



**COLUMBUS CITY SCHOOLS  
DANCE IV  
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.

<b>GRADING PERIOD 1</b>				
<b>Weeks</b>	<b>Suggested Unit/Theme</b>	<b>Standards/Benchmarks/GLIs</b>	<b>ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS</b>	<b>SOCIAL STUDIES STANDARDS/ BENCHMARKS</b>
1-2	Movement Skills and Principles	<p><b>Creative Expression and Communication</b></p> <p>A. Demonstrate alignment, articulation, strength, flexibility, agility, coordination, and focus while dancing.</p> <p>___ GLI 1: Make an accurate assessment of personal strengths and weaknesses.</p>		
3-5		<p><b>Creative Expression and Communication</b></p> <p>A. Demonstrate alignment, articulation, strength, flexibility, agility, coordination, and focus while dancing.</p> <p>___ GLI 1: Perform a complex original work of the work of a recognized choreographer and communicate the artist's intent.</p>		

**GRADING PERIOD 1**

<b>Weeks</b>	<b>Suggested Unit/Theme</b>	<b>Standards/Benchmarks/GLIs</b>	<b>ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS</b>	<b>SOCIAL STUDIES STANDARDS/ BENCHMARKS</b>
6-7		<p><b>Creative Expression and Communication</b></p> <p>A. Demonstrate alignment, articulation, strength, flexibility, agility, coordination, and focus while dancing.</p> <p>_____ GLI 1: Demonstrate the discipline needed in order to achieve goals of continued excellent physical training.</p>		
8-9	Creative Study	<p><b>Creative Expression and Communication</b></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: Collaborate with peers to create original material for a dance.</p> <p>_____ GLI 2: Demonstrate the ability to adapt and perform two or more different dance forms.</p> <p>_____ GLI 3: As a soloist or with an ensemble, perform dances from a variety of forms (e.g., jazz, ballet, modern) the demonstrate expression, dynamic range and technical accuracy.</p>		
10	Forming Personal Opinions	<p><b>Valuing the Arts/Aesthetic Reflection</b></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: State an opinion about the significance of personal dance experiences.</p>	<p><b>Writing Application</b></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>	

GRADING PERIOD 2				
Weeks	Suggested Unit/Theme	Standards/Benchmarks/GLIs	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
1	Cultural Contributions	<p><b>Historical, Cultural and Social Contexts</b></p> <p>A. Explain how dance is a meaningful expression of culture.</p> <p>_____ GLI 1: Analyze the cultural influences on dance in America today.</p>		
2-3		<p><b>Historical, Cultural and Social Contexts</b></p> <p>B. Synthesize the contextual information about culturally representative dances to understand and explain their development.</p> <p>_____ GLI 1: Analyze a selected dance and explain its cultural role and significance.</p> <p>_____ GLI 2: Research social dance forms and place them within a historical and cultural context.</p>	<p><b>Research</b></p> <p>C. Organize information from various resources and select appropriate sources to support central ideas, concepts and themes.</p>	
4		<p><b>Historical, Cultural and Social Contexts</b></p> <p>B. Synthesize the contextual information about culturally representative dances to understand and explain their development.</p> <p>_____ GLI 3: Analyze how popular and social dance trends are influenced by sociopolitical issues.</p>		
5	Utilizing Arts Resources	<p><b>Historical, Cultural and Social Contexts</b></p> <p>A. Explain how dance is a meaningful expression of culture.</p> <p>_____ GLI 2: Discuss ways that media genres (e.g., magazines, television, social media networks, documentaries, and arts online sources) cover dance events and performances in contemporary culture.</p>		
6-7		<p><b>Historical, Cultural and Social Contexts</b></p> <p>B. Synthesize the contextual information about culturally representative dances to understand and explain their development.</p> <p>_____ GLI 4: Analyze the impact of one or more major artistic periods (e.g., renaissance, classical, romantic, or post modern) on the development of dance in various cultures.</p>		
8	Culturally Specific Approaches To Dance Making	<p><b>Historical, Cultural and Social Contexts</b></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>		

**GRADING PERIOD 2**

<b>Weeks</b>	<b>Suggested Unit/Theme</b>	<b>Standards/Benchmarks/GLIs</b>	<b>ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS</b>	<b>SOCIAL STUDIES STANDARDS/ BENCHMARKS</b>
		<p>_____ GLI 1: Individually or collaboratively create original material for a dance that communicates a universal theme or sociopolitical issue.</p>		
9		<p><b>Historical, Cultural and Social Contexts</b></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: Incorporate cross-cultural ideas into at least one choreographic project.</p>		

GRADING PERIOD 3				
Weeks	Suggested Unit/Theme	Standards/Benchmarks/GLIs	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
1-3	Choreographic Process	<p><b>Creative Expression and Communication</b></p> <p>C. Create a personal work that demonstrates originality, unity, clarity of intent and a dynamic range of movement.</p> <p>_____ GLI 1: Use a variety of resources to research choreographic projects.</p>		
5-6	Viewing and Responding to Dance	<p><b>Creative Expression and Communication</b></p> <p>C. Create a personal work that demonstrates originality, unity, clarity of intent and a dynamic range of movement.</p> <p>_____ GLI 2: Review, revise and refine an original dance with attention to the full production value.</p> <p>_____ GLI 3: Demonstrate the ability to notate, record and preserve selected personal works.</p>		
7		<p><b>Analyzing an Responding</b></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: Analyze the way in which the central theme of a dance expresses commentary on a specific subject.</p>	<p><b>Research</b></p> <p>A. Formulate open-ended research questions suitable for investigation and adjust questions as necessary while research is conducted.</p>	
8-9		<p><b>Analyzing an Responding</b></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: Assess the effectiveness of all aspects of a dance performance and suggest alternative choices or revisions, if necessary.</p>		

GRADING PERIOD 4				
Weeks	Suggested Unit/Theme	Standards/Benchmarks/GLIs	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
1-2		<p><b>Analyzing and Responding</b></p> <p>A. Analyze and interpret recognized works of dance by a variety of choreographers.</p> <p>_____ GLI 1: Analyze and interpret the works of selected choreographers based on their use of dance structures, music forms, and theatrical elements.</p>		
3-4		<p><b>Connections, Relationships, and Applications</b></p> <p>A. Explain the common issues, topics, and problems that demonstrate the connections between dance and other arts areas.</p> <p>_____ GLI 1: Create an interdisciplinary project based on a central topic or issue that uses the methods, elements and structures from dance and one or more other disciplines.</p>		
5-6	Personal Health and Dance	<p><b>Connections, Relationships, and Applications</b></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 skills and dispositions developed in dance that transfer to other fields of study (e.g., imaginative and flexible thinking, teamwork and self-discipline).</p> <p>_____ GLI 2: Research and explain the benefits (e.g, social, cultural and physical of lifelong involvement in dance.</p>		
7-8		<p><b>Valuing the Arts/Aesthetic Reflection</b></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: Research and compare a choreographer's philosophy of dance with that of a dance educator and explain the similarities in their beliefs.</p>		
9-10	Dance and Politics	<p><b>Connections, Relationships, and Applications</b></p> <p>C. Create an individual advocacy statement in support of dance and dance education.</p> <p>GLI 1: Use multiple resources (e.g., newsletters, professional magazines, interviews with arts administrators or websites) to</p>	<p><b>Research</b></p> <p>E. Communicate findings, reporting on the substance and processes orally, visually and in writing or through multimedia.</p>	

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		research how local, state or national professional dance organizations address dance/arts issues related to public policy, research, advocacy and education.		