



**COLUMBUS CITY SCHOOLS
DANCE II
SCOPE AND SEQUENCE/TIMELINE**

Because proficiency in dance techniques and movement skills and principles are important to a comprehensive study in Dance, the following Standard, Benchmarks and Grade Level Indicators are ongoing and taught throughout each grading period.

Creative Expression and Communication

A: Demonstrate alignment, articulation, strength, flexibility, agility, coordination and focus while dancing.

___ GLI 1: Execute warm up exercises for different forms of dance.

___ GLI 2: Execute complex movement sequences in a solo and ensemble that demonstrate self-awareness and awareness of others.

B: As a soloist or with an ensemble perform a dance that demonstrates expression and clarity and includes a variety of complex movement sequences (e.g., use of space, dynamics, rhythms, pathways, and forms).

___ GLI 1: Demonstrate the use of concentration, expression, and projection in a dance performance.

GRADING PERIOD 1				
Weeks	Suggested Unit/Theme	Standards/Benchmarks/GLIs	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
1-2	Movement Skills and Principles	<p>Creative Expression and Communication</p> <p>A. Demonstrate alignment, articulation, strength, flexibility, agility, coordination, and focus while dancing.</p> <p>___ GLI 1: Execute complex movement sequences with technical awareness, focus, and greater risk taking.</p> <p>___ GLI 2: Evaluates and identifies personal strengths and weaknesses.</p>		
3-5		<p>Creative Expression and Communication</p> <p>B. As a soloist or with an ensemble, perform a dance that demonstrates expression, clarity, and includes a variety of complex movement sequences (e.g. use of space, dynamics, rhythms, pathways, and forms).</p> <p>___ GLI 1: Memorize and perform works requiring greater</p>		

GRADING PERIOD 1

Weeks	Suggested Unit/Theme	Standards/Benchmarks/GLIs	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
		movement range and expression in diverse dance forms.		
6-8	Utilizing Arts Resources	<p>Connections, Relationships, and Applications</p> <p>A. Explain common issues, topics, and problems that demonstrate the connections between dance, other arts areas and disciplines outside the arts.</p> <p>_____ GLI 1: Demonstrate ways that various technologies (e.g. computer, video, and social media) are integrated into dance production.</p> <p>_____ GLI 3: Identify and explain scientific concepts important to the study of dance such as anatomy, physiology and awareness of space, time, and matter.</p>		
9-10	Personal Health and Dance	<p>Connections, Relationships, and Applications</p> <p>B. Explain how the study of dance provides knowledge and skills essential to life, personal health and effective work in various careers.</p> <p>_____ GLI 1: Identify and discuss the specific ways that dance contributes to personal fitness, physical and mental health.</p>		

GRADING PERIOD 2				
Weeks	Suggested Unit/Theme	Standards/Benchmarks/GLIs	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
1-2	Cultural Contributions	<p>Historical and Cultural Contexts</p> <p>A. Explain how dance is a meaningful expression of culture.</p> <p>_____ GLI 1: Examine the origin of historical and cultural dance styles and explain what each style reveals about its selected culture.</p> <p>_____ GLI 2: Explain the relationship between form and meaning in selected historical and cultural dances using visual details about the work.</p>		
3-4		<p>Historical and Cultural Contexts</p> <p>B. Synthesize the contextual information about culturally representative dances to understand and explain the development.</p> <p>_____ GLI 1: Use examples to explain the influences of culture and historical events on the work of dance artists (e.g., dancers, choreographers, and producers).</p>		<p>People in Societies</p> <p>A. Analyze the influence of different cultural perspectives on the actions of groups.</p>
5-7	Culturally Specific Approaches to Dance Making	<p>Historical and Cultural Contexts</p> <p>C. Explain the ways in which works of dance relate to the themes and issues of their historical, cultural, and social contexts.</p> <p>_____ GLI 1: Research the contributions of significant choreographers of the 19th, 20th, 21st centuries and identify how their works are representative of the time period and culture.</p>		
8-9		<p>Analyzing and Responding</p> <p>A. Analyze and interpret recognized works of dance by a variety of choreographers.</p> <p>_____ GLI 1: Discuss how dances reflect the heritage, traditions, and beliefs of the choreographer.</p>		

GRADING PERIOD 3				
Weeks	Suggested Unit/Theme	Standards/Benchmarks/GLIs	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
1	Creative Study	<p>Creative Expression and Communication</p> <p>C. Create a personal work that demonstrates originality, unity, clarity of intent and a dynamic range of movement.</p> <p>_____ GLI 1: Create a dance study that demonstrates the differences between abstract and literal movements.</p>		
2		<p>Creative Expression and Communication</p> <p>C. Create a personal work that demonstrates originality, unity, clarity of intent and a dynamic range of movement.</p> <p>_____ GLI 2: Apply a variety of approaches (e.g. improvisation, theme and variation, music visualization) to the process of dance making, based upon dance form and intent.</p>		
3-4	Choreographic Process	<p>Creative Expression and Communication</p> <p>C. Create a personal work that demonstrates originality, unity, clarity of intent and a dynamic range of movement.</p> <p>_____ GLI 3: Use various sources of literature, music, dance, visual arts, and popular media (e.g. film, internet) as an inspiration for the dance studies.</p> <p>_____ GLI 4: Compose a large ensemble study that explores a variety of spatial forms and groupings.</p> <p>_____ GLI 5: Review, revise, and refine an original dance with attention to the overall structure of the work.</p>		
5		<p>Analyzing and Responding</p> <p>B. Synthesize knowledge of all aspects of a dance performance (e.g., dance elements, choreography, performance skills, staging, theatrical elements and sound) to interpret and evaluate dances.</p> <p>_____ GLI 2: Critique a dance and justify opinions (personal/dance critics) using a defined set of criteria.</p>	<p>Writing Applications</p> <p>E. Write a persuasive piece that states a clear position, includes relevant information and offers compelling evidence in the form of facts and details.</p>	
6-7		<p>Analyzing and Responding</p> <p>C. Use criteria (e.g., dancer's performance, music, production elements, and venue) to assess the effectiveness of communicating meaning in a dance.</p> <p>_____ GLI 1: Analyze how a dancer's technical and performance skills affect the meaning of a dance.</p>		

GRADING PERIOD 3

Weeks	Suggested Unit/Theme	Standards/Benchmarks/GLIs	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
		<p>_____ GLI 2: Explain and justify opinions about how the venue influences how the dance is perceived and understood.</p>		
8-9	Notation	<p>Connections, Relationships, and Applications</p> <p>A: Explain common issues, topics, and problems that demonstrate the connections between dance, other arts areas and disciplines outside the arts.</p> <p>_____ GLI 2: Notate selected dance studies using established systems (e.g, Laban, motif writing, and video recording).</p>		

GRADING PERIOD 4				
Weeks	Suggested Unit/Theme	Standards/Benchmarks/GLIs	ENGLISH LANGUAGE ARTS STANDARDS/BENCHMARKS	SOCIAL STUDIES STANDARDS/BENCHMARKS
1-4	Forming Personal Opinions	<p>Analyzing and Responding</p> <p>B. Synthesize knowledge of all aspects of a dance performance (e.g., dance elements, choreography, performance skills, staging, theatrical elements and sound) to interpret and evaluate.</p> <p>_____ GLI 1: Write a review of a dance performance, including description, interpretation and evaluation based upon observation and research.</p>		
5-6		<p>Valuing the Arts/Aesthetic Reflection</p> <p>A. Develop, write, and present personal statements about the meaning and significance of dance experiences (e.g., observing, performing, or responding to dance).</p> <p>_____ GLI 1: Use inquiry skills to develop beliefs about dance and the way dance is experienced.</p>	<p>Research</p> <p>E. Communicate findings, reporting on the substance and processes orally, visually and in writing or through multimedia.</p>	
7-8		<p>Valuing the Arts/Aesthetic Reflection</p> <p>B. Articulate and justify a philosophy of dance and cite sources (e.g., personal experience, professionals in the field and artists' biographies) that contributed to one's thinking.</p> <p>_____ GLI 1: Identify and explain preferences for choreography using the vocabulary of dance.</p>		
9	Dance and Politics	<p>Connections, Relationships, and Applications</p> <p>C. Create an individual advocacy statement in support of dance and dance education.</p> <p>_____ GLI 1: Research one local, state, or national professional dance organization and explain how it advocates for dance education.</p>	<p>Research</p> <p>C. Organize information from various resources and select appropriate sources to support central ideas, concepts and themes.</p>	