



**COLUMBUS CITY SCHOOLS
DANCE III
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 warm up exercises for different forms of dance.</p>		
3-5		<p>Creative Expression and Communication</p> <p>A. Demonstrate alignment, articulation, strength, flexibility, agility, coordination, and focus while dancing.</p> <p>___ GLI 2: Execute complex movement sequences in a solo and ensemble that demonstrate self-awareness and awareness of others.</p>		

GRADING PERIOD 1

Weeks	Suggested Unit/Theme	Standards/Benchmarks/GLIs	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
6-7		<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: Demonstrate the use of concentration, expression, and projection in a dance performance.</p>		
8-9	A Study of Dance Techniques	<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 2: Demonstrate and describe the differences between dance forms.</p>		
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 explain the responsibilities of the professional dancer for personal health and injury prevention, care and rehabilitation.</p>		

GRADING PERIOD 2				
Weeks	Suggested Unit/Theme	Standards/Benchmarks/GLIs	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
1-2	The Aesthetics of Dance in Different Cultural Forms	<p>Historical, Cultural and Social Contexts</p> <p>A. Explain how dance is a meaningful expression of culture.</p> <p>_____ GLI 1: Examine the value of dance in social, cultural, and historical settings.</p> <p>_____ GLI 2: Compare the traditions, techniques and cultural contexts of traditional, social and theatrical dance styles.</p>		
3		<p>Historical, Cultural and Social Contexts</p> <p>B. Synthesize the contextual information about culturally representative dances to understand and explain their development.</p> <p>_____ GLI 1: Analyze the philosophical beliefs, social systems, and movement norms that influence the function and form of dance.</p>		
4	Similar Themes Expressed in Diverse Cultural Contexts	<p>Historical, Cultural and Social Contexts</p> <p>B. Synthesize the contextual information about culturally representative dances to understand and explain their development.</p> <p>_____ GLI 2: Compare interpretations of the same dance performed in different historical contexts (e.g., classical ballet, <i>The Nutcracker</i>, with a contemporary version, Mark Morris, <i>The Hard Nut</i>).</p>		
5	Culturally Specific Approaches to Dance Making	<p>Historical, Cultural and Social 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 2: Consider the process used by dance makers from other cultures.</p>		
6-7		<p>Historical, Cultural and Social 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 2: Deliver a report (e.g., oral, written, visual or multimedia) on a contemporary work of dance and show how the work's central theme reflects the heritage, traditions, or beliefs of the choreographer.</p>	<p>Research</p> <p>A. Formulate open-ended research questions suitable for investigation and adjust questions as necessary while research is conducted.</p>	

GRADING PERIOD 2

Weeks	Suggested Unit/Theme	Standards/Benchmarks/GLIs	ENGLISH LANGUAGE ARTS STANDARDS/BENCHMARKS	SOCIAL STUDIES STANDARDS/BENCHMARKS
8		<p>Analyzing and Responding</p> <p>A. Analyze and interpret recognized works of dance by a variety of choreographers.</p> <p>_____ GLI 2: Support interpretations of a dance with references to the choreography.</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: Compare a live dance performance with a recorded dance performance.</p>		
9		<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: Explain how a choreographer’s philosophy influences the meaning of a dance.</p> <p>_____ GLI 2: Develop criteria to evaluate important aspects of social, traditional and theatrical dances.</p>		

GRADING PERIOD 3				
Weeks	Suggested Unit/Theme	Standards/Benchmarks/GLIs	ENGLISH LANGUAGE ARTS STANDARDS/BENCHMARKS	SOCIAL STUDIES STANDARDS/BENCHMARKS
1-3	The Choreographic Process	<p>Creative Expression and Communication</p> <p>C. Create a personal work that demonstrates originality, unity, and clarity of intent, and a dynamic range of movement.</p> <p>_____ GLI 1: Create movement studies that explore a variety of choreographic processes (e.g., chance, music visualization, improvisation, and technology).</p>		
4		<p>Creative Expression and Communication</p> <p>C. Create a personal work that demonstrates originality, unity, and clarity of intent, and a dynamic range of movement.</p> <p>_____ GLI 3: Make informed decisions to support the choreographic intent of a particular dance (e.g., number of dancers, choreography, rehearsal schedule, use of sound/music, costumes, lighting, and technology).</p>		
5-6		<p>Creative Expression and Communication</p> <p>C. Create a personal work that demonstrates originality, unity, and clarity of intent, and a dynamic range of movement.</p> <p>_____ GLI 4: Review, revise, and refine an original dance with attention to the overall structure of the work.</p>		
7-8	Viewing and Responding to Dance	<p>Analyzing and Responding</p> <p>A. Analyze and interpret recognized works of dance by a variety of choreographers.</p> <p>_____ GLI 1: Support interpretations of a dance with references to the choreography.</p>		
9		<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 1: Compare a live dance performance with a recorded dance performance.</p>	<p>Research</p> <p>A. Formulate open-ended research questions suitable for investigation and adjust questions as necessary while research is conducted.</p>	

GRADING PERIOD 4

Weeks	Suggested Unit/Theme	Standards/Benchmarks/GLIs	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
1-4	Expressing Personal Statements About Dance	<p>Valuing the Arts/Aesthetic Reflection</p> <p>A. 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: Reflect on and refine beliefs and questions about dance experiences.</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>	
5-6		<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 contribute to that philosophy.</p> <p>_____ GLI 1: Describe the impact of previous dance and experiences and how those experiences have shaped a personal philosophy.</p>	<p>Research</p> <p>C. Organize information from various resources and select appropriate sources to support central ideas, concepts, and themes.</p>	
7-8	Exploring Universal Themes Expressed in Dance	<p>Connections, Relationships, and Applications</p> <p>A. Explain common issues, topics, and problems that demonstrate the connections between dance and other arts areas.</p> <p>_____ GLI 1: Analyze how a theme or idea is represented in dance and other content areas (e.g., Harlem Renaissance).</p>	<p>Literary Text</p> <p>D. Identify similar recurring themes across different works.</p>	
9-10	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: Examine the impact of government and policy-making on advocacy.</p>	<p>Writing</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>	<p>Government</p> <p>B. Analyze the differences among various forms of government to determine how power is acquired and used.</p>