.</p> <p><b>DANCE. K–2.3.4</b> Apply dance concepts to the other content areas.</p> <p><b>DANCE.K–2.4.1</b> Remember, understand, and perform movement sequences or dances communicating and expressing feelings and/or ideas.</p> <p><b>DANCE.K–2.4.2</b> Evaluate and explain the dance content, meanings, or social/cultural context within the dance observed and/or performed.</p> <p><b>DANCE.K–2.4.3</b> Respond to dances verbally or performing to revise movement choices based on feedback and communication of artistic intent.</p> <p><b>DANCE.K–2.4.4</b> Observe and understand the differences of artistic movement choices and its effects on audience.</p> |

