

Arts Instruction: Dance



HISD Fine Arts Operational Framework

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“You have to love dancing to stick to it. It gives you nothing back, no manuscripts to store away, no paintings to show on walls and maybe hang in museums, no poems to be printed and sold, nothing but that single fleeting moment when you feel alive.”

- Merce Cunningham

Aspects of a Quality Dance Program

The Houston ISD K-12 Fine Arts Dance Department is committed to:

- Establishing dance education equity and access for all HISD students instructed by professional educators with a high quality, sequential and comprehensive dance instruction;
- Promoting independent, global, creative thinkers, skilled dancers & emerging artists, who will feel confident in themselves, who are willing to take risks, work cooperatively, and be original, innovative problem solvers;
- Encouraging all students to learn through dance, to strive for excellence and enjoy the journey along the way;
- Empowering students' collaboration and leadership skills, sparking their imagination, igniting a love for learning, exploring, and creating.

What is Dance?

Dance is the art of movement, movement principles and purposefully selected movement sequences to communicate meanings and express emotions. The way these movements are shaped, choreographed and structured, defines the key characteristics of its style, form, genre and its social and historical context.

"Dancing is creating a sculpture that is visible only for a moment"

-Erol Ozan

Everyone can dance. Dance is for all, for either recreational, fitness, social, cultural or artistic purposes. Concert dance genres include ballet, modern dance, jazz, tap, ballroom dance, world dance forms, as well as some blended dance genres and styles that many school dance teams and programs are focused on.⁴²

Dance is an ephemeral art form. To capture its essence, dancer needs to become a master of the dance technique. Dance technique is a connecting strap, a capturing tool, which provides essential control and balance of the body, as well it offers avenues for individual artistic expression. The body is an instrument of dance and through movement, it creates a dance language. A dance technique provides a progression of movement and skills development that is mandated by curriculum framework and well-defined objectives. Dance technique promotes neurological and kinesthetic learning; enforces refinement of skills with a focus on body and mind; and improves overall fitness and wellness. Dance technique effectively shapes the dances and its structure.

"The dancer of the future will be the one whose body and soul have grown so harmoniously together, that the natural language of the soul will have become the movement of the human body... "

- Isadora Duncan

⁴² Kassing, *Discovering Dance*.

The Benefits of Dance

Dance education gives students the freedom and permission to question and explore everything around them through movement. Students will acquire lifelong knowledge and skills through psychomotor, cognitive, social and emotional components of their dance education, which are transferable to any other content area in life.

Research supports the following statements. Through dance education students are:

- Sparking new brain cells through physical exercises and dance technique training—enabling neurogenesis; therefore, promoting better cognitive performance
- Students are developing appropriate brain associations, process the meanings and learn by doing and collaborating
- Learning to communicate through dance—as a nonverbal language dance is affecting similar places and learning process in the brain as verbal language⁴³

Research

The National Dance Education Organization (NDEO) undertook a review of over 50 studies of how dance impacts K-12 learning and produced a report that summarizes the key findings of the studies.⁴⁴ Examples of some of the studies include:

- A 2005-2007 study, wherein students in the Jefferson County, Florida model arts program outperformed other districts in reading and math scores.⁴⁵
- In *How the Arts Develop Young Brains*, David Sousa states: “Brain areas are developed as the child learns songs and rhymes and creates drawings and finger paintings. The dancing and movements during play develop gross motor skills, and the sum of these activities enhances emotional well-being. And sharing their artwork enhances social skills. The arts are not just expressive and effective, they are *deeply* cognitive. They develop essential thinking tools—pattern recognition and development; mental representations of what is observed or imagined; symbolic, allegorical and metaphorical representations; careful observation of the world; and abstraction from complexity.”⁴⁶
- Cindy Soto’s (2001) thesis indicated that students who participated in dance demonstrated more persistence and had higher grades than those involved in non-academic (and non-dance, such as math club) activities.⁴⁷
- 100% of teachers at PS 70 in the Bronx reported that by integrating dance into their classrooms, they gained insight into student capabilities through the arts. They were also able to teach academic subjects in new ways, and they increased their ability to integrate the arts into their teaching.⁴⁸

⁴³ Hanna, *Dancing to Learn: The Brain’s Cognition, Emotion, and Movement*, Prelude.

⁴⁴ Bonbright, *EVIDENCE: A Report on the Impact of Dance in the K-12 Setting*.

⁴⁵ Bonbright, 22.

⁴⁶ Bonbright, 37.

⁴⁷ Bonbright, 9-10.

⁴⁸ Bonbright, 24.

- From the reports of the model programs and professional development projects funded by the Arts-in-Education grants under the U.S. Department of Education, dance programs impacted teachers in the following ways:⁴⁹
 - Increased teachers' interest in co-teaching
 - Increased levels of authentic instruction
 - Increased transference, deep knowledge, connections to the world beyond the classroom, social
 - support for learning, high expectations, challenging work, and mutual respect
 - Fostered creation of original curricula

The NDEO supports research, teaching, and learning in all these vital areas. Continued funding of projects, education, and active support is needed to ensure a vibrant impact on U.S. education for all children.⁵⁰

What knowledge and skills will students gain through dance education?

By experiencing dance education and dance program, students develop creativity, confidence, perseverance, self-control, focus, collaboration, problem solving, emotional intelligence, non-verbal communication and healthy bodies that move expressively, efficiently, and safely through space and time with a complex kinesthetic awareness; in addition to body and mind balance.

Students attain knowledge, skills and understanding of dance through:

- Creating, performing and producing dance
- Demonstrating proficient technical competency in at least one genre of dance: Ballet, Modern, Contemporary, Jazz, Tap, and World Cultural Dance Forms: Hip Hop, Musical Theatre, Ballroom, Social, Folk Dance, etc.
- Inclusion of the elements of dance: Body, Movement, Space, Time, Energy, and Relationships
- Applying critical response, aesthetic response, meaning and interpretation in dance
- Demonstrating an understanding of social, cultural and historical contexts in dance

What does a Quality Dance Program Require?

Dance education is steered by the knowledge and skills required to create, perform and understand movement as medium to convey a message, to communicate art. Dance education is frequently empowered by cultural, historical and social settings. Principles of dance technique are based on traditions. Dance was developed before the language and as such, dance was passed from generation to generation. During this process, dance technique developed a specific system of training as well as it defined dance skills and vocabulary in a variety of styles and genres.

⁴⁹ Bonbright, 19-20.

⁵⁰ Bonbright.

A quality dance programs include creating movements and improvisation, dance technique and skills, choreography, auditions, rehearsals performances, reflection, and critique. A holistic approach in dance education requires a comprehensive instructional program, supported by the dance standards (TEKS, and /or National Dance Standards) and a well-rounded dance curriculum that is based on psychomotor, cognitive and social/emotional components of students' development and on the students' interests, which encompass the works of present and past. A comprehensive dance education considers students' interests, needs, and readiness levels. An exceptional dance program supports students' desires to create, perform, and express themselves through movement, empowering them to grow artistically.

A school-based dance program requires: a dance classroom with equipment, dressing rooms for boys and girls, instructor's office, a performance space, dance costumes with storage room, dance props, music, annual budget and supplies.

A Dance Classroom with Equipment

A dance studio (or dance classroom) requires a large open and unobstructed space with high ceilings; cushioned dance floor, mirrors, sound system and ballet barres. The dance floor is raised (air-cushioned or wooden) basket weave sprung or floating floor covered with vinyl dance roll mats such as Marley, Rosco, Harlequin, etc. The dance floor should be portable for easy transportation to other performance spaces without a proper dance floor. The floor should be well maintained, per dance studio industry instructions, and cleaned with non-harsh chemicals daily. The floor should not be slippery or sticky. If the floor is a dance specific sprung floor—it is suitable for all types of dance (ballroom, tap and folkloric styles as well). Otherwise, tap boards may be used, especially if Marley, Roscoe or Harlequin dance vinyl floors are used over the sprung floor.

The room should be appropriately sized. Ideally, each dancer requires 100 square feet, but needs at least 60 square feet, therefore, the average size of the room for 25-30 students require at least 1800-2000 square feet of open space without any obstructions such as posts or columns, and at least 16 feet ceiling height. If the room will serve as a performance space too, then it should be at least 2500 square feet with at least 18 feet ceiling height. Additionally, the dance room would need telescoping bleachers, curtains, cyclorama, lighting grids, lightboard, recording system, sound system. If there is no dedicated space available, some other open spaces could be modified to fit the dance education facility requirements per these educational specifications.

Mirrors should be securely fixed on the wall; however, portable glassless "Mylar" mirrors are easy to store, safe and practical to use in addition to glass mirrors on the wall. At least 6'x8' or larger mirror sections should be positioned only on one wall, 6 inches from the floor, however, it is recommended to have mirrors mounted on adjoined walls, so the students can observe their movements from two perspectives. (Note: ballet barres should not be mounted on the mirrors, but on the opposite wall).

Additionally, a dance room requires double ballet barres that should be mounted opposite of the mirrors wall(s). The barres should be 36-48 inches from the floor to accommodate students of various heights, and the barres should be mounted 6-8 inches from the wall.⁵¹ The ballet barres could be portable, and when not in use they can be easily stored against the wall.

Lastly, the room should be equipped with a sound system (portable and/or wall-mounted), with the latest and updated technology capabilities. There should be at least 4-6 electric outlets on the walls without mirrors. The audio-visual technologies are evolving rather quickly and since dance is usually performed to music, either live accompaniment (rarely in public schools) or recorded, it is of the most importance to supply dance studios with newer technology and updated old equipment. Video recording of the students is one of the best technology tools, which can provide fast and easy access to evaluate, analyze and correct mistakes. Furthermore, the

⁵¹ CEDFA, *Fine Arts Programs in High Schools: Dance*.

projector and/or smart board aid to a quality of instruction and it is recommended as a part of classroom inventory.

The dance room should be near the girls' and boys' dressing rooms, their restrooms, water fountains, a dance storage for the costumes, a storage for props and sound systems; and in the proximity to the performance space such as auditorium. The dance room should be connected directly to the teacher's working station/office with a window toward the dance room, with a space for at least two working stations. A teacher's office should be adjoined or near faculty locker/restroom/shower.

A Performance Space

Typically, dance performances use a traditional proscenium theatre that provides at least 500 seats, a large soft wooden stage that should be covered with portable vinyl roll mats (Marley, Roscoe, Harlequin, etc.), as well as cyclorama, lightning and sound equipment. Therefore, it should be equipped with a sound and light board system.

Dance Costumes, Dance Props, Music, Event Fees, and Supplies

All schools with a dance program should provide an annual budget for consumables and non-consumables materials, dance costumes, music, supplies, resources, and performance/competition events fees.

A Competent Dance Certified Professional

A successful dance program requires a qualified dance educator who knows the different types of dance techniques, skills and vocabulary of a variety of dance forms, styles and genres. Dance instructors should have extensive training in dance education, expertise in dance technique, and dance artistry.

Dance teachers in HISD should be fully certified by Texas/SBEC in dance and physical education as they will be teaching both sets of prescribed TEKS. A dance educator requires a full support of the principal, school leadership, HISD Fine Arts Department and the community to create a successful dance program. Schools should hire dance teachers whose teaching style, expertise and vision match the school dance programs' interests and needs.

Every first-year teacher that is new to the profession or to the district will attend a new teacher training at the beginning of the year that will guide them through the expectations of their instruction and provide them with pertinent information regarding dance program. New teachers will also be assigned a mentor teacher that is located at a campus or in the general proximity of their campus and/or mentoring will be supported through HISD Fine Arts Department and its specialists. This action is created by the HISD Fine Arts Department to provide new instructors a valuable support system that can aide them through the plethora of new information and expectations placed on them by the vocation. Mentor teachers will also serve as a liaison between their mentee and curriculum specialist to ensure that the specialist is providing adequate support to beginning teachers.

Mentors and mentees will attend at least one meeting to be held at the beginning of both the fall and spring semesters. These meetings will be led by an instructional specialist and used to ensure that guidelines and expectations are reviewed with both mentor and mentee together.

All HISD Dance teachers will be provided with professional development training created by HISD Fine Arts Department throughout the school year enabling teachers to earn required number of CEU hours for their re-certification purposes and professional growth. Professional development will be offered through traditional lecture/audience participation style professional development presentations, online courses, guest artists workshops, and participation in HISD Fine Arts events and initiatives.

Dance Instruction Expectations

A dance educator is a proactive teacher who sets high expectations in his/her classroom, constantly observes his/her students and gives appropriate, positive constructive feedback to achieve the end of the course goals. By utilizing a variety of instructional strategies and developmentally appropriate teaching activities and exercises, the dance educator provides the best dance technique instruction and training. The curriculum weight is equally divided between the dance technique with performances and creative process of dance making. A successful dance educator provides the avenues to students to learn, enjoy and express both aspects of dance.

“An effective dance program provides opportunities for learning, practicing, and performing dance. Learning dance as an art form also requires materials and an environment that inspires and supports creative involvement in the art.”

National Dance Education Organization, 2018

Instructional Time

Consistent, dedicated instructional time is ideal for the development of the dance program. To become masterful in this art form, it takes years of hard and disciplined work, therefore, inconsistent work will not bring fruitful results. When dance courses are offered on the elementary level, students should receive at least 45 minutes of dance instruction once each week. Students in elementary schools should experience dance and movement exercises everywhere in their school day—the other content area teachers should integrate movement in other classes as well. Neuroscientific research points out the necessity of body movement throughout learning. It is well-known that the success in any activity depends on attention, engagement, focus, creativity, self-control, good health and growth, however, it is less known how and where dance promotes these skills, tools, and habits of mind.⁵²

“The dance is a potentially powerful tool for feeding the brain, its cognition and emotion; and learning.”

-Judith Lynne Hanna

To ensure the consistency and growth of dance programs, administrators need to consider instructional time, course requirements, and the level (beginning, intermediate, and advanced) and dance style (e.g., ballet, jazz, modern, hip hop) of the course. HISD defines the sufficient time needed for teachers to teach and for students to learn the dance curriculum as at least 450 minutes every two weeks. In that time, teachers should allow time for students to dress and warm up for dance instruction. These rituals are an element necessary for student success. Administrators responsible for assigning students to dance courses should consider the course prerequisites and whether the student’s ability level matches the level and style of the dance course.

Support of Administration and Community

To become a quality dance program, a dance teacher and the program also needs the full support and adequate funding by the community, district, school administration and parents. The communication between the teacher and administration should always be transparent and driven by the same goals. The HISD Fine Arts Department Plan is committed to ensure vertical alignment to provide equal access and quality fine arts programs to all HISD K-12 students. In that manner, the key for a successful dance education is to start with

⁵² Hanna, *Dancing to Learn: The Brain’s Cognition, Emotion, and Movement*.

dance education early on in elementary school, empowering students through middle school, and culminating with high school students as graduating dance artists.

Effective Strategies for Dance Teachers

One of the HISD Fine Arts Department goals is to provide full support to teachers in the development of their best teaching practices. Rather than focusing on extra-curricular dance activities, dance educators should establish academic dance classes that provide the foundation of successful dance program. To better support teachers, the HISD Fine Arts Department developed K-5 dance standards in alignment with the 6-12 dance TEKS. Collectively, these standards support the HISD Dance Curriculum, which includes Vertical Alignment Matrices, Scope and Sequences, Planning Guides. Dance teachers connect to form a community of practitioners through HISD dance newsletters, district fine arts events, professional developments, dance camps, and intensives for students and teachers.

The essential goal of dance education is to teach students to become dancers, dance choreographers, dance audiences and dance artists. All these components are equally vital for the dance education process. Dance teachers should actively provide opportunities for students to express themselves artistically and emotionally, to enable them to communicate their ideas and feelings, as well to empower them to support and value the work of others. Effective teachers often reflect on their work and constantly strive to learn more; always seeking feedback from their appraisers. Below is a list of effective strategies teachers use to ensure a rich learning experiences for all students, and the success of the dance program.

Planning and Preparation

When designing and developing a dance curriculum, a dance teacher should always view dance as an art form. Accomplished teacher will demonstrate knowledge of content and pedagogy by considering cognitive, affective, and psychomotor development of students when designing classes and making instructional decisions. Effective planning and preparation require dance teachers to understand the readiness of their students to offer developmentally appropriate instruction, demonstrating knowledge of content and pedagogy. A competent dance teacher should be able to set appropriate instructional expectations and goals, always balancing students' interests between the process of making dances with critical analysis, and the actual performances.

A dance teacher will utilize the dance curriculum to fully engage students. A qualified dance teacher will always design coherent instruction, develop units and lesson plans based on the Dance TEKS, students' diversity, interests and readiness, multicultural perspectives; therefore, a dance teacher should be able to organize student assessments accordingly. A well-informed teacher seeks adequate curriculum material through myriad of resources and develops a dance curriculum based on the dance standards (TEKS) and the HISD K-12 Scope and Sequences as well as Vertically Aligned Matrixes for dance. In his/her syllabus dance teachers clearly state grading policy, end of the year goals, student expectations, in addition to the rules and policies of daily routines. All teachers should have adequate hard copies of (or digital access to) all appropriate State adopted dance textbooks.

Classroom Environment

A dance teacher should be able to create a classroom as a professional environment with respect and discipline, establishing culture of learning, setting high standards, managing classroom procedures, managing student behavior, and organizing physical space to engage students' interest. Dance teachers should consistently instruct fundamental dance techniques, dance vocabulary, dance making processes, values of dance practice, healthy body and mind, and should administer assessments similarly.

Instruction

A versatile dance teacher consistently uses developmentally appropriate activities and sound exercises by effectively selecting a right dance teaching strategy to ensure the best possible instructional delivery.⁵³ Besides these individual or cooperative approaches, a competition or a dance performance outside of the school premises, can be a valuable teaching strategy and motivate students learning, boosting rehearsals and school attendance, promoting safe practices and enthusiasm. The dance teacher communicates by utilizing a correct language of the discipline and appropriate academic vocabulary; constantly checks for understanding and provides positive, constructive feedback. By ongoing open communication, questioning, and discussion, a dance teacher often encourages students to use imagery as a learning tool.

A competent educator:

- Engages and motivates students in learning,
- Organizes instructional delivery through well designed lessons based on students' readiness, interests, and social emotional needs,
- Utilizes developmentally appropriate dance technique and skills,
- Ensures that classes always start with warm up exercises and end with cool down activities for body and mind,
- Sets clear rules and classroom behavior by maintaining safe practices and dance classroom policies,
- Requires proper dance attire,
- Teaches proper etiquette of dance class taking and viewing,
- Promotes students' collaboration, creativity and problem solving,
- Demonstrates flexibility and responsiveness in instruction, always ensuring opportunities to learn through the art of dance, and
- Objectively evaluates students understanding and outcomes.

Learning and understanding in dance can be demonstrated in a variety of ways, most often through performance, choreography projects, as well dance competition or production, but also through observations, rubrics, classroom discussions, portfolio, classroom demonstrations, written and oral critiques, and audience responses.

Professional Responsibilities

A successful dance teacher continuously reflects on teaching, maintaining accurate records, communicating with parents, participating in professional community, growing and developing professionally, showing professionalism in communication with administration, parents and students. A self-reflective teacher attends professional development trainings and closely collaborates with other dance educators in the district. A responsible dance educator is invested in the development of the school dance program as well advocates for dance as an art form and is constantly involved in many community dance events and happenings. A dance teacher consistently reflects on his/her work through official teacher appraisals (TADS). The HISD Fine Arts Department created specific supplemental guidelines for appraising dance teachers, to allow appraiser to observe and evaluate dance teachers accurately as possible.⁵⁴

⁵³ Gibbons, *Teaching Dance: The Spectrum of Styles*.

⁵⁴ See "Dance Addendum B: Supplemental Guidelines for Appraisers of Dance," 75.

Development of the Emerging Artist in Dance

An emerging artist is one who starts from the beginning of an art area, learning the gift of the art, mastering it, and sharing it with the audiences. The HISD Fine Arts Department is committed to shaping the student to become an emerging artist. It is HISD Fine Arts Department's belief that each student possesses the ability to successfully learn the art of dance and its goal is to give each student the advantage to do so in HISD schools. HISD Fine Arts Department motto is "Igniting Creativity, Inspiring Imagination, Designing the Future".

Igniting Creativity: The Emerging Artist in Elementary School

During the elementary school years, it is important that students are properly introduced with movement activities through either dance programs or physical education. The flame of creativity is ignited in early age. At this level dance students develop fine and gross motor skills, experiencing a world through joyful movements, learning and focusing through brain dance exercises, attempting first group collaborations and beginning to express themselves through movement. Being in dance class is a powerful, new experience for many, therefore, many students can be nervous or overexcited. A dance teacher should use these characteristics to students' advantage and design lessons and instructional experiences which involve movements, games, and structured dance activities to improve their creativity and collaboration.

The ability to dance starts in an early age, before children develop ability to form words. Traditionally, dance serves as a communication tool across all cultures and time periods that allow unity among people, no matter of our age. Therefore, the benefits of dance in elementary schools are in all domains: physical, cognitive, social and emotional development. Through dance education classes, children understand that movement can be used as a response to an idea or problem. This creates a cognitive link to a solution or outcome; it creates an association of a concept, idea or vocabulary meanings in the brain, consequently children can transfer this knowledge to any other aspect of life and content areas. This type of cognitive development creates an awareness of how to function in the world. In elementary schools, dance experiences should include opportunities to:

- Learn fundamental locomotor skills
- Create simple short dance phrases
- Explore rhythm and music
- Improvise movement phrases
- Communicate nonverbally
- Manipulate movement through the elements of dance
- Study dances from other cultures or historical periods

Inspiring Imagination: The Emerging Artist in Middle School

The Middle School program is a natural progression from the elementary program. At the middle school level dance teachers aim to inspire the imagination of the students and continue building on what they have learned in the previous grades. Students at this level are going through many growth spurts, a true rollercoaster of emotions, and body changes. However, students at this level are interested in making connections between their personal experiences with the rest of the world by making first connections between social context, diverse cultural aspects, historical periods and dance as an artistic value and a way of outlet. Since peer relationships are important at this age, it is suitable for teachers to use this opportunity and let students work in the group settings, developing team responsibilities. They are energetic, somewhat troublesome when learning how to make decisions and connections to other content areas, therefore introducing proper dance elements: body, movement, space, time, energy, relationships, and its manipulation through improvisation, is cognitively crucial to their dance education. They are introduced to the proper dance technique, vocabulary, and dance

training through all dance genres: ballet, modern, contemporary, jazz, tap, hip hop, musical theatre, break dance, folk, social and ballroom dances. Students are often eager to create their own dances, inspired by current events and social justice, and they need that focus to be able to grasp larger concepts, take risks and make mistakes, consequently they can grow into responsible adults.

Designing the Future: The Emerging Artist in High School

The High School Dance Program is designed to prepare students for their future. It is HISD's goal to mold students for artistic excellence to prepare them for either career or college. The skills and knowledge dance teachers instilled in these students, whether students enter a career in dance or not, are able to be used successfully in any content area. The joy of dancing generates further growth and understanding of their own potential. Participation at this level of excellence is not a personal preference in dance, but it is a requisite, it is a harnessing and capturing tool. The student quickly discovers that it is not the destination, it is not winning the contest, but the journey that counts. It is not the product, but the process, and this process, which they can enjoy throughout their lives. The basic principles of the emerging artist have been grown and cultivated through many years of dance training. Though, students at this age might be trained dancers or they will just begin their dance training. Either way, students at this level should be accommodated for their differences in maturity and the development. Some students study dance for fun and extracurricular activities, some are studying for continuous dance training in their specific dance genre.

High school students have the ability to think abstractly and understand complex concepts, ideas, and are able to solve problems creatively. Students are making strong connections to social and cultural contexts and personal emotions, making statements through their dances, as well learning how to incorporate audience as an artistic part of their dance making and performing process. They are interested in discussion and critiquing their own work and work of others in order to further learn. They are eager to: perform on diverse stages (community events and competitions), receive feedback and take personal trainings through visiting guest artists.

“Dance is an art that uses nonverbal movement in an extraordinary way to create a form, order, or statement... To study dance is to study our phenomenal nature and to explore the personal dimensions of physical, social, and emotional strength, generosity, and wisdom.”

-Constance Schrader

A graduating high school dance student will:

Perform with confidence and competence by ...

- having attained a sound knowledge of the fundamental technical skills of dance genre and dance style they pursue
- having attained an extensive skill set through the onstage experiences they received at HISD school(s)

Practice a sound, disciplined approach to their artistic study by ...

- understanding the structure of a technique class and implement it for personal growth and self-study
- collaborate with peers in creation, audition, rehearsal, performance and evaluation of their works
- self-evaluating their work for further development of artistic quality
- understanding personal health for optimum performance

Be a strong leader and global citizen by ...

- moving and thinking with acquired self-awareness, both on stage and within an organization as a whole
- performing both as a notable example (soloist) and a supporting member of an ensemble
- understanding choreographic structure and the skills to create choreography
- critically analyzing, interpreting, and evaluating choreographic works within different dance genres
- understanding, analyzing, undertaking and/ or designing dance and dance productions with a reflection on diverse cultural, social and historical contexts

HISD Dance Curriculum

The HISD K-12 Fine Arts Dance Department is dedicated to providing professional development and curriculum support to all HISD Dance teachers as well to create platforms for students' performances, artistic experiences and assessment. This support is tailored to the unique needs of every campus and their dance programs. Through HISD Dance Education and Dance Programs students are not only trained to dance, choreograph and perform, but are also educated to become self-motivated, competent, life-long learners, equipped for the challenges of a contemporary global society.

The HISD Fine Arts Department has created planning guides, scope and sequences, and vertical alignment matrices, based on the developmental level of students, their interests, needs, and readiness. Planning guides provide a general framework that is flexible enough to allow dance teachers to tailor their units and lesson plans accordingly.

Dance Standards: TEKS

Foundations: Perception

The student develops an awareness of the body's movement using sensory information while dancing.

Creative Expression: Artistic Process

The student develops knowledge and skills of dance elements, choreographic processes, and forms in a variety of dance genres and styles.

Creative Expression: Performance

The student demonstrates knowledge and execution of technical dance skills in a variety of dance genres and styles through performing.

Historical and Cultural Relevance

The student demonstrates an understanding of cultural, historical, and artistic diversity.

Critical Evaluation and Response

The student makes informed personal judgments about dance and the meaning and role of dance in society.

Elementary Schools

The HISD Fine Arts Department designed K-5 district dance standards and aligned them vertically for grades K-2 and 3-5 due to the absence of mandated TEA dance TEKS in elementary schools. The K-12 HISD dance curriculum is created, based on the Texas Dance Standards (TEKS) framework.⁵⁵

The HISD Fine Arts Department is developing Scope and Sequence and Planning Guides accordingly. Therefore, a recommendation of dually certified teachers in Dance and Physical Education is mandated. Since there are no State-adopted dance textbooks for K-5, the HISD Fine Arts Department compiled resources linked to the curriculum, including:

- Cone, Theresa and Stephen. 2005. *Teaching Children Dance*
- Green Gilbert, Anne. 2015. *Creative Dance for All Ages*. 2nd ed.
- Pugh McCutchen, Brenda, 2018. *Catalysts for Creating Dance K–5*
- Carline, Sally. 2011. *Lesson Plans for Creative Dance*.

Generally, all movement-based dance and physical education instruction should foster Creative Movement as a foundation for dance genres, social and emotional development, and arts integration. The “Brain Dance” set of exercises should be implemented in every movement class either as a warm-up or in the exploration of dance concepts and elements parts of the lesson. Furthermore, “Brain Breaks,” yoga, meditation and similar exercises should be implemented across elementary curriculum in all subjects.

HISD Elementary Curriculum and Development

INSPIRING TEACHING. IGNITING LITERACY & LEARNING.
2020-2021 Planning Guide
Fine Arts – Dance – Grade 3-5
Cycle 2 – Unit 2

Unit 2:		Time Allocations	
Part 1: Creative Movement Concepts & Jazz Technique, Part 2: Historical and Cultural Relevance: Hispanic Heritage: The Latin Social Dances		Part 1 5 45-minute lessons	Part 2 1 45-minute lesson
	Unit 2 6 lesson(s) (45 minutes each)	Suggested Pacing: Oct. 19 – Dec. 4, 2020	
Unit Overview			
Unit 2: Part 1: Creative Movement Concepts & Jazz Technique The student will practice creative movement concepts and skills. The student will explore the Elements of Dance (Body, Movement, Energy, Space Time, and Relationships). The student will create simple dances using the movements to express concepts and ideas. The student will explore creative movement concepts by utilizing jazz dance movements and dance steps.			
Part 2: Historical and Cultural Relevance: Hispanic Heritage: The Latin Social Dances The student will learn the Salsa and/or Bachata/Cumbia			
Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) (distinct clarifications/elaborations in italics)			
Part 1: Creative Movement Concepts & Jazz Technique (5 45-minute lessons) DANCE.3-5.1.2 Apply basic dance vocabulary and analyze movement sequences within dance elements: body, movement, space, energy, time, and relationships. DANCE.3-5.1.4 Understand, apply, and build dance technique by practicing basic skills of creative movement, dance genres, styles, or forms. DANCE.3-5.2.1 Create movement sequences that express ideas and emotions individually and in groups. DANCE.3-5.2.2 Improvise movement sequences through creative movement, and/or choreograph dance studies in dance genres and styles such as ballet, modern dance, tap, jazz, musical theatre dance, and/or world dance forms by manipulating dance elements and basic choreographic structures. DANCE.3-5.2.3 Create movement sequences and/or short dances using musical accents, rhythmic skills, and spatial directions. DANCE.3-5.3.1 Demonstrate kinesthetic awareness when performing movements from dance genres and styles such as creative movement, ballet, jazz, tap, modern dance, musical theatre dance, and/or world dance forms. DANCE.3-5.3.2 Practice performance skills of memorized dance patterns and improvised movement sequences with focus, confidence, clarity, and expression to convey meaning. DANCE.3-5.4.4 Understand and apply dance concepts in various media to other content areas, and/or using technology. DANCE.3-5.5.1 Analyze, evaluate, and perform movement sequences or dances communicating and expressing feelings, concepts, and/or ideas. DANCE.3-5.5.2 Evaluate and apply dance content, meanings, or social/cultural context within the dance observed and/or performed. Part 2: The Salsa, Bachata, Cumbia (1 45-minute lesson) DANCE.3-5.4.1 Analyze and evaluate the differences in dances through historical periods as communicated through dance movement. DANCE.3-5.4.2 Perform movement sequences and dances representing one's heritage or environment. DANCE.3-5.4.3 Remember and perform a variety of cultural dances.			

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State Process Standard
 Aligned to Upcoming State Readiness Standard
 Kindergarten Progress Report Standard
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⁵⁵ Texas Education Agency, 19 Texas Administrative Code, Chapter 117, *Texas Essential Knowledge and Skills for Fine Arts*.

Middle Schools

The new 6-8 TEKS, dance standards were adopted in 2013 and a variety of fine arts dance courses were created the same year. The following courses: Middle School Dance 1, Middle School Dance 2, and Middle School Dance 3 with state codes are currently offered through state PEIMS Data Standard. The local courses PE Dance courses are no longer offered. The HISD Fine Arts Department in collaboration with HISD Physical Education Department and by applying TEA amendments, implement the following:

Middle School Dance 1, Middle School Dance 2, Middle School Dance 3, are offered as dance courses on the middle school level master catalog under fine arts. Per the TEA amendment for middle schools' dance classes, all Dance courses will satisfy Physical Education requirements; meaning any combination of Middle Dance courses 1-3 should satisfy a four-semester physical education requirement.⁵⁶ Therefore, all secondary dance teachers should be dually certified in dance and physical education. Furthermore, HISD Middle School dance curriculum is based on the State-adopted textbooks:

- Kassing, Gayle. 2013. *Beginning Ballet*
- Giguere, Miriam. 2014. *Beginning Modern Dance*
- Robey, James. 2015. *Beginning Jazz Dance*
- Lewis, Lisa. 2014. *Beginning Tap Dance*

Additionally, in secondary schools, various concepts of dance as an art form should be applied to other subject areas through arts integration approaches like Project-Based Learning.

HISD Secondary Curriculum and Development

ALIGN, ADVANCE, ENGAGE
2018-2019 Planning Guide
Fine Arts – Middle School Dance 1
3rd Cycle – Unit 3

Key Concepts		
• dance elements	• time	• pathways
• body	• energy	• designing
• space	• accent, beat	• manipulating movements
• relationships	• body actions and shape	• dynamics
• effort	• transitions	• tempo
• composition	• phrases	• movement sentences
Key Skills		
• dance technique	• in the center	• stretching (passive, static, active)
• locomotor and non-locomotor movements	• across the floor	• dance performance rubric
• dance steps: rhythm and sound	• rhythmic cues	• effort actions
• audition	• vocabulary cues	• movement qualities
	• dance skills	• choreographic structures
Academic Vocabulary		
• dance form / style/ genre	• musicality	• stage directions
• AB form	• memorization	• stage director
• ABA form	• visual acuity	• technical theatre
• aesthetic principles	• kinesthetic awareness	• stage lights
• critiquing and responding	• production	• performance
• creative artistic process	• ability to accept critique	• ability to work with others
Essential Understandings/Guiding Questions		
<p>• The elements of dance are used in all dance genres and styles, they are primary parts of dance. In order to learn a certain dance technique or style, one needs to understand movement principals.</p> <p>1. How can nonverbal movement create a form, order, or statement; therefore, compose a dance? How can you create dances through manipulation of dance elements?</p> <p>2. How can you use dance structures to compose a dance?</p> <p>• A performance and the production are the products of dance. To organize a production, one needs to identify the stage directions and understand the purpose of technical theatre and collaborate with the stage crew. Dance evaluation is a helpful tool in creating successful choreography.</p> <p>1. How does audition, execution of practice and rehearsals impact the success of your performance?</p> <p>2. What is appropriate audience and performer etiquette? What is a dance critique?</p>		
Assessment Connections		
Performance Expectation		
<p>• Student work includes exploring dance concepts and manipulating the movement sequences per dance elements: such as effort actions and movement qualities and its reaction to effort actions and /or spatial changes.</p> <p>• Student work includes design and exploration of movement sequences (phrases) using the effort action or quality to create a dance study. The movement principles could be used from any dance genre.</p> <p>• Students will perform dances in the class or on the stage.</p> <p>• Students will observe, evaluate, and critique these performances.</p> <p>• Students will develop, apply and improve performance skills by auditioning, rehearsing and preparing for performances.</p>		

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State Process Standard

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⁵⁶ 19 Texas Administrative Code, Chapter 74, Subchapters F & G.

High Schools

The revised 9-12 TEKS, dance standards adopted in 2013, also created an array of dance courses on the high school level, giving an opportunity to high schools to implement the courses which suits the best to the unique needs of the dance programs at their schools. Currently the HISD dance curriculum, scope and sequences and planning guides are based on the general Principles of Dance I-IV foundation dance course.

Furthermore, HISD High School dance curriculum is based on the State-adopted textbooks:

- Kassing, Gayle. 2014. *Discovering Dance*. 2nd ed.
- Scheff, Helene, Sprague, Marty, and McGreevy-Nichols, Susan. 2014. *Experiencing Dance, From Student to Dance Artist*. 2nd ed.

When developing an advanced concert dance performing group, their classes may contain any dance levels sections of one genre, (e.g.: Modern Contemporary levels I-IV, grades 9-12 during one class period). The drill dance teams are granted: The Dance Performance/Ensemble I-IV fine arts course; therefore, all drill dance teams are moved from extracurricular activity to an academic course, with a support of curriculum and dance TEKS. Their afterschool practices and Field-Games performances should not be interrupted with this change.

Per the TEA amendment for high schools, all Dance level I courses will satisfy physical education credit requirements; meaning all Fine Arts Dance I courses will serve as a substitute for physical education (1.0) high school credit requirements, and Dance II, III, and IV will further provide fine arts and elective credits.⁵⁷ Since both sets of TEKS, physical education and dance TEKS must be taught, it is a requirement for dance teachers to be SBEC certified in dance and physical education content areas.

For the development and sustainment of an exceptionally successful dance program, the HISD Fine Arts Department is recommending the implementation of the Honor Dance Courses for Juniors/Seniors (Dance levels III-IV).

Students may combine any dance genre, for example: Principles of Dance I-II and continue with Dance Production III and IV. All high school students start from Dance level I courses regardless of their knowledge and skills & dance technique level. Students that never had any dance classes, must start from Dance Level I courses, regardless of their grade level. Dance & Media Course I-II also have prerequisites. There are no dance credits offered in middle schools that could count as High School credits. There are International Baccalaureate dance courses available for campuses that participate in that program.

⁵⁷ 19 Texas Administrative Code, Chapter 74, Subchapters F & G.

HISD Secondary Curriculum and Development

ALIGN: ADVANCE, ENGAGE
2018-2019 Planning Guide
Fine Arts – High School Dance III
5th Cycle – Unit 5

Planning Guide User Information

Unit 5: Becoming a Choreographer: Creating Dances: Choreographing with a Seven-Step Method, Showcasing Your Work, Dance Technique - Modern and Contemporary Dance	Time Allocations
	Unit 5 12 class period(s) (90 minutes each) or 24 class period(s) (45 minutes each)
Unit Overview	
<p>Unit 5: Becoming a Choreographer: Organize, structure and create dances using logical progression, rehearsals and production.</p> <p>Creating Dances - Assembling the Tools: This unit is all about the art and craft of making (building) a dance. In this unit students explore many ways to make dances, to choreograph. Whether the craft of choreography is a new concept to them or is something they have done before, they will be taken through tasks that refine the art and make them aware of the processes that can make their work better. Students often just choreograph without a basic knowledge of how to make it work. By learning the information in the Curtain Up portions and by doing the work in Take the Stage, they can become more accomplished choreographers. In Take a Bow, evaluation opportunities are given for themselves, their peers, and you. (Ch. 10)</p> <p>Choreographing with a Seven-Step Method: This unit also contains information about simple steps of a choreographic process. They include the following seven steps:</p> <ol style="list-style-type: none"> 1. Choose subject matter—the inspiration 2. Explore and select movement—inventing movement 3. Coordinate music and movement—outlining and organizing 4. Explore possibilities—experimenting with movement components 5. Refine and memorize choreography—practice, practice, practice 6. Add the finishing touches—details make a difference 7. Perform the choreography—exhibition at its best! (Ch. 11) <p>Showcasing Your Work - Curtain Up, Lights On: When someone not knowledgeable about the many aspects of mounting a production is asked to mount one, the results can be devastating. A dancer must have a working knowledge of what goes into making a production happen. This unit contains information about the many aspects of the technical theater side of performances. Students will gain a familiarity with the tasks and responsibilities involved in producing a dance performance. (Ch. 12)</p> <p>Dance Technique: Modern and Contemporary Dance - Building on the modern dance technique previously acquired by utilizing general principles of modern dance technique. Students exercise, rehearse and perform movement sequences, steps, phrases, and movement combinations connected into various types of classical and contemporary modern dance technique. The rubric will be used to evaluate student performance.</p>	
<p>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SES) (<i>district clarifications/elaborations in italics</i>)</p> <p>DANCE.III.1A Analyze kinesthetic and spatial awareness individually and in groups.</p> <p>DANCE.III.1B Distinguish a comprehensive understanding of health, safety and wellness for dancers.</p> <p>DANCE.III.1C Compare knowledge and skills of dance genres, styles, and vocabulary.</p> <p>DANCE.III.1D Differentiate designs and images in natural and constructed environment.</p> <p>DANCE.III.2aA Create dance studies using original movement based on theme and variation.</p> <p>DANCE.III.2aB Experiment, improvise, and perform original movement during the creative process.</p> <p>DANCE.III.2aC Compare and contrast the expression of ideas and emotions through movement.</p> <p>DANCE.III.2aD Differentiate compositional forms using intermediate dance elements for choreographic processes.</p> <p>DANCE.III.2bA Perform and examine memorized complex movement sequences with rhythmical accuracy in dance genres and styles such as ballet, modern dance, tap, jazz, musical theatre dance, and world dance forms.</p> <p>DANCE.III.2bB Execute a wide range of dynamics in quality movement.</p> <p>DANCE.III.2bC Perform with projection, confidence, and expression when executing dance movements.</p>	

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Evaluation and Assessment of HISD Dance Programs

A dance teacher should be involved in the decision-making process of establishing the type of dance program that best suits the community and students of the particular campus. This decision should be made in consultation with administration, parents and students. To encompass the dance program on the campus, a teacher should clearly state the school dance program's goals. In his/her syllabus a dance teacher should describe the content that is going to be instructed as well as how it is going to be assessed and graded. A dance teacher should employ all instruments to diagnose the dancers' technique levels, follow their progress, provide constructive feedback about their performances, continuously improve their dance technique, and ensure its advancement; as well to fairly assess dance content mastery. This process is closely connected to the Student Performance TADS component via District Approved Assessments and Performance Tasks.

The goal of formative assessment is to monitor student learning, and to provide ongoing feedback. Examples: apply, create, or perform outcomes derived from TEKS; focus on the emphasis of the lesson or unit: performing, composing or appreciating. Students will frequently and consistently demonstrate the achievement of outcomes. Learning in dance is based on an increasing depth of understanding and refinement of skills over time. Teachers should use constructive feedback, rubrics, tests/quizzes, journals, short projects (choreography studies), and skill (dance technique) mastery.

The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark and its focus is on the final product or performance. Examples of summative assessments include:

- Midterm/Final Exam: Dance performance
- End-of-Year Exam: Create and perform a dance project
- Paper: Dance research/essay/critiquing displaying dance literacy; dance portfolio
- Dance concert, choreography presentation, and dance production
- Project Based Learning or similar dance-integrated projects

Dance Programs Performance Opportunities

Dance is an ephemeral art form where each expression is instantaneous and gone the next instant. Unlike in the other fine arts, the body itself serves as the instrument of expression. How then the dance program can be evaluated?

All students should be offered a variety of opportunities to share their artistic learning outcomes through performances and presentations. The audience is an essential part of making and performing this art form; otherwise it would lose its meaning and communication. Dance programs should be funded accordingly to ensure students learning outcomes and the quality of the dance program. This support can allow dance teachers to grow, to enrich dance curriculum, to provide necessary field trips to students, and to engage guest teaching artists at their schools for students to be exposed to dance art form in any way. Exposures and dance as art integration: through dance education, through partnership and collaboration with professional arts organizations and by experiencing live dance performances, students can gain knowledge and understanding of dance as an art form.

High school and middle school advanced dance programs should collaborate with other campus departments and produce a full night dance concert per semester. Furthermore, all secondary dance programs should prepare one dance concert per semester where all dance students will participate. It is recommended that students should perform for the student body during the day as well as in evening events. These concerts could be split into two performances: one for the beginning and intermediate dance students and one for advanced dance students. Elementary schools should have an end of the year recital/showcase and

participate in the winter performance that could be collaboratively produced by several fine arts teachers on the campus e.g.: Musicals, Winter Shows, etc.

The HISD Fine Arts Department currently provide platforms for showcasing and evaluating students' learning outcomes through adjudicated elementary and middle school dance festivals, adjudicated Student Choreography Concert (Emerging Choreographers) and Dance Montage Concert (an adjudicated faculty choreography showcase).

The HISD Fine Arts Department is establishing a districtwide: HISD All-City Dance Competition, categorized by age, number of performers and dance styles, resembling the regulations and polices of any professional dance studio competition, to provide similar stage performing experiences for students.

HISD dance drill teams are granted fine arts dance credit through: Dance Performance/Ensembles I-IV and carry on with their drill dance team competitions supported by a professional dance drill team organization. Concert dance ensembles and drill dance teams should be able to compete on either one competition or both, making sure that the competing groups are fully following prescribed regulations of either.

The HISD Fine Arts is establishing all-city Elementary, Middle School and High School Honor Dance Ensembles to be available for a vast of performances opportunities, representing HISD Dance and therefore, empowering dance education in the district. The HISD Fine Arts Department is collaborating with professional dance organizations providing additional dance events, master classes for students and teachers, empowering dance education in HISD.

Dance: Partnership and Collaboration

The City of Houston is fortunate to have such a vibrant, rich, and diverse cultural and artistic scene. HISD Dance Programs can prosper with support and collaboration with arts and culture organizations, whether through a collective impact organization, like Arts Connect Houston, or directly with prominent dance organizations.

Many of the HISD schools do not have any other exposure to the dance art form, except through professional dance organizations visiting the schools or providing performance experiences.

On the other hand, HISD dance teachers often receive professional development training from these prominent dance organizations either by providing their specific sessions or by their artists visiting schools and advance dance students, setting a choreography or providing master dance classes. All these experiences are invaluable to the growth of HISD dance students, strengthening dance programs, and opening doors to new artistic horizons.

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Dance Addendum B: Supplemental Guidelines for Appraisers of Dance

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Supplemental Guidelines for Appraisers of Dance Teachers

Planning

- **PL-1** *Develops student learning goals:* attainment of the next dance level, mastering dance technique and styles, successful stage performances, performing, responding and connecting to choreography and dance techniques.
- **PL-2** *Collects, tracks and uses student data to drive instruction:* administering diagnostic tests, assigning dance levels, administering pre-and post-tests, monitoring participation, participating in dance festivals, performances and competitions, evaluating performance, employing dance rubrics, establishing and evaluating dance portfolios.
- **PL-3** *Designs effective lesson plans, units, and assessments:* instructs the artistic craft, process and dance content, enabling students to: improvise and design original movements, work collaboratively to creatively solve problems, critique performances, respond and connect to dance in historical, cultural or social context.

Instruction

- **I-1** *Facilitates organized, student centered, objective-driven lessons:* with meaningful warm-up and cool-down activities, using elements of proper conditioning, using technically sound exercises and dance combinations, dance composition, and peer critique.
- **I-2** *Checks for students' understanding and responds to students misunderstanding:* observing muscle motor memory techniques and skills, teacher monitoring participation, providing feedback, evaluating creative artistic process and performance, evaluating growth, communicating using proper dance vocabulary.
- **I-3** *Differentiates instruction for student needs by employing a variety of instructional strategies:* scaffolding, project-based learning strategies progressing groups of students by ability level and/or interests, instructs a variety of dance styles/techniques on developmentally appropriate levels, utilizing differentiated instructional strategies based on students' interests and readiness levels.
- **I-4** *Engages students in work that develops higher-level thinking skills:* enabling students to utilize creative process to improvise and design dance movements and studies for creative expression.
- **I-5** *Maximizes instructional time:* well-established classroom procedures, provides reflections and critiques of creative artistic process and performances, provides specific feedback.
- **I-6** *Communicates content and concepts to students:* uses dance vocabulary, instructing a variety of dance styles and techniques, implementing dance rubrics, enabling video analysis and reflection of individual and group performances.
- **I-7** *Promotes high academic expectations for students:* providing positive constructive feedback, teacher modeling, students critiquing other's performances, designs projects and lessons fostering student choreography, creativity and improvisation.
- **I-8** *Students actively participating in lesson activities:* creative and active participation, cooperation, collaboration, individual, following timeline and deadlines, small and /or large group works including performances, creative process and improvisation.
- **I-9** *Sets and implements discipline management procedures:* well-established classroom management and procedures, safety and etiquette in the classroom.
- **I-10** *Builds a positive and respectful classroom environment:* encourages creative expression through creative movement or improvisation, dance composition, encourages student choreography and team work, requiring appropriate audience behavior and dance etiquette.

Professionalism

- **PR-1** *Complies with policies and procedures at school and district*
- **PR-2** *Treats colleagues with respect throughout all aspects of work.*
- **PR-3** *Complies with teacher attendance policies.*
- **PR-4** *Dresses professionally according to school policy and appropriate attire for dance technique and theory classes.*
- **PR-5** *Collaborates with colleagues at the school and district-wide by participating in HISD Events such as Dance Montage Festival, Student Choreography Festival & Dance Competitions.*
- **PR-6** *Implements school rules.*
- **PR-7** *Communicates with parents throughout the year.*
- **PR-8** *Seeks feedback in order to improve performance.*
- **PR-9** *Participates in professional development and applies learning by participating in HISD Events & Professional Development trainings.*

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Supplemental Rubric for Administrators when Observing Dance Class:

Should See	Might See	Shouldn't See
<ul style="list-style-type: none"> • instructs the artistic creative processes and a variety of dance technique /styles and time periods by employing dance TEKS and differentiated teaching strategies • communicates by appropriate dance terminology accompanied by appropriate music and/or rhythm • engaged teaching and learning, teacher modeling, monitoring and providing constructive feedback • teacher standing, observing, providing meaningful feedback • facilitates organized student-centered, objective driven lessons with meaningful warm-up and cool-down activities, using: elements of proper conditioning; technically comprehensive exercises and developmentally appropriate dance combinations; • using elements of dance as foundation for movements • students' engagement and active participation in: creative artistic process, improvisation and/or technique trainings, rehearsals and/or performances • well-established classroom management and procedures • students appropriately dressed in dance attire • students demonstrate appropriate audience and classroom behavior and etiquette • during virtual synchronized instruction: students have their dance videos available for viewing • a system in place for accepting dance videos, i.e. HUB, email, dance portfolio, Teams, Flipgrid. 	<ul style="list-style-type: none"> • individual / group rehearsals, instruction and / or performances on stage or in the classroom • individual / small group instruction • students engaged in creative artistic process of their choreography and improvisation; responding and critiquing each other performance and/or peer skill review, discussion boards • cooperative learning and group assignments • collaborative/peer feedback and critique • students engaged in dance textbook work, journal/note taking, video-projections and recording, production projects, portfolio assignments, dance research projects • students applaud at the end of the class • study of dances from diverse cultures / time periods, etc. • students watching video clips of dance performances to enhance learning • participating in production of dance concert by lighting and dance design and / or marketing of performances • students engaged in the HUB assignments and lessons • students create digital portfolios and dance video recordings • students view and online performance responding with critiques • technical difficulties 	<ul style="list-style-type: none"> • disengaged students • dancing without warm-up • talking during teacher instruction • unsafe and /or inappropriate dance movements / techniques / music / lyrics • students watching videos / movies non-related to the dance curriculum • curriculum taught without Dance TEKS framework • severely disruptive students • teacher sitting • inappropriate or questionable movement / choreography / costuming • extended written work • student just using textbooks rather than active participation • students not participating in discussion boards, nor submitting their dance videos • an unprepared teacher for virtual synchronous instruction • low-level interaction from both students and teacher • teacher is not available for the virtual synchronous time

Dance Addendum C: Dance Course List

High School

The following is a list of TEA-approved dance courses⁵⁸ that are available through the HISD Master Catalog:

Four-Year Courses

Ballet I-IV
 Dance Composition/Improvisation I-IV
 Dance Performance Ensemble I-IV (drill teams, dance ensembles & companies)
 Dance Production I-IV
 Dance Theory I-IV
 Dance Wellness I-IV
 Jazz I-IV
 Modern Contemporary I-IV
 Musical Theatre I-IV (co-Instructed by two or more certified fine arts teachers)
 Principles of Dance I-IV
 Tap I-IV
 World Dance Forms I-IV (ballroom, social, folk dances, hip hop and break dance)

Two-Year Courses

Dance History I-II
 Dance & Media Communications I-II

Innovative Courses⁵⁹

Integration of Abilities: Exercises for Creative Growth (Grade 11-12)

International Baccalaureate Courses

IB Dance Standard Level (IB Dance I)
 IB Dance Higher Level (IB Dance II)

Multi-Disciplinary Courses (Co-Taught by a Theatre and either Dance or Vocal Teacher)

Musical Theatre I-IV

Middle School

The following is a list of TEA-approved dance courses that are available through the HISD Master Catalog:

Middle School Dance 1
 Middle School Dance 2
 Middle School Dance 3

Elementary School

Dance instruction at the elementary level can be delivered through a fine arts dance or a physical education class.

⁵⁸ Public Education Information Management System (PEIMS), 2018-2019 Texas Education Data Standards.

⁵⁹ Texas Education Agency. *Innovative Courses--Enrichment*.