

COLUMBUS CITY SCHOOLS

DANCE GRADE 7 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	Movement Analysis: Identifying Dance Elements, Concepts and Techniques	Creative Expression and Communication	C: Perform a full dance that demonstrates artistic expression and performance skill for a peer audience.	<p>____ GLI 1: Identify the unique attributes of each of the dance elements and apply to self created dance studies.</p> <p>____ GLI 2: Create a dance study that reflects a specific movement concept (e.g., transition, accumulation and retrograde).</p> <p>____ GLI 3: Create a movement study focused on weight sharing, partnering and contrasting/complementary shapes.</p>		
4-5			A: Perform basic dance movements, body positions and spatial patterns from one or more dance forms, techniques or traditions.	<p>____ GLI 1: Perform movement sequences from diverse dance forms with proper alignment, balance, coordination and focus.</p>		
6-8		Creative Expression and Communication	A: Perform basic dance movements, body positions and spatial patterns from one or more	<p>____ GLI 2: Apply the concepts of technique to a variety of dance forms.</p>		

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			dance forms, techniques or traditions.			
9-10			C: Perform a full dance that demonstrates artistic expression and performance skill for a peer audience.	____ GLI 2: Create a dance study that reflects a specific movement concept (e.g., transition, accumulation and retrograde).	Research A. Formulate open-ended research questions suitable for inquiry and investigation and develop a plan for gathering information.	
			B: Reflect on, evaluate and refine choreographic, rehearsal and performance processes.	____ GLI 2: Recognize the role of preparation and research in dance making. GLI 1: Develop and demonstrate competence and a sense of personal discipline in rehearsal and performance processes		
		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 2: Identify interpersonal and intrapersonal skills necessary for learning dance.		

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SECOND GRADING PERIOD

WEEK	THEME	STANDARD	BENCHMARK	GRADE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
1-2	Choreographic Analysis: Viewing, Analyzing, Learning, and Writing About the Work of self and Others	Creative Expression and Communication	A: Perform basic dance movements, body positions and spatial patterns from one or more dance forms, techniques or traditions.	<p>____ GLI 1: Perform movement sequences from diverse dance forms with proper alignment, balance, coordination and focus.</p> <p>____ GLI 2: Apply the concepts of technique to a variety of dance forms.</p>		
3		Analyzing and Responding	B: Analyze how dance elements are used to convey concepts or themes in dance performances.	<p>____ GLI 1: Analyze and describe the movement patterns and stylistic characteristics of selected dances and use well-chosen examples from the works.</p>		
4-5		Analyzing and Responding	B: Analyze how dance elements are used to convey concepts or themes in dance performances.	<p>____ GLI 2: Analyze how the meaning in a selected dance is conveyed through its movement patterns and technical and expressive characteristics.</p> <p>____ GLI 3: Identify the difference between pantomime and abstracting a gesture.</p> <p>____ GLI 4: Explain how a dance can have several interpretations</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>	
6		Valuing the Arts/Aesthetic	B: Demonstrate reasoning skills	<p>____ GLI 1: Understand and explain how the</p>		

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		Reflection	when engaging in inquiry about dance.	meaning of a dance is affected by the viewer's personal experience and interests.		
7		Valuing the Arts/Aesthetic Reflection	A: Articulate their viewpoints about the merits of selected dances and explain the basis for their views.	____ GLI 1: Recognize and discuss the difference between assessing the quality of a dance and a personal preference for a dance.		
8		Analyzing and Responding	A: Demonstrate knowledge of different approaches to art criticism when analyzing and interpreting dance performances.	____ GLI 1: Differentiate among statements of description, interpretation and evaluation and use them in discussions about dance performance.		
9		Analyzing and Responding	C: Apply knowledge of dance elements, techniques, styles and choreographic forms to critique dances using defined criteria.	____ GLI 1: Compare the experience of viewing a live dance performance with viewing a recorded version of the same dance. ____ GLI 2: Differentiate among statements of description, interpretation and evaluation within a variety of published dance literature selections.	Informational, Technical and Persuasive Text D. Identify arguments and persuasive techniques used in informational text.	

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THIRD GRADING PERIOD

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1-2	Notation: Using Motif, Labanotation or Other Symbol Systems to Analyze and Record Dance	Analyzing and Responding	D: Demonstrate and use available technology to create and record dances.	____ GLI 1: Read, plan and document dances using dance notation.		
		Connections, Relationships and Applications	C: Apply knowledge of dance elements, techniques, styles and choreographic forms to critique dances using defined criteria.	____ GLI 1: Compare two careers in dance.		
			A: Demonstrate the inter-relationship of dance content and skills to those in other academic disciplines	____ GLI 1: Identify and compare similar concepts used across the visual and performing arts disciplines		
3	The Dancing Body: A Study of the Mechanics of the Body	Connections, Relationships and Applications	C: Create and demonstrate correct warm-up activities independently and in a group.	____ GLI 1: Explore the relationship between skeletal structure and body movement (e.g. the spine is a series of vertebrae that enables us to bend). ____ GLI 2: Identify the variety of joint structures and functions as they relate to movement. ____ GLI 3: Identify the location of major muscle		

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				groups and their role in movement.		
		Creative Expression and Communication	A: Perform basic dance movements, body positions and spatial patterns from one or more dance forms, techniques or traditions.	____ GLI 1: Perform movement sequences from diverse dance forms with proper alignment, balance, coordination and focus.		
4		Connections, Relationships and Applications	C: Create and demonstrate correct warm-up activities independently and in a group.	____ GLI 4: Identify the importance of warm-up sequence for injury prevention (e.g. gentle stretches should occur before large kicks and leaps) ____ GLI 5: Develop a personal health and safety plan to participate in dance.		
5-6	Culture and Dance: Studying the Movement Characteristics, and Social and Political Contexts of Diverse Forms	Historical, Cultural and Social Contexts	B: Explain the social and historical contexts that influence the development of dance in a culture.	____ GLI 2: Explore and demonstrate dance styles from countries around the world (e.g., Asia, Africa, South America and Central America).		
			A: Perform and describe dances from various cultures and historical periods with emphasis on cultures addressed in social studies.	____ GLI 1: Identify the specific movement characteristics (e.g., time, weight and rhythm) that connect a dance to its culture.		
7-8		Historical, Cultural and Social	A: Perform and describe dances	____ GLI 2: Identify significant influences of	Informational, Technical and	History B. Describe the

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		Contexts	from various cultures and historical periods with emphasis on cultures addressed in social studies.	immigrant people and their cultures on dance in the United States from a variety of perspectives.	Persuasive Text B. Recognize the difference between cause and effect and fact and opinion to analyze text.	political and social characteristics of early civilizations and their enduring impact on later civilizations.
			B: Explain the social and historical contexts that influence the development of dance in a culture.	<p>____ GLI 4: Recognize the influence of dance on politics and society around the world and throughout history.</p> <p>____ GLI 3: Identify ways in which dance is integrated into a community.</p>	Informational, Technical and Persuasive Text D. Identify arguments and persuasive techniques used in informational text.	People in Societies B. Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict.
9		Historical, Cultural and Social Contexts	B: Explain the social and historical contexts that influence the development of dance in a culture.	____ GLI 1: Compare traditional, social and theatrical dances.		Social Studies Skills and Methods A. Analyze different perspectives on a topic obtained from a variety of sources.
		Valuing the Arts/Aesthetic Reflection	B: Demonstrate reasoning skills when engaging in inquiry about dance.	____ GLI 5: Explores aesthetics as it applies to a variety of dance forms.	Research E. Communicate findings orally, visually and in writing or through multimedia.	
		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: Investigate and explain the influence of culture/ethnicity on a choreographer or dancer's work.		People in Societies C. Explain how contact between different cultures impacts the diffusion of belief systems, art, science, technology, language and forms of government.

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FOURTH GRADING PERIOD

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1-2	Compositional Studies: Integrating Choreographic Principles with Concepts and Themes From Other Disciplines	Connections, Relationships and Applications	A: Demonstrate the inter-relationship of dance content and skills to those in other academic disciplines.	____ GLI 1: Identify, select and use literary works (e.g., poetry, artists' biographies and grade-level literature) as sources for choreographic and movement ideas.	Literary Text E. Demonstrate comprehension by inferring themes, patterns and symbols.	
3-6		Connections, Relationships and Applications	A: Demonstrate the inter-relationship of dance content and skills to those in other academic disciplines.	____ GLI 2: Compose a dance to enhance understanding of a concept studied in a discipline outside the arts (e.g., foreign language – cultural tradition; social studies – geographic patterns and mathematics – transformation and symmetry). ____ GLI 5: Apply a variety of spatial orientations in the creation of dance studies (e.g. from the point of view of the dancer, the room, stage directions).	Informational, Technical and Persuasive Text C. Explain how main ideas connect to each other in a variety of sources.	
7-10	Composition Studies: The Rehearsal Process	Creative Expression and Communication	B: Reflect on, evaluate and refine choreographic, rehearsal and performance processes.	____ GLI 1: Develop and demonstrate competence and a sense of personal discipline in rehearsal and performance processes.	Writing Process D. Use revision strategies to improve the overall organization, clarity and consistency of ideas within and among paragraphs and the logic and effectiveness of word choices.	Social Studies Skills and Methods D. Work effectively in a group.

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	Composition Studies: The Performance	Creative Expression and Communication	C: Perform a full dance that demonstrates artistic expression and performance skill for a peer audience.	____ GLI 6: Execute a dance project from the idea of conception to the performance of a completed dance work.		
		Analyzing and Responding	A: Demonstrate knowledge of different approaches to art criticism when analyzing and interpreting dance performances.	____ GLI 1: Differentiate among statements of description, interpretation and evaluation and use them in discussions about dance performance	Writing Process A. Generate topics and establish a purpose appropriate for the audience.	