

Texas Association for Health, Physical Education, Recreation, and Dance  
6300 LaCalma, Suite 410  
Austin, TX 78752  
512-459-1299

Following the format of the Health and Physical Education TEKS Resource Guides, the Dance Division of TAHPERD is pleased to announce preparations for a Dance TEKS Resource Guide. The purpose of the document is to provide lesson activities that promote a variety of dance forms as well as multiple disciplines including dance, physical education, health, music, social studies, science, language arts, and math.

Lesson plan ideas are currently being solicited for the document. Please follow the instructions below to submit your contributions.

The TEKS resource guide for Dance will focus primarily on the elementary grade levels but will include some secondary level dance TEKS. We hope to produce a meaningful planning guide that will help teachers align their instruction with the Texas Essential Knowledge and Skills.

Our goals for the document are to:

- Create a guide that is practical and easy to understand
- Illustrate the progression of knowledge and skill development across grade levels
- Provide examples of specific instructional activities that teach to the TEKS
- Help the HPERD teacher document the integration of TAKS in their classes by identifying the TAKS skills that are inherent in the activities that students participate in during instruction

Your assistance with this project will help all children in Texas receive quality instruction in HPERD classes. Ultimately, we hope that every HPERD program in every school in Texas will have at least one of the dance resource manuals for their teachers to utilize during all levels of program planning.

If you would like to contribute dance activities to the TAHPERD Dance TEKS Guide Book, please follow the instructions below. All contributors will be listed in the resource guide.

## **INSTRUCTIONS FOR CONTRIBUTORS TO THE TEKS RESOURCE GUIDE**

1. The Dance TEKS Resource Guide will be similar to the TEKS Guides already published for Health and Physical Education. Examples are provided with these materials. It will be arranged in “landscape” format so the reader can readily identify the developmental progression of the TEKS.
2. Study the progression of knowledge and skill statement across grade levels in each row.
3. Identify an instructional activity you use in your curriculum or one that you know applies to the knowledge and skill statement for each row identified for you. The activity you identify should follow the provided format. We are seeking one activity example for each “row” of knowledge/skill statements.

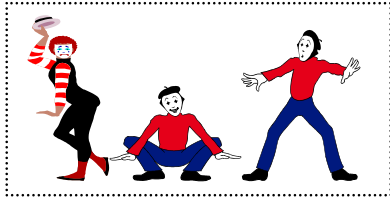
**If you are using activities that were published in textbooks or on the Internet, please adhere to the following guidelines:**

- **DO NOT copy the description of the activity verbatim. Paraphrase the description and/or modify the specifics of the activity to meet the criteria suggested by the TEKS knowledge and skill statement.**
  - **Provide the bibliographical citation so the activity can be referenced. Please include a complete bibliography (author, date published, publishing company, address) with the telephone number of the publisher if possible.**
4. Identify the TAKS subject that is inherent in each activity by using a capital **L** for language or **M** for mathematics, **S** for science.
  5. Send an electronic copy of your contributions to Wendy Guess-Hall, [guesswen@yahoo.com](mailto:guesswen@yahoo.com).
    - The simplest form of transmission is to copy your activity into an e-mail message. We can then copy and paste the information onto our word processing software with no problems. This is the preferred method.
    - If you do not have e-mail, you can copy your contribution onto a disk. Regardless of the word processing software or hardware environment you work in, save the document as a rich text format (RTF) file. Click on the "File" pull down window and select "Save As." Then click on the arrow to the right of the "Save as type" at the bottom of the window. Save the document as a "RTF" format.
    - If you have any questions please call Wendy Guess-Hall at 817.808.8128 or e-mail at [guesswen@yahoo.com](mailto:guesswen@yahoo.com). Mailing address is 2055 Forest Hills, Grapevine, TX 76051.

## DRAFT TEMPLATE FOR TEKS ACTIVITY GUIDE

- I. State TEKS Objective, the grade levels, and secondary strand
- II. Title of the activity
- III. TAKS:
- IV. Goals/Skills:
- V. Materials/Music:
- VI. Timeline:
- VII. Detailed description of the activity
- VIII. Modifications/Variations for older/younger/differently-abled students

Example:



### Mime-ography

The following activity offers a fun, self-discovery style experience.

TEKS Strand & Objective: Perception,  
(C1.) (D) interpret images found in the environment through movement

Title: Mime-ography

TAKS: L

Goals – to use transfer skills in creating movement from other familiar sources, Creative Dance, Change of Levels, Balance, Self-space

Materials: a variety of music, flashcards depicting the image

Directions for Activity:

1. Using a theme, design several flashcards (i.e., statues, sports, animals,). Make enough copies to pass out 6-8 per group.
2. Divide students into small groups, depending on how well they can work together.
3. Mix up flashcards and hand out a set to each group.
4. Put on quiet music (classical) and instruct groups to put their cards in a random order and go through the motions on the cards as a “routine”. Give them about 10 –15 minutes to get their routine developed. Encourage them to disguise the motions to make it more difficult to tell what they are. They can be in circles, squares, lines, up or down. Use those imaginations!
5. Have each group perform the movements to the music. Remind students about “performance manners.”
6. For fun, have other class members try to pick out the different moves used. Talk about the balance and effort required.

Modifications/Variations

- ☛ Repeat same “dance” with different styles of music (faster, slower, rock, classical, pop, etc.)
- ☛ Have each group teach their dance to the others in class.
- ☛ Give students a silly word (i.e., gruntiferous) and have them make up a movement to go with it, or make up a sport and create a movement to represent that sport.