

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) The student will:
<p><u>Unit 1</u> Part 1: Creating, Performing, and Responding through Skills and Movement Development, Creative Movement, Dance Technique, Vocabulary, and Elements of Dance: Body, Energy, Space, and Time; Dance as Art Integration In this unit students will practice dance classroom rules and procedures while exploring the dance elements, including body, energy, space, and time. Students will learn a set of warm-up exercises to perform at the beginning of each class and cool down exercises to do at the end of each class. Students will remember and apply connections between healthy body and dance body. Students will practice warm-up routines that build progressions, dance skills, and technique, as well as learning fitness exercises and somatic practices to condition their bodies. They will explore all the elements of dance to solve movement problems in creative dance movement activities. They will practice locomotor and non-locomotor skills in combinations. Students will create simple dances and movement sequences, using the dance movements they learn in class and dances based on different creative movement concepts.</p>	<p>8 45-minute lessons</p> <p>Suggested Pacing:</p> <p>Part 1 Aug. 26 – Sept. 6 and Sep. 16 – Oct. 4</p> <p>Extend Review Assess Reteach Oct. 7-18</p> <p><i>Labor Day</i> Sept. 2</p> <p><i>Fall Holiday</i> Oct. 9 <i>(students only)</i></p> <p><i>Early Dismissals</i> Sept. 27 Oct. 18</p>	<p>Part 1: Elements of Dance; Skills and Movement Development, Creative Movement, Dance Technique, and Vocabulary; Dance as Art Integration (7 lessons)</p> <p>DANCE.3–5.1.1 Demonstrate basic kinesthetic and spatial awareness individual and in groups.</p> <p>DANCE.3–5.1.2 Apply basic dance vocabulary and analyze movement sequences within dance elements: space, energy, and time.</p> <p>DANCE 5.1.3 Analyze and apply connections between dance fitness, nutrition, healthy body.</p> <p>DANCE.3–5.1.4. Understand, apply, and build dance technique by practicing basic skills of dance genres, styles, or forms.</p> <p>DANCE.3–5.2a.1 Create movement sequences that express ideas and emotions individually and in groups.</p> <p>DANCE.3–5.2a.2 Improvise movement sequences and/or choreograph dance studies in dance genres and styles such as ballet, modern dance, tap, jazz, musical theatre dance, and/or world dance forms by manipulating dance elements and basic choreographic structures.</p> <p>DANCE.3–5.2a.3 Create movement sequences and/or short dances using musical accents, rhythmical skills, and spatial directions.</p> <p>DANCE.3–5.2b.1 Demonstrate kinesthetic awareness when performing movements from dance genres and styles such as ballet, jazz, tap, modern dance, musical theatre dance, and/or world dance forms.</p> <p>DANCE.3–5.2b.4 Understand and apply proper performer, audience, and classroom behavior.</p> <p>DANCE.3–5.3.4 Understand and apply dance concepts in various media to the other content areas.</p>

Cycle 1	38 Days	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	Aug. 26 – Oct. 18, 2019	
<p>Part 2: Historical and Cultural Relevance through Social Dance: The Merengue Students will learn a social dance from the Dominican Republic. Students will learn the tradition of this dance as well as the formations, steps, meter, and partnering in the dance. Students will be aware that dance exists in a cultural and social context.</p>	<p>Part 2 Sept. 9-13</p>	<p>Part 2: Social Dance: The Merengue (1 lesson) DANCE.3–5.3.2 Perform movement sequences and dances representing one’s heritage or environment. DANCE.3–5.3.3 Remember and perform a variety of cultural dances. DANCE.3–5.4.2 Evaluate and apply dance content, meanings, or social/cultural context within the dance observed and/or performed.</p>

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) The student will:
<p>Unit 2</p> <p>Part 1: Creating, Performing, and Responding through Ballet Foundations: Dance Technique, Vocabulary, and Ballet History</p> <p>In this unit students will build upon their previous knowledge of ballet history, technique, and vocabulary. Students will review exercises and movements at the barre, in center, and traveling across the floor. Students will learn how ballet spread through the world in the twentieth century and how social movements have reflected its style. Students will use basic ballet vocabulary for demonstrating and discussing dance. Students will further explore creative movement concepts by utilizing ballet exercises and movements. Students will further explore dance as art integration.</p> <p>Part 2: Historical and Cultural Relevance: The Virginia Reel (Square Dance and/or other International Folk Dances)</p> <p>Students will learn that the Virginia Reel is part of American heritage, danced when the colonists gathered for social events. Students will understand that dance exists in a social context, and all dance forms contain the dance elements. Student will learn the formations, steps, partnering, and meter of the dance.</p> <p>*Note: Winter performances may serve as assessment.</p>	<p>8 45-minute lessons</p> <p>Suggested Pacing:</p> <p>Part 1 Oct. 21 – Nov. 8 and Nov. 18 – Dec. 13</p> <p>Part 2 Nov. 11-15</p> <p>Extend Review Assess Reteach Dec. 16-19</p> <p><i>Thanksgiving Holiday</i> Nov. 25-29</p> <p><i>Teacher Preparation Day</i> Dec. 20</p> <p><i>Winter Break</i> Dec. 23 – Jan. 3</p> <p><i>Early Dismissal</i> Nov. 8</p>	<p>Part 1: Dance Technique: Ballet (7 lessons)</p> <p>DANCE.3–5.1.1 Demonstrate basic kinesthetic and spatial awareness individual and in groups.</p> <p>DANCE.3–5.1.2 Apply basic dance vocabulary and analyze movement sequences within dance elements: space, energy, and time.</p> <p>DANCE.3–5.1.4. Understand, apply, and build dance technique by practicing basic skills of dance genres, styles, or forms.</p> <p>DANCE.3–5.2a.2 Improvise movement sequences and/or choreograph dance studies in dance genres and styles such as ballet, modern dance, tap, jazz, musical theatre dance, and/or world dance forms by manipulating dance elements and basic choreographic structures.</p> <p>DANCE.3–5.2b.1 Demonstrate kinesthetic awareness when performing movements from dance genres and styles such as ballet, jazz, tap, modern dance, musical theatre dance, and/or world dance forms.</p> <p>DANCE.3–5.2b.2 Practice performance skills of memorized dance patterns and improvised movement sequences with focus, confidence, clarity, and expression to convey meaning.</p> <p>DANCE.3–5.3.1 Analyze and evaluate the differences in dances through historical periods as communicated through dance movement.</p> <p>DANCE.3–5.3.4 Understand and apply dance concepts in various media to the other content areas.</p> <p>DANCE.3–5.4.4 Analyze, evaluate, and apply the differences of artistic choices and its effects on audience and/or performer.</p> <hr/> <p>Part 2: The Virginia Reel (Square Dance and/or other International Folk Dances) (1 lesson)</p> <p>DANCE.3–5.3.2 Perform movement sequences and dances representing one’s heritage or environment.</p> <p>DANCE.3–5.3.3 Remember and perform a variety of cultural dances.</p>

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) The student will:
<p>Unit 3</p> <p>Part 1: Creating, Performing, and Responding through Modern Foundations: Dance Technique, Vocabulary, and History</p> <p>Students will build on previous knowledge of the modern dance history in America, and modern dance technique and vocabulary; practice progressions of the warm-up, center, and locomotor/non-locomotor exercises in the modern dance class. Students will learn to compose/choreograph/create a few movement sequences and/or short dance of modern dance combinations studied in class. Students will further explore creative movement concepts by utilizing modern dance skills and movements. Students will further explore dance as art integration.</p> <p>Part 2: Creating, Performing, and Responding through Jazz Foundations: Dance Technique, Vocabulary, and History</p> <p>In jazz dance technique classes, students will practice progressions of the warm-up, center, and locomotor/non-locomotor exercises; learn jazz vocabulary and history of jazz music and jazz dance in America. Students will be expected to compose/choreograph/create a couple movement sequences and/or short dance of jazz dance combination studied in class as well as further explore creative movement concepts utilizing jazz dance technique.</p>	<p>10 45-minute lessons</p> <p>Suggested Pacing:</p> <p>Part 1 Jan. 6 – Feb. 7</p> <p><i>MLK Jr. Day</i> Jan. 20</p> <p><i>Early Dismissals</i> Jan. 17 Feb. 14</p> <p>Part 2 Feb. 10-21 and Mar. 2-6</p> <p>Extend Review Assess Reteach Mar. 9-13</p>	<p>Part 1: Dance Technique: Modern (5 lessons)</p> <p>DANCE.3–5.1.4. Understand, apply, and build dance technique by practicing basic skills of dance genres, styles, or forms.</p> <p>DANCE.3–5.2a.1 Create movement sequences that express ideas and emotions individually and in groups.</p> <p>DANCE.3–5.2a.2 Improvise movement sequences and/or choreograph dance studies in dance genres and styles such as ballet, modern dance, tap, jazz, musical theatre dance, and/or world dance forms by manipulating dance elements and basic choreographic structures.</p> <p>DANCE.3–5.2a.4 Analyze and apply the order of the movements in the sequence with a beginning, middle, and end through choreographic structures.</p> <p>DANCE.3–5.2b.1 Demonstrate kinesthetic awareness when performing movements from dance genres and styles such as ballet, jazz, tap, modern dance, musical theatre dance, and/or world dance forms.</p> <p>DANCE.3–5.2b.2 Practice performance skills of memorized <i>dance patterns</i> and improvised movement sequences with focus, confidence, clarity, and expression to convey meaning.</p> <p>DANCE.3–5.3.4 Understand and apply dance concepts in various media to the other content areas.</p> <p>DANCE.3–5.4.1 Analyze, evaluate, and perform movement sequences or dances communicating and expressing feelings and/or ideas.</p> <p>DANCE.3–5.4.3 Respond and evaluate to dance verbally, in writing, and/or performing to revise movement choices based on feedback and communication of artistic intent.</p> <p>DANCE.3–5.4.4 Analyze, evaluate, and apply the differences of artistic choices and its effects on audience and/or performer.</p> <hr/> <p>Part 2: Dance Technique: Jazz (4 lessons)</p> <p>DANCE.3–5.1.4. Understand, apply, and build dance technique by practicing basic skills of dance genres, styles or forms.</p> <p>DANCE.3–5.2a.1 Create movement sequences that express ideas and emotions individually and in groups.</p> <p>DANCE.3–5.2a.2 Improvise movement sequences and/or choreograph dance studies in dance genres and styles such as ballet, modern dance, tap, jazz, musical theatre dance, and/or world dance forms by manipulating dance elements and basic choreographic structures.</p> <p>DANCE.3–5.2a.4 Analyze and apply the order of the movements in the sequence with a beginning, middle, and end through choreographic structures.</p> <p>DANCE.3–5.2b.1 Demonstrate kinesthetic awareness when performing movements from dance genres and styles such as</p>

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	Jan. 6 – Mar. 13, 2019	
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Part 3: Historical and Cultural Relevance: Artistic Diversity through Social Dances (the Samba and the Foxtrot)</p> <p>Students will learn a social dance from Brazil called the Samba. Students will learn the formations, steps, and music that differentiate the samba from other Hispanic dances. Students will understand that all cultures have traditional dances that are part of parties, celebrations, and ceremonies. Students will learn a social dance called the Foxtrot; as well as what part this dance played in American history and in the development of American jazz/social dance.</p>	<p>Part 3 Feb. 24-28</p> <p><i>Spring Break</i> Mar. 16-20</p>	<p>ballet, jazz, tap, modern dance, musical theatre dance, and/or world dance forms.</p> <p>DANCE.3–5.2b.2 Practice performance skills of memorized <i>dance patterns</i> and improvised movement sequences with focus, confidence, clarity, and expression to convey meaning.</p> <p>DANCE.3–5.3.4 Understand and apply dance concepts in various media to the other content areas.</p> <p>DANCE.3–5.4.1 Analyze, evaluate, and perform movement sequences or dances communicating and expressing feelings and/or ideas.</p> <p>DANCE.3–5.4.3 Respond and evaluate to dance verbally, in writing, and/or performing to revise movement choices based on feedback and communication of artistic intent.</p> <p>DANCE.3–5.4.4 Analyze, evaluate, and apply the differences of artistic choices and its effects on audience and/or performer.</p> <hr/> <p>Part 3: The Samba and/or The Foxtrot (1 lesson)</p> <p>DANCE.3–5.3.1 Analyze and evaluate the differences in dances through historical periods as communicated through dance movement.</p> <p>DANCE.3–5.3.3 Remember and perform a variety of cultural dances.</p> <p>DANCE.3–5.4.2 Evaluate and apply dance content, meanings, or social/cultural context within the dance observed and/or performed.</p>

HISD | Elementary Curriculum and Development

INSPIRING TEACHING, IGNITING LITERACY & LEARNING.

2019-2020 Scope and Sequence

Dance – Grades 3–5

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) The student will:
<p>Unit 4: Creating, Performing, and Responding through Production/Dance Technique, Vocabulary, Performance/Composition, or Choreography Projects Inspired by Personal, Historical, Cultural, or Social Context</p> <p>In this unit students will learn, practice, and perform a dance choreographed by the teacher, and/or students will compose (create, design, choreograph), practice, and perform a dance. Students will further explore creative movement concepts and dance as art integration. If students choreograph their own dance, they will choose a theme for the dance, choose their groups for composition, and share with the class. Students will use previous knowledge of the dance elements and basic dance composition structures to create compositions. Students and teacher will determine how the group compositions are combined into one dance for performance. If the teacher will choreograph for the performance, students will use previous knowledge of sight-reading and memory skills to learn the dance. Both productions will require students to know stage directions and practice stage and performance etiquette, including following directions, remaining quiet backstage, and executing proper bows. Students will learn to respond to dance and evaluate when observing performances.</p>	<p>10 45-minute lessons</p> <p>Suggested Pacing: Mar. 23 – May 15</p> <p><i>Chávez/Huerta Day</i> Mar. 30</p> <p><i>Spring Holiday</i> Apr. 10</p> <p>Extend Review Assess Reteach May 18-29</p> <p><i>Memorial Day</i> May 25</p>	<p>Unit 4: Performance Production/Composition Production (10 lessons)</p> <p>DANCE.3–5.2a.2 Improvise movement sequences and/or choreograph dance studies in dance genres and styles such as ballet, modern dance, tap, jazz, musical theatre dance, and/or world dance forms by manipulating dance elements and basic choreographic structures.</p> <p>DANCE.3–5.2a.4 Analyze and apply the order of the movements in the sequence with a beginning, middle, and end through choreographic structures.</p> <p>DANCE.3–5.2b.2 Practice performance skills of memorized dance patterns and improvised movement sequences with focus, confidence, clarity, and expression to convey meaning.</p> <p>DANCE.3–5.2b.3 Understand and apply dance production elements and practice different roles in a formal or in-class dance productions.</p> <p>DANCE.3–5.2b.4 Understand and apply proper performer, audience, and Classroom behavior.</p> <p>DANCE.3–5.3.4 understand and apply dance concepts in various media to the other content areas.</p> <p>DANCE.3–5.4.1 Analyze, evaluate, and perform movement sequences or dances communicating and expressing feelings and/or ideas.</p> <p>DANCE.3–5.4.2 Evaluate and apply dance content, meanings, or social/cultural context within the dance observed and/or performed.</p> <p>DANCE.3–5.4.3 Respond and evaluate to dance verbally, in writing, and/or performing to revise movement choices based on feedback and communication of artistic intent.</p> <p>DANCE.3–5.4.4 Analyze, evaluate, and apply the differences of artistic choices and its effects on audience and/or performer.</p>

GLOBAL GRADUATE



PS - State Process Standard

R - State Readiness Standard

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AR - Aligned to Upcoming State Readiness Standard

S - State Supporting Standard

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