

COLUMBUS CITY SCHOOLS

DANCE GRADE 6 SCOPE AND SEQUENCE/TIMELINE



FIRST GRADING PERIOD

WEEK	THEME	STANDARD	BENCHMARK	GRADE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
1-3	Dance Concepts and Elements: Exploring the Possibilities of Movement.	Creative Expression and Communication	A: Perform basic dance movements, body positions and spatial patterns from one or more dance styles or traditions.	<p>___ GLI 1: Identify the unique attributes of each of the dance elements (e.g. time encompasses duration, tempo, rhythm, etc., space encompasses kinesphere, pathway, direction, etc., energy encompasses light/strong, sudden/sustained, etc.)</p> <p>___ GLI 4: Use the elements of dance to expand their repertoire of movement vocabulary (e.g., various movements, positions or steps).</p>	<p>Acquisition of Vocabulary</p> <p>F. Use multiple resources to enhance comprehension of vocabulary.</p>	
4-5				<p>___ GLI 2: Create a dance study using the elements of dance.</p> <p>___ GLI 3: Memorize and perform movement sequences with increased focus, coordination and skill.</p>	<p>Concepts of Print, Comprehension Strategies and Self-monitoring Strategies</p> <p>C. Make meaning through asking and responding to a variety of questions related to text.</p>	
5		Analyzing and Responding	C: Apply knowledge of dance elements, techniques, styles and	<p>___ GLI 1: Critique a dance based on how effectively the formal, technical and expressive aspects</p>	<p>Literary Text</p> <p>E. Demonstrate comprehension by inferring themes, patterns and symbols.</p>	

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			choreographic forms to critique dances using defined criteria.	communicate a theme.		
6-7		Historical, Cultural and Social Contexts	A: Perform and describe dances from various cultures and historical periods with emphasis on cultures addressed in social studies.	GLI 1: Identify and demonstrate how musical forms (e.g., call and response, canon and ABA) and music instrumentation are used in selected cultural dances.		
8		Creative Expression and Communication	A: Analyze the physical, social and psychological dimensions of a character and create a believable, multidimensional portrayal of that character.	GLI 1: Create dance studies that integrate dance with other disciplines (e.g., musical forms, art elements, literature, current events, folklore, cultural themes).		
8-9		Connections, Relationships and Applications	D: Perform a full dance that demonstrates artistic expression and performance skill for a peer audience.	GLI 1: Memorize and rehearse a dance performance for an audience of peers and use their feedback to make improvements.		
		Connections, Relationships and Applications	B: Synthesize the relationship between concepts and skills used in drama/theatre with other curricular subjects. C: Reflect on,	GLI 1: Evaluate and refine their rehearsal processes.	Writing Process D. Spend the necessary amount of time to revisit, rework and refine pieces of writing.	

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			evaluate and refine choreographic, rehearsal and performance processes.			
10		Connections, Relationships and Applications	B: Identify and compare how learning strategies (e.g., collaboration, consensus building, decision making, risk taking) acquired in dance are used in dance and non-dance careers.	GLI 1: Identify a variety of career possibilities in which dance skills are useful.		

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SECOND GRADING PERIOD

WEEK	THEME	STANDARD	BENCHMARK	GRADE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
1-3	Varied Viewpoints: Examining Dance from a Cultural, Historical, and Social Perspective	Historical, Cultural and Social Contexts	A: Perform and describe dances from various cultures and historical periods with emphasis on cultures addressed in social studies.	____ GLI 2: Perform dances from various cultures and describe the similarities and differences in steps and movement styles.		People in Societies A. Compare cultural practices, products and perspectives of past civilizations in order to understand commonality and diversity of cultures.
4-5			B: Explain the social and historical contexts that influence the development of dance in a culture.	____ GLI 1: Recognize and explore dance as a communal activity (e.g., European folk dance, African dance and Native American dance).		
6				____ GLI 2: Explain the role of dance in daily life across various periods and cultures and provide examples.		People in Societies B. Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflicts.
7				____ GLI3: Identify the influences of climate, geography and occupation on the types of dances people dance.		Geography A. Identify on a map the location of major physical and human features of each continent. C. Explain how the environment influences the way people live in different places and the consequences of modifying the environment.

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8-9		Connections, Relationships and Applications	A: Demonstrate the inter-relationship of dance content and skills to those in other academic disciplines.	____ GLI 1: Create dance studies that integrate dance with other disciplines (e.g., musical forms, art elements, literature, current events, folklore, cultural themes).		

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THIRD GRADING PERIOD

WEEK	THEME	STANDARD	BENCHMARK	GRADE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
1	Dance Inventions: Viewing the Work of Noted Choreographers	Historical, Cultural and Social Contexts	C: Research a recognized contributor to dance (e.g., choreographer, dancer or educator) and trace the development of the individual's work to its historical and cultural influences.	____ GLI 1: Identify an influential choreographer and describe his/her works and dance style.	Writing Application D. Write informational reports that include facts, details and examples that illustrate an important idea.	
2		Analyzing and Responding	A: Demonstrate knowledge of different approaches to art criticism when analyzing and interpreting dance performances.	____ GLI 1: Analyze the intent of the choreographer or dancer in selected dances.	Informational, Technical and Persuasive Text D. Explain and analyze how an author appeals to an audience and develops an argument or viewpoint.	
3-4			B: Analyze how dance elements are used to convey concepts or themes in dance performances.	____ GLI 1: Observe and analyze how literal and abstract movements are used to create imagery and symbolism.		
		Valuing the Arts/Aesthetic Reflection	A: Articulate their viewpoints about the merits of selected dances and explain the basis for their	____ GLI 1: State and support a personal preference for a dance style. ____ GLI 2: Discuss other's views about the merits of a dance.		

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			views.			
5-6	Dance Notation: Reading, Recording, and Creating Movement	Connections, Relationships and Applications	A: Demonstrate the inter-relationship of dance content and skills to those in other academic disciplines.	____ GLI 2: Demonstrate and use available technology to create and record dances.		
		Analyzing and Responding	D: Demonstrate and use available technology to create and record dances.	____ GLI 3: Incorporate the use of dance notation symbols to plan and document dances.		
7		Creative Expression and Communication	A: Perform basic dance movements, body positions and spatial patterns from one or more dance styles or traditions.	____ GLI 1: Memorize and perform movement sequences with increased focus, coordination and skill.		
8	Analyzing Body Structure; Efficient and Proper Movement Practice	Connections, Relationships and Applications	C: Create and demonstrate correct warm-up activities independently and in a group.	____ GLI 1: Discuss risky and unsafe practices in dance.		
9				____ GLI 2: Analyze the relationship between skeletal structure and body movement. ____ GLI 3: Recognize and explore the mechanics of movement (e.g. joint structure, kinesiology, movement efficiency).		

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FOURTH GRADING PERIOD

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1-3	Application and Demonstration of Critical and Creative Thinking Skills in Dance	Connections, Relationships and Applications	A: Demonstrate the inter-relationship of dance content and skills to those in other academic disciplines.	____ GLI 1: Create dance studies that integrate dance with other disciplines (e.g., musical forms, art elements, literature, current events, folklore, cultural themes).		
4-6		Creative Expression and Communication	B: Create dance studies utilizing various choreographic ideas.	____ GLI 1: Compose a dance with a group demonstrating shared leadership and negotiation. ____ GLI 2: Explore the use of various choreographic devices when making a dance (music visualization, canon, accumulation, repetition).		
7-10		Connections, Relationships and Applications	C: Reflect on, evaluate and refine choreographic, rehearsal and performance processes.	____ GLI 1: Evaluate and refine their rehearsal processes.		