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## Dance History I :: Introductory

TEKS Strand	Expectations
Foundations – Perception: The student develops an awareness of the body's movement using sensory information while dancing.	Dance History I is the study of global origins and influences of dance forms and styles up to the mid–20th century. As the students expand their understanding of the historical and cultural contexts of dance history, they will be able to recognize the development in forms, styles and movement vocabulary.
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.	Dance History I looks into the way the dance is shaped/created through social, cultural, and historical contexts, and the way the dance makers have used their environmental influences to create movement. The students should investigate and describe, using accurate dance terminology, the purposes, possible variations, and connections of dance vocabulary.
Creative Expression – Performance: The student develops knowledge and execution of technical dance skills and a variety of dance genres and styles through performing.	The students may dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression. Students may explore and select music from a broad range of cultures to accompany, support, and/or inspire choreography.
Historical and Cultural Relevance: The student demonstrates an understanding of cultural, historical, and artistic diversity.	Students review the research of dance historians and study important trends, milestones, and figures in dance history, reflecting on historical significance and/or exemplary works of dance as inspiration for creating with artistic intent. Students will research the political, social, and ethnic influences of these earlier dance periods.
Critical Evaluation and Response: The student makes informed personal judgements about dance and the meaning and role of dance in society.	Students analyze, assess, discuss, and write about dance performances. Public performances may serve as a resource for specific instructional goals. Students may be expected to attend one or more performances outside the school day to support, extend, and assess learning in the classroom. Students will compare dances of different styles, genres, and forms to show understanding of how the different structures and movements give the dance identity.
<b>Example</b>  Ms. Dana's class worked on brief overviews of dance in the ancient world through early court dance then began more in-depth study via a presentation about the history of modern dance. What was changing during this period (early 20th century)? How do you think these changes might have affected dance styles worldwide? Think about the ways the new roles of women in society transformed the way that women danced. With these questions in mind, students should choose a modern dance pioneer, discuss how that person affected or was affected by the social/political climate of the time, and share examples of that pioneer's work.	
<b>Differentiation Strategies for Students with Special Needs</b>	