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## ARTS EDUCATION

### Dance

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## 1st Quarter

### Creative Expression and Communication
- Improvise, create and perform movement phrases with concentration and kinesthetic awareness.

### Historical, Cultural and Social Contexts
- Participate in children’s dance games from various countries around the world.

### Analyzing and Responding
- Explore and describe everyday movements in dance (e.g., walking, running and skipping).

### Valuing the Arts/Aesthetic Reflection
- Describe how a dance looks and feels.

### Connections, Relationships & Applications
- Discuss why dance is a healthy activity.

### 2nd Quarter

### Creative Expression and Communication
- Identify and perform basic locomotor (e.g., skipping and hopping) and nonlocomotor movements (e.g., bending and twisting).

### Historical, Cultural and Social Contexts
- Explain the settings and circumstances in which dance is found in their lives and the lives of others both past and present.

### Analyzing and Responding
- Respond to a dance by describing its basic features (e.g., speed, space, costume and setting).

### Valuing the Arts/Aesthetic Reflection
- Recognize and describe their impressions and opinions of dance experiences (e.g., observing, performing or responding to a dance).

### Connections, Relationships & Applications
- Invent movement ideas inspired by a stimulus (e.g., a painting, a costume or a percussion instrument) from another arts discipline.

### 3rd Quarter

### Creative Expression and Communication
- Invent movement phrases that use the elements of dance (e.g., space, time, force and body).

### Historical, Cultural and Social Contexts
- Describe a dancer using words, pictures or movements.

### Analyzing and Responding
- Explain the relationship between the audience and the performer.

### Valuing the Arts/Aesthetic Reflection
- Recognize their viewpoints about a dance experience.

### Connections, Relationships & Applications
- Discuss how dance contributes to healthful living.

### 4th Quarter

### Creative Expression and Communication
- Perform movements that emphasize the use of space (e.g., direction, path and level of movement).

### Historical, Cultural and Social Contexts
- Explore and learn folk/traditional dances from various cultures.

### Analyzing and Responding
- Actively participate in discussions about various reactions to and interpretations of dance performances.

### Valuing the Arts/Aesthetic Reflection
- Discuss their personal likes and dislikes about a dance and share the reasons.

### Connections, Relationships & Applications
- Connect movement and rhythm by synchronizing movements to rhythm.

### On-Going Emphasis

Kindergarten is the entry level for study in dance. Learning is primarily experiential. The focus areas at this level include:
- Beginning to develop kinesthetic awareness.
- Beginning to explore the elements of dance and basic components of choreography.
- Recognizing dance as a form of human expression that can be enjoyed by all.
- Beginning to make connections between dance and other content areas.
- Developing the ability to participate appropriately in movement activities and as audience members.

### Teacher Notes
<table>
<thead>
<tr>
<th>1ST QUARTER</th>
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</thead>
<tbody>
<tr>
<td>Creative Expression and Communication</td>
<td>Valuing the Arts/Aesthetic Reflection</td>
</tr>
<tr>
<td>• Perform locomotor and nonlocomotor movements with the ability to start, change, stop and balance.</td>
<td>• Discuss their personal likes and dislikes about a dance and share the reasons.</td>
</tr>
<tr>
<td>Historical, Cultural and Social Contexts</td>
<td>Connections, Relationships &amp; Applications</td>
</tr>
<tr>
<td>• Identify and perform dances from a variety of cultures of past and present society.</td>
<td>• Improvise dance movements to tell a simple story with a beginning, middle and end.</td>
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<tr>
<td>Analyzing and Responding</td>
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</tr>
<tr>
<td>• Respond to a dance by describing its basic features (e.g., speed, space, costume and setting).</td>
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<table>
<thead>
<tr>
<th>2ND QUARTER</th>
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<tbody>
<tr>
<td>Creative Expression and Communication</td>
<td>Valuing the Arts/Aesthetic Reflection</td>
</tr>
<tr>
<td>• Invent movement phrases that use the elements of dance (e.g., space, time, force and body).</td>
<td>• Demonstrate inquiry skills when stating and supporting their views about dance.</td>
</tr>
<tr>
<td>Historical, Cultural and Social Contexts</td>
<td>Connections, Relationships &amp; Applications</td>
</tr>
<tr>
<td>• Create movements that represent animal actions and behaviors.</td>
<td>• Discuss how dance contributes to healthful living.</td>
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<tr>
<td>Analyzing and Responding</td>
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<tr>
<td>• Recognize and communicate what they like and dislike about a dance.</td>
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<table>
<thead>
<tr>
<th>3RD QUARTER</th>
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<tbody>
<tr>
<td>Creative Expression and Communication</td>
<td>Valuing the Arts/Aesthetic Reflection</td>
</tr>
<tr>
<td>• Improve short movement phrases that express emotion.</td>
<td>• Describe how a dance looks and feels.</td>
</tr>
<tr>
<td>Historical, Cultural and Social Contexts</td>
<td>Connections, Relationships &amp; Applications</td>
</tr>
<tr>
<td>• Describe what a choreographer does.</td>
<td>• Use context clues and decoding skills to define unfamiliar dance vocabulary.</td>
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<tr>
<td>Analyzing and Responding</td>
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<tr>
<td>• Discuss what makes a dance a dance.</td>
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<tr>
<th>4TH QUARTER</th>
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<tbody>
<tr>
<td>Creative Expression and Communication</td>
<td>Valuing the Arts/Aesthetic Reflection</td>
</tr>
<tr>
<td>• Invent multiple solutions to movement problems varying space, time and energy.</td>
<td>• Recognize and describe their impressions and opinions of dance experiences (e.g., observing, performing or responding to a dance).</td>
</tr>
<tr>
<td>Historical, Cultural and Social Contexts</td>
<td>Connections, Relationships &amp; Applications</td>
</tr>
<tr>
<td>• Demonstrate and share dances from cultural events (e.g., dance company performances, festivals and holiday celebrations) in their schools and/or communities.</td>
<td>• Relate ideas and concepts from the arts and other content areas to expressive movement.</td>
</tr>
<tr>
<td>Analyzing and Responding</td>
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<tr>
<td>• Demonstrate appropriate audience behavior when observing a dance performance.</td>
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</table>

**ON-GOING EMPHASIS**

The study of dance is cumulative and sequential to include learning from the previous grade level. Learning at this grade level is primarily experiential. The focus areas at this level include:

- Developing increasing kinesthetic awareness.
- Experimenting with the elements of dance.
- Beginning to create dance using basic components of choreography.
- Participating in dance as a form of human expression.
- Continuing to make connections between dance and other content areas.
- Participating appropriately in movement activities and as audience me.

**TEACHER NOTES**

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<table>
<thead>
<tr>
<th>QUARTER</th>
<th>Creative Expression and Communication</th>
<th>Historical, Cultural and Social Contexts</th>
<th>Analyzing and Responding</th>
<th>Valuing the Arts/Aesthetic Reflection</th>
<th>Connections, Relationships &amp; Applications</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1ST</strong></td>
<td>Create and perform short movement phrases to demonstrate the extremes in range within a particular dance element (e.g., space, time, force or body).</td>
<td>Create movements that represent familiar everyday actions (e.g., walking fast and doing chores).</td>
<td>Recognize and use dance vocabulary to describe the distinctive characteristics in selected dances.</td>
<td>Demonstrate listening skills in discussions with others about dance experiences.</td>
<td>Connect movements with music and visual images.</td>
</tr>
<tr>
<td><strong>2ND</strong></td>
<td>Use fast and slow tempos to improvise movement phrases based on everyday gestures (e.g., shaking hands, brushing teeth and waving hello).</td>
<td>Identify sources (e.g., nature, visual images, stories and personal experience) a choreographer uses to get ideas for dances.</td>
<td>Explain the role of audience and performer in a dance experience.</td>
<td>Demonstrate inquiry skills when stating and supporting their views about dance.</td>
<td>Use strategies to develop ideas about a topic for movement activities similar to those used for writing and visual art activities.</td>
</tr>
<tr>
<td><strong>3RD</strong></td>
<td>Invent multiple solutions to movement problems varying space, time and energy.</td>
<td>Use movement to interpret cultural stories, myths and folk tales of various time periods.</td>
<td>Recognize that people have different reactions to a dance and discuss some of these reactions.</td>
<td>Compare their experiences and reactions to performing or observing a dance with others' experiences and reactions.</td>
<td>Explain how healthy practices (e.g., nutrition and safety) enhance movement and dance abilities.</td>
</tr>
<tr>
<td><strong>4TH</strong></td>
<td>Perform a memorized movement phrase with expression, focus and confidence.</td>
<td>Describe the movements, costumes and music of a cultural dance.</td>
<td>Actively participate in discussions about various reactions to and interpretations of dance performances.</td>
<td>Recognize and describe their impressions and opinions of dance experiences (e.g., observing, performing or responding to a dance).</td>
<td>Describe the special training required of a professional dancer</td>
</tr>
</tbody>
</table>

**ON-GOING EMPHASIS**

The study of dance is cumulative and sequential to include learning from the previous grade level. Learning at this grade level is primarily experiential. The focus areas at this level include:

- Developing increasing kinesthetic awareness.
- Demonstrating the elements of dance.
- Creating dance, alone and with others, using basic components of choreography.
- Participating in dance as a form of human expression.
- Continuing to make connections between dance and other content areas.
- Participating appropriately in movement activities.
- Recognizing that audience members critique dance using various methods.

**TEACHER NOTES**
<table>
<thead>
<tr>
<th>1st Quarter</th>
<th>2nd Quarter</th>
<th>3rd Quarter</th>
<th>4th Quarter</th>
<th>On-Going Emphasis</th>
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<tr>
<td>Creative Expression and Communication</td>
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<td>The study of dance is cumulative and sequential to include learning from previous grade levels. The focus areas for learning at this level include:</td>
</tr>
<tr>
<td>– Perform a variety of movements with clarity, focus and kinesthetic awareness.</td>
<td>– Create and perform a dance sequence that communicates an experience, story or event.</td>
<td>– Invent and demonstrate movements that combine the elements of dance to create visual effects.</td>
<td>– Invent multiple solutions to movement problems varying space, time and energy.</td>
<td>• Demonstrating increased kinesthetic awareness.</td>
</tr>
<tr>
<td>Historical, Cultural and Social Contexts</td>
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<td>• Utilizing the elements of dance.</td>
</tr>
<tr>
<td>– Make distinctions between traditional, social and theatrical dance.</td>
<td>– Describe how a choreographer creates and composes dances.</td>
<td>– Demonstrate a dance from a selected culture and time period.</td>
<td>– Respond in movement to the rhythms in music from various cultures.</td>
<td>• Developing partner skills.</td>
</tr>
<tr>
<td>Analyzing and Responding</td>
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<td>Analyzing and Responding</td>
<td>• Utilizing the basic components of choreography to create and perform dance sequences.</td>
</tr>
<tr>
<td>– Discuss their own reactions to dances they observe or perform.</td>
<td>– Respond to a dance by identifying its sensory and expressive characteristics.</td>
<td>– Explore and discuss the similarities and differences between everyday and dance movements.</td>
<td>– Students express orally and in writing their interpretations and evaluations of dances they observe and perform.</td>
<td>• Expressing ideas, feelings, or stories through movement.</td>
</tr>
<tr>
<td>Valuing the Arts/Aesthetic Reflection</td>
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<td>• Continuing to make connections between dance and other content areas.</td>
</tr>
<tr>
<td>– Inquire about the nature and experience of dance in their lives.</td>
<td>– Reflect on the significance and value of dances they observe and perform.</td>
<td>– Show awareness of what makes dance different from other art forms.</td>
<td>– Relate ideas and concepts from the arts and other content areas to expressive movement.</td>
<td>• Participating appropriately during cooperative and movement activities.</td>
</tr>
<tr>
<td>Connections, Relationships &amp; Applications</td>
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<td>• Critiquing and evaluating the work of self and others.</td>
</tr>
<tr>
<td>– Demonstrate safe practices during movement activities.</td>
<td>– Compare strategies for identifying the main idea in a story with identifying the main idea in a dance.</td>
<td>– Develop ideas and compose an original movement sequence to communicate a short story line (e.g., skating on a big ice pond or finding a wonderful gift).</td>
<td>– Present points of view about dance and respond thoughtfully to others' points of view.</td>
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</table>

**On-Going Emphasis**

The study of dance is cumulative and sequential to include learning from previous grade levels. The focus areas for learning at this level include:

- Demonstrating increased kinesthetic awareness.
- Utilizing the elements of dance.
- Developing partner skills.
- Utilizing the basic components of choreography to create and perform dance sequences.
- Expressing ideas, feelings, or stories through movement.
- Continuing to make connections between dance and other content areas.
- Participating appropriately during cooperative and movement activities.
- Critiquing and evaluating the work of self and others.
## Cleveland Metropolitan School District

### Scope & Sequence

#### 2013-2014

**SUBJECT: DANCE**

**GRADE: 4**

#### 2013-2014

**ST QUARTER**

**Creative Expression and Communication**
- Perform locomotor and non locomotor movements in combination and sequence altering direction, pathway and tempo.

**Historical, Cultural and Social Contexts**
- Investigate and describe common subjects, ideas and themes communicated in dances from various cultures.

**Analyzing and Responding**
- Understand and use dance vocabulary to discuss their responses to a variety of dance forms and styles.

**Valuing the Arts/Aesthetic Reflection**
- Identify and describe the characteristics common to all dance performances.

**Connections, Relationships & Applications**
- Apply their knowledge of dance to the study of other arts areas and disciplines outside the arts.

#### 2ND QUARTER

**Creative Expression and Communication**
- Improvise, create and perform movement phrases through dance performance.

**Historical, Cultural and Social Contexts**
- Compare the rhythms, music and movements of different cultural dances.

**Analyzing and Responding**
- Recognize, discuss and write about the different ways that dances are created or performed.

**Valuing the Arts/Aesthetic Reflection**
- Interpret the possible meanings of a dance and support their interpretations with specific observations using appropriate dance vocabulary.

**Connections, Relationships & Applications**
- Identify healthy and safe practices for dance and healthful living.

#### 3RD QUARTER

**Creative Expression and Communication**
- Create, refine and perform a dance study that uses the elements of dance to express a mood.

**Historical, Cultural and Social Contexts**
- Share a traditional dance from Ohio history.

**Analyzing and Responding**
- Describe the meanings of a dance and support their ideas with well-chosen details from the performance.

**Valuing the Arts/Aesthetic Reflection**
- Use logical reasoning to support statements about dance experiences.

**Connections, Relationships & Applications**
- Describe how certain artistic skills (e.g., observing, listening, practicing, rehearsing and performing/producing) in the visual and performing arts professions are similar.

#### 4TH QUARTER

**Creative Expression and Communication**
- Invent and demonstrate different ways to solve a movement problem (e.g., different ways to bend or turn).

**Historical, Cultural and Social Contexts**
- Read or listen to the life story of one or more American choreographers and describe his/her contributions to dance history (e.g., George Balanchine/ballet and Martha Graham/modern).

**Analyzing and Responding**
- Describe how audience response affects dance performance.

**Valuing the Arts/Aesthetic Reflection**
- Inquire about the nature and experience of dance in their lives.

**Connections, Relationships & Applications**
- Compose a dance that communicates an idea learned in another discipline.

### On-going Emphasis

The study of dance is cumulative and sequential to include learning from previous grade levels. The focus areas for learning at this level include:
- Exhibiting increased kinesthetic awareness.
- Utilizing the elements of dance to choreograph dance sequences.
- Discovering how people in various cultures and historical periods have communicated through dance movement.
- Using dance to illustrate concepts or ideas from other content areas.
- Working effectively within a group in the creation and performance of dance compositions.
- Critiquing and evaluating the work of self and others.

### Teacher Notes
## Subject: Dance
### Grade: 5

### 1st Quarter

**Creative Expression and Communication**
- Demonstrate movement skill, focus and kinesthetic awareness in a dance rehearsal.

**Historical, Cultural and Social Contexts**
- Perform and describe dances from various cultures and historical periods with emphasis on cultures addressed in social studies.

**Analyzing and Responding**
- Use the dance elements and vocabulary of art criticism to analyze how the elements of dance are organized in a performance to convey a theme or concept.

**Valuing the Arts/Aesthetic Reflection**
- Ask clarifying questions about different reactions to the same dance and determine how varying opinions have value.

### 2nd Quarter

**Creative Expression and Communication**
- Develop and demonstrate a sense of personal discipline in rehearsal and performance processes.

**Historical, Cultural and Social Contexts**
- Identify and demonstrate the spatial formations (e.g., circle, line and couple) in dances from various cultures.

**Analyzing and Responding**
- Articulate an understanding of several ideas or images communicated by a dance performance.

**Valuing the Arts/Aesthetic Reflection**
- Explore questions about the merits of a dance work.

### 3rd Quarter

**Creative Expression and Communication**
- Demonstrate the use of compositional structures in a dance (e.g., ABA form, chance and canon).

**Historical, Cultural and Social Contexts**
- Identify cultural practices observed in selected dances.

**Analyzing and Responding**
- Develop criteria for evaluating dance performances and their choreographic styles.

**Valuing the Arts/Aesthetic Reflection**
- Verbalize, demonstrate and write their viewpoints about the merits of selected dances and explain the basis for their views.

### 4th Quarter

**Creative Expression and Communication**
- Create original material for a short dance study that expresses a theme or concept.

**Historical, Cultural and Social Contexts**
- Explore the kinds of artistic problems that dancers and choreographers solve.

**Analyzing and Responding**
- Demonstrate knowledge of different approaches to art criticism when analyzing and interpreting dance performances.

**Valuing the Arts/Aesthetic Reflection**
- Demonstrate reasoning skills when engaging in inquiry about dance.

### On-Going Emphasis
The study of dance is cumulative and sequential to include learning from previous grade levels. The focus areas for learning at this level include:
- Applying and utilizing kinesthetic awareness.
- Combining the elements of dance in composition.
- Creating and performing movement sequences that convey meaning.
- Recognizing the inter-relatedness of dance, cultures, and historical periods.
- Producing choreography that illustrates concepts or ideas from other content areas.
- Understanding dance as an art form.
- Selecting and utilizing evaluation tools for dance.

### Teacher Notes
## Subject: Dance
### Grade: 6

### 1st Quarter
**Creative Expression and Communication**
- Memorize and perform movement sequences with increased focus, coordination and skill.

**Historical, Cultural and Social Contexts**
- Identify and demonstrate how musical forms (e.g., call and response, canon and ABA) and music instrumentation are used in selected cultural dances.

**Analyzing and Responding**
- Observe and analyze how literal and abstract movements are used to create imagery and symbolism.

**Valuing the Arts/Aesthetic Reflection**
- Present points of view about dance and respond thoughtfully to others' points of view.

**Connections, Relationships & Applications**
- Discuss risky and unsafe practices in dance.

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### 2nd Quarter
**Creative Expression and Communication**
- Create a movement study that focuses on transitions and the process of reordering.

**Historical, Cultural and Social Contexts**
- Identify an influential choreographer and describe his/her works and dance style.

**Analyzing and Responding**
- Analyze the intent of the choreographer or dancer in selected dances.

**Valuing the Arts/Aesthetic Reflection**
- State and support a personal preference for a dance style.

**Connections, Relationships & Applications**
- Create and demonstrate correct warm-up activities independently and in a group.

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### 3rd Quarter
**Creative Expression and Communication**
- Evaluate and refine their rehearsal processes.

**Historical, Cultural and Social Contexts**
- Recognize and explore dance as a communal activity (e.g., European folk dance, African dance and Native American dance).

**Analyzing and Responding**
- Critique a dance based on how effectively the formal, technical and expressive aspects communicate a theme.

**Valuing the Arts/Aesthetic Reflection**
- Discuss other's views about the merits of a dance.

**Connections, Relationships & Applications**
- Demonstrate and use available technology to create and record dances.

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### 4th Quarter
**Creative Expression and Communication**
- Memorize and rehearse a dance performance for an audience of peers and use their feedback to make improvements.

**Historical, Cultural and Social Contexts**
- Perform dances from various cultures and describe the similarities and differences in steps and movement styles.

**Analyzing and Responding**
- Understand and use the vocabulary of art criticism orally and in writing to discuss their responses to a variety of dances they observe and perform.

**Valuing the Arts/Aesthetic Reflection**
- Discuss the experience of performing personal, original work for others.

**Connections, Relationships & Applications**
- Identify a variety of career possibilities in which dance skills are useful.

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### On-Going Emphasis
The study of dance is cumulative and sequential to include learning from previous grade levels. Students also expand their understanding and are able to approach dance in a more mature and complex manner. Emphasis in sixth grade is placed on personal expression. Focus areas at this level include:
- Developing increasing kinesthetic awareness.
- Combining the elements of dance in composition.
- Exploring many ways to create dance.
- Effectively using dance to communicate.
- Developing aesthetic awareness and the ability to evaluate and analyze dance.
- Becoming aware of the role of dance in various cultures, societies and historical periods.
- Identifying healthy practices that allow safe dance.

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### Teacher Notes
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<tr>
<th>1ST QUARTER</th>
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<th>3RD QUARTER</th>
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</thead>
</table>
| **Creative Expression and Communication**  
- Develop and demonstrate competence and a sense of personal discipline in rehearsal and performance processes.  
**Historical, Cultural and Social Contexts**  
- Investigate and explain how cultural/ethnic groups contribute to the development of a particular dance.  
**Analyzing and Responding**  
- Analyze orally and in writing, how the meaning in a selected dance is conveyed through its movement patterns and technical and expressive characteristics.  | **Valuing the Arts/Aesthetic Reflection**  
- Recognize and discuss the difference between assessing the quality of a dance and a personal preference for a dance.  
**Connections, Relationships & Applications**  
- Develop a personal health and safety plan to participate in dance.  
**Creative Expression and Communication**  
- Perform movement sequences from a traditional dance with alignment, balance, coordination and focus.  
**Historical, Cultural and Social Contexts**  
- Identify the specific movement characteristics (e.g., time, weight and rhythm) that connect a dance to its culture.  
**Analyzing and Responding**  
- Differentiate among statements of description, interpretation and evaluation within a variety of published dance literature selections.  | **Valuing the Arts/Aesthetic Reflection**  
- Understand and explain how the meaning of a dance is affected by the viewer's personal experience and interests.  
**Connections, Relationships & Applications**  
- Identify, select and use literary works (e.g., poetry, artists' biographies and grade-level literature) as sources for choreographic and movement ideas.  
**Creative Expression and Communication**  
- Create a dance study that reflects a specific movement concept (e.g., transition, accumulation and retrograde).  
**Historical, Cultural and Social Contexts**  
- Compare traditional, social and theatrical dances.  
**Analyzing and Responding**  
- Compare the experience of viewing a live dance performance with viewing a recorded version of the same dance.  | **Valuing the Arts/Aesthetic Reflection**  
- Demonstrate reasoning skills when engaging in inquiry about dance.  
**Connections, Relationships & Applications**  
- 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).  
**Creative Expression and Communication**  
- Perform a full dance that demonstrates artistic expression and performance skill for a peer audience.  
**Historical, Cultural and Social Contexts**  
- Explore and demonstrate dance styles from countries around the world (e.g., Asia, Africa, South America and Central America).  
**Analyzing and Responding**  
- Analyze and describe the movement patterns and stylistic characteristics of selected dances and use well-chosen examples from the works.  | **Valuing the Arts/Aesthetic Reflection**  
- Explain the basis for their viewpoints about the merits of selected dances  
**Connections, Relationships & Applications**  
- Research and compare two careers in dance.  |

**ON-GOING EMPHASIS**

The study of dance is cumulative and sequential to include learning from previous grade levels. Students will expand their understanding and approach dance in a more mature and complex manner. Emphasis in seventh grade is placed on students' personal expression in relationship to the world around them. Focus areas at this level include:  
- Developing increasing kinesthetic awareness.  
- Manipulating the elements of dance in composition.  
- Exploring and utilizing a variety of methods for creating dance.  
- Effectively using dance to communicate.  
- Refining aesthetic awareness and the ability to critically evaluate and analyze dance.  
- Developing an understanding of the role of dance in various cultures, societies, and historical periods.  
- Identifying healthy practices that allow safe dance.

**TEACHER NOTES**
## Scope & Sequence
### 2013-2014

**SUBJECT: DANCE**  
**GRADE: 8**

### 1ST QUARTER

**Creative Expression and Communication**  
- Reflect on, evaluate and refine choreographic, rehearsal and performance processes.

**Historical, Cultural and Social Contexts**  
- Examine and discuss the ways that different events (e.g., cultural, political, social and technological) impact dance and dance development.

**Analyzing and Responding**  
- Identify and analyze how recurring themes are communicated across traditional and contemporary dance performances.

**Valuing the Arts/Aesthetic Reflection**  
- Demonstrate reasoning skills when engaging in inquiry about dance.

**Connections, Relationships & Applications**  
- Create a personal warm-up to use before class, rehearsal or a performance.

### 2ND QUARTER

**Creative Expression and Communication**  
- Create a movement study focused on weight sharing, partnering and contrasting/complimentary shapes.

**Historical, Cultural and Social Contexts**  
- Perform and discuss social and traditional dances of early America.

**Analyzing and Responding**  
- Analyze the relevance of setting to the mood and meaning of a dance performance.

**Valuing the Arts/Aesthetic Reflection**  
- Explore questions about the experience of learning to dance.

**Connections, Relationships & Applications**  
- Recognize and discuss how participation in dance develops skills that are valuable and applicable to other careers.

### 3RD QUARTER

**Creative Expression and Communication**  
- Demonstrate and explain how the use of different accompaniment (e.g., sound, music, lighting and text) enhances artistic expression and dance performance.

**Historical, Cultural and Social Contexts**  
- Identify and demonstrate key movement characteristics of different cultural dance styles.

**Analyzing and Responding**  
- Analyze and interpret two dance performances on the basis of their stylistic characteristics.

**Valuing the Arts/Aesthetic Reflection**  
- Articulate the value of dance as a means of communication for themselves and for others.

**Connections, Relationships & Applications**  
- Identify and compare similar approaches to the artistic process used across the visual and performing arts disciplines (e.g., creating, performing/producing and responding).

### 4TH QUARTER

**Creative Expression and Communication**  
- Perform a full dance that demonstrates artistic expression and performance skill for a peer audience.

**Historical, Cultural and Social Contexts**  
- Share specific examples of how dance functions in the lives of people of different ages and genders including their own.

**Analyzing and Responding**  
- Compare personal responses to a selected dance with those of a dance critic.

**Valuing the Arts/Aesthetic Reflection**  
- Understand and explain how the meaning of a dance is affected by the viewer's personal experience and interests.

**Connections, Relationships & Applications**  
- Demonstrate the inter-relationship of dance content and skills to those in other academic disciplines.

### ON-GOING EMPHASIS

Students continue to develop skills that have been introduced in previous grade levels. Students will expand their understanding and be able to approach dance in a more mature and complex manner. Emphasis in eighth grade is placed on personal expression in relation to the world and one’s place in it. Focus areas at this level include:

- Refining kinesthetic awareness.
- Synthesizing the elements of dance in composition.
- Exploring and effectively utilizing a variety of methods for creating dance.
- Effectively using dance to communicate.
- Refining aesthetic awareness and the ability to critically evaluate and analyze dance.
- Developing an increasing understanding of the role of dance in various cultures, societies, and historical periods.
- Identifying and utilizing healthy practices that allow safe dance.
- Applying the interrelationships among dance and other content areas to choreography.
- Developing an appreciation and understanding of dance as an art form. Exploring career possibilities in the world of dance.

### TEACHER NOTES
<table>
<thead>
<tr>
<th>1ST QUARTER</th>
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| **Creative Expression and Communication**
| • Perform movement sequences with technical awareness and focus. |
| **Historical, Cultural and Social Contexts**
| • Analyze and discuss the relationship between form and meaning in dances of different cultures. |
| **Analyzing and Responding**
| • Observe a variety of performances and describe the dance and theatrical elements. |
| **Valuing the Arts/Aesthetic Reflection**
| • Determine the basis (e.g., personal experience, interest, gender, age and culture) for their viewpoints about a selected dance. |
| **Connections, Relationships & Applications**
| • Develop strategies for promoting safe dance practices and for coping with unsafe practices. |

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<th>2ND QUARTER</th>
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| **Creative Expression and Communication**
| • Compose a dance that demonstrates personal movement preferences and a range of movement vocabulary. |
| **Historical, Cultural and Social Contexts**
| • Describe the influences of gender, class, ethnicity and geography on traditional, social and theatrical dance. |
| **Analyzing and Responding**
| • Determine and articulate the relationship between movement and sound in a dance. |
| **Valuing the Arts/Aesthetic Reflection**
| • Differentiate between aesthetic statements and questions about dance experiences and general, objective statements. |
| **Connections, Relationships & Applications**
| • Identify dance career options (e.g., performer, choreographer, art therapist, dance critic, educator and arts administrator) and explain the specialized training, experience and education required for each. |

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<th>3RD QUARTER</th>
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| **Creative Expression and Communication**
| • Develop a personal system of notating movement phrases and studies. |
| **Historical, Cultural and Social Contexts**
| • Discuss innovations (e.g., computer movement, electronic media and technical theatre developments) that have affected contemporary dance production. |
| **Analyzing and Responding**
| • Discuss how elements of production (e.g., costumes, lights, props, sound and venue) affect the meaning of a dance. |
| **Valuing the Arts/Aesthetic Reflection**
| • Identify and raise aesthetic questions about dance experiences (e.g., questions related to the significance, beauty and intent of the dance). |
| **Connections, Relationships & Applications**
| • Compare and contrast dance and other arts disciplines on the basis of art elements, common themes and ways of communicating meaning. |

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<th>4TH QUARTER</th>
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| **Creative Expression and Communication**
| • Review, revise and refine an original dance with attention to the full production value. |
| **Historical, Cultural and Social Contexts**
| • Select a universal, recurring theme in the arts and analyze how it is expressed through dance across different cultures. |
| **Analyzing and Responding**
| • Analyze the stylistic devices used by a choreographer and determine the effects on dance performance. |
| **Valuing the Arts/Aesthetic Reflection**
| • Write and present personal statements about the meaning and significance of dance experiences (e.g., observing, performing or responding to dance). |
| **Connections, Relationships & Applications**
| • Select and research a theme or topic studied in another content area and compose a dance to enhance understanding of the topic. |

**ON-GOING EMPHASIS**

Using a modern dance-based approach, Dance I explores movement as a creative art form. Student learning includes opportunities to develop kinesthetic awareness, proper body alignment, physical strength, flexibility, endurance, and care of the dance instrument while exploring improvisational and expressive movement and basic modern dance technique. Dance elements and basic principles of composition are studied and practiced. Through dance ensemble work, students use creative and critical thinking skills to create and communicate meaning through dance movement. Students experience the role of both choreographer and dancer and have opportunities to present their work. Through the study of dance in various cultures and historical periods, students broaden their understanding of dance as an art form. Students will explore a variety of career opportunities in dance as well as connections with other art forms and subject areas. Students will create a portfolio, which contains written and/or visual examples of their work.

**TEACHER NOTES**
| 1ST QUARTER |
|-----------------
Creative Expression and Communication
- Notate selected dance studies using established systems (e.g., Laban, motif writing and video recording).

Historical, Cultural and Social Contexts
- Research the contributions of significant choreographers of the 19th, 20th and 21st centuries and identify how their works are representative of the time period and culture.

Analyzing and Responding
- 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.

Valuing the Arts/Aesthetic Reflection
- Use inquiry skills to develop their beliefs about dance and the way they experience dance.

Connections, Relationships & Applications
- Identify and discuss the specific ways that dance contributes to personal fitness and physical and mental health.

| 2ND QUARTER |
|-----------------
Creative Expression and Communication
- Review, revise and refine an original dance with attention to internal phrasing and the overall structure of the work.

Historical, Cultural and Social Contexts
- Trace the origin and development of American dance styles and explain what each style reveals about American culture.

Analyzing and Responding
- Use art criticism vocabulary to analyze the form, meaning and effectiveness of selected dance styles.

Valuing the Arts/Aesthetic Reflection
- Identify and explain their preferences for choreography using the vocabulary of dance.

Connections, Relationships & Applications
- Identify and explain scientific concepts important to the study of dance such as anatomy and physiology and awareness of space, time and matter.

| 3RD QUARTER |
|-----------------
Creative Expression and Communication
- Create a dance study that demonstrates the differences between abstract and literal movements.

Historical, Cultural and Social Contexts
- Synthesize contextual information about culturally representative dances to understand and explain their development.

Analyzing and Responding
- Analyze how a dancer's technical and performance skills affect the meaning of a dance.

Valuing the Arts/Aesthetic Reflection
- Write and present personal statements about the meaning and significance of dance experiences (e.g., observing, performing or responding to dance).

Connections, Relationships & Applications
- Demonstrate ways that various technologies (e.g., computer, video and CD-ROM) are integrated into dance production.

| 4TH QUARTER |
|-----------------
Creative Expression and Communication
- As a soloist or with an ensemble, perform a dance that demonstrates increased technical skill, greater range of range, risk taking, and expression for an audience.

Historical, Cultural and Social Contexts
- Explain the relationship between form and meaning in selected American dances using visual details from the works.

Analyzing and Responding
- Use established criteria to assess the effectiveness of dance and theatrical elements in communicating meaning.

Valuing the Arts/Aesthetic Reflection
- Articulate and justify a philosophy of dance and cite sources (e.g., personal experience, professionals in the field and artists’ biographies) that contributed to their thinking.

Connections, Relationships & Applications
- Research one local, state or national professional dance organization and explain how it advocates for dance education.

ON-GOING EMPHASIS

Dance II uses a modern dance-based approach and follows Dance I. Dance II emphasizes students’ acquisition of intermediate movement skills and refined motor control through the study of various modern dance techniques. Students learn to take responsibility for their personal health and to care for their dance instrument. Through dance ensemble work, students continue to explore improvisation, dance elements, and composition as both dancer and choreographer. Students present the skills they have learned to selected audiences and learn basic technical/theatrical skills for dance production. Students extend their understanding of dance as an art form through a consideration of aesthetic and philosophical perspectives. Further awareness is enhanced through the study of dance history from ancient to medieval periods, the exploration of dance through a variety of cultural contexts, and dance as a career choice. Students will maintain a portfolio, which contains written and/or visual examples of their work.

TEACHER NOTES
CLEVELAND METROPOLITAN SCHOOL DISTRICT

SUBJECT: DANCE
LEVEL: III

ON-GOING EMPHASIS
Dance III uses a modern dance-based approach and follows Dance II. Dance III emphasizes the study of dance as a creative and expressive art form. Students demonstrate a commitment to personal fitness and to attaining an intermediate level of technical skill and performing with greater fluency, precision, and articulation. Students combine the use of improvisation, dance elements, choreographic principles, and technical/theatrical elements to explore the creation of meaningful dance compositions. Students are encouraged to communicate personal feelings, thoughts, ideas, and concepts through the skillful use of dance movement and to present their choreography to selected audiences. Through the use of aesthetic criteria, students analyze and evaluate in a constructive manner the impact of their own choreography and the work of others. Students explore integration through the creation of interdisciplinary projects and continue their study of dance through cultural and historical viewpoints with an emphasis on the development of dance from the Renaissance through Romantic periods. Students will maintain a portfolio, which contains written and/or visual examples of their work.

TEACHER NOTES
### Scope & Sequence 2013-2014

**SUBJECT:** DANCE  
**LEVEL:** IV

| 1st Quarter | 2nd Quarter | 3rd Quarter | 4th Quarter | \--- | \--- | \--- | \--- |
|-------------|-------------|-------------|-------------| \--- | \--- | \--- | \--- |
| **Creative Expression and Communication** | **Analyzing and Responding** | **Valuing the Arts/Aesthetic Reflection** | **Connections, Relationships & Applications** | \--- | \--- | \--- | \--- |
| - Demonstrate the ability to adapt to and perform two or more different dance styles.  
- Create movement studies, including usage of available technology and various media, to explore a variety of choreographic processes (e.g., chance, musical visualization and improvisation).  
- Analyze the way in which the central theme of a dance selection expresses a comment on daily life and use well-chosen details from the dance.  
- Examine and describe how dances they create reflect the themes and issues of contemporary times.  
- Present points of view about dance and respond thoughtfully to others' points of view.  
- Inquire about the nature and experience of dance in their lives.  
- 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). | | | | |
| **Historical, Cultural and Social Contexts** | **Analyzing and Responding** | **Valuing the Arts/Aesthetic Reflection** | **Connections, Relationships & Applications** | \--- | \--- | \--- | \--- |
| - 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.  
- Discuss ways that media genres (e.g., news magazines, televised news, documentaries and arts online sources) cover dance events and performances in contemporary culture.  
- Collaborate with peers to create original material for a dance.  
- Research and compare a choreographer's philosophy of art with that of a dance educator and explain the similarities in their beliefs.  
- Use multiple resources (e.g., newsletters, professional magazines, interviews with arts administrators or online Web sites) to research how local, state or national professional dance organizations address dance/arts issues related to public policy, research, advocacy and education. | | | | |
| **Analyzing and Responding** | **Valuing the Arts/Aesthetic Reflection** | **Connections, Relationships & Applications** | **Creative Expression and Communication** | \--- | \--- | \--- | \--- |
| - Analyze and interpret the works of selected choreographers based on their use of dance structures, music forms and theatrical elements.  
- Collaborate with others to create original material for a dance that communicates a universal theme or sociopolitical issue.  
- Research social dance styles and place them within a personal, historical and cultural context.  
- Develop a point of view about the significance of their dance experiences and support their viewpoint with well-chosen details.  
- Research and explain the benefits (e.g., social, cultural and physical) of lifelong involvement in dance. | | | \--- |
| **Connections, Relationships & Applications** | **Creative Expression and Communication** | | | \--- | \--- | \--- | \--- |
| - 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.  
- Create a solo dance to demonstrate originality, unity, clarity of intent and a dynamic range of movement.  
- As a soloist or as a part of an ensemble, perform dances from a variety of genres (e.g., jazz, ballet and modern) that demonstrate expression, dynamic range and technical accuracy.  
- Research and explain the benefits (e.g., social, cultural and physical) of lifelong involvement in dance.  
- Perform a complex work by a recognized choreographer and communicate the artist's intent.  
- Analyze and interpret the works of selected choreographers based on their use of dance structures, music forms and theatrical elements. | | | |
| **Creative Expression and Communication** | **Analyzing and Responding** | | | \--- | \--- | \--- | \--- |
| - Collaborate with others to create original material for a dance that communicates a universal theme or sociopolitical issue.  
- Research social dance styles and place them within a personal, historical and cultural context.  
- Examine and describe how dances they create reflect the themes and issues of contemporary times.  
- Research and interpret the works of selected choreographers based on their use of dance structures, music forms and theatrical elements.  
- Collaborate with others to create original material for a dance that communicates a universal theme or sociopolitical issue.  
- Research social dance styles and place them within a personal, historical and cultural context.  
- 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). | | | |
| **Analyzing and Responding** | **Valuing the Arts/Aesthetic Reflection** | **Connections, Relationships & Applications** | | \--- | \--- | \--- | \--- |
| - Analyze and interpret the works of selected choreographers based on their use of dance structures, music forms and theatrical elements.  
- Collaborate with others to create original material for a dance that communicates a universal theme or sociopolitical issue.  
- Research social dance styles and place them within a personal, historical and cultural context.  
- Examine and describe how dances they create reflect the themes and issues of contemporary times.  
- 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).  
- Research and interpret the works of selected choreographers based on their use of dance structures, music forms and theatrical elements. | | | |

**ON-GOING EMPHASIS**

Dance IV uses a modern dance-based approach, and follows Dance III. Dance IV provides students with the opportunity to develop an advanced level of dance technique and refine their skills as both choreographer and performer. Students apply their creative and technical knowledge and skills through a variety of production and performance opportunities. Using expanded aesthetic criteria students analyze, synthesize, and evaluate their own choreography as well as works of others. Students strive to clearly express ideas as they examine the creative process of integrating movement with choreographic intent. The development of dance during the Twentieth Century and into the contemporary era is a major focus of Modern Dance IV. Studies include the purposes of dance, dance genres and styles, artistic conflicts and resolutions, innovations, social issues, technological applications, and significant contributors. Students learn to assess personal health and fitness, develop and achieve personal dance goals, and integrate knowledge and skills with a variety of other content areas. Students will maintain a portfolio which contains written and/or visual examples of their work.

**TEACHER NOTES**