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Dance Composition / Improvisation I :: Introductory :: New Class Ideas

TEKS Strand	Expectations
Foundations – Perception: The student develops an awareness of the body's movement using sensory information while dancing.	The class focuses on students' exploration of the physical language of dance and how to invent and structure movement through improvisation and physical brainstorming.
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.	The student develops knowledge and skills of dance elements and choreographic processes through improvisation and original movement during the creative process. The student expresses ideas and emotion through movement and creating basic compositional forms using fundamental dance elements for choreographic processes; explores and selects music from a broad range of cultures to accompany, support, and/or inspire choreography; employs acquired knowledge to stimulate creative risk-taking and broaden his or her own performance/choreography; and collaborates with peers in the development of choreography in groups
Creative Expression – Performance: The student develops knowledge and execution of technical dance skills and a variety of dance genres and styles through performing.	The student will perform basic compositional forms using fundamental choreographic processes. The student will construct a dance that uses specific choreographic structures to express an idea and show understanding of continuity and framework, and perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.
Historical and Cultural Relevance: The student demonstrates an understanding of cultural, historical, and artistic diversity.	Classes discuss the history and cultural origins of compositions and choreographers. Students examine the historical and cultural conventions and the stylistic demands of the genres they study. Students should survey cultural trends and historically significant events in parallel with the history of dance to understand how each helped shape dance as an art form.
Critical Evaluation and Response: The student makes informed personal judgements about dance and the meaning and role of dance in society	Evaluation of student progress is continual, integrated into the daily teaching process, and made in three primary ways: teacher critique, student self-assessment, and peer response. Students make informed critical assessments of the quality and effectiveness of their own choreographic quality and intentions.
Example Ms. Parker's class spends time weekly exploring movement through basic improvisation exercises. They play an interactive "Jewel" game in which each student explores the many possible "facets" of one or two actions. For example, investigate many ways to glide, fall and get up, or push and pull. Students may also develop a movement motif in several different ways, using different parts of the body. Ms. Parker's class creates dance studies based on gestures. These studies extend everyday gestures into abstract dance movements, which in turn use motifs that incorporate the original gestures. These dance studies provide a sense of continuity and allow students to experiment with gestures found in different dance styles.	
<u>Differentiation Strategies for Students with Special Needs</u>	