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## Dance Performance and Ensemble IV :: Follows Dance Performance and Ensemble III

TEKS Strand	Expectations
Foundations – Perception: The student develops an awareness of the body's movement using sensory information while dancing.	Performance/Ensemble IV trains the total dancer by integrating students' technique, perception, artistic interpretation, and cultural/historical analysis. Students attain greater awareness and control of their bodies, a keener ability to produce accurate performances, stronger interpretive skills (including dynamic qualities), and the understanding of dance as creative expression in cultural/historical context. This final level of class work challenges students to become leaders, independent thinkers, and role models for younger students.
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.	Program design should be discussed with the instructor and peers. This class focuses on developing students' leadership and independent thinking skills. Students take turns leading warm-up, barre, and floor exercises. Preparation for special performance events gives students additional responsibilities in areas such as costume, props, and makeup. Students are expected to be highly proficient in their areas of specialization and competent in related areas. Proficiency includes technical facility, emotional expression, and the communication of ideas to an audience. Students will improvise, construct, and evaluate their own movement studies. They will evaluate the expression of ideas and emotions through movement as well as design compositional forms implementing dance elements for choreographic processes.
Creative Expression – Performance: The student develops knowledge and execution of technical dance skills and a variety of dance genres and styles through performing.	Each student develops a personal conditioning program in accordance with the technical requirements of her or his performance needs. Students may prepare performance notes for dance presentations by describing a dance, its history, and other relevant information. Students will be able to perform with a refined sense of musicality, expressiveness, and spatial awareness as well as evaluate the performance of projection, confidence, and expression.
Historical and Cultural Relevance: The student demonstrates an understanding of cultural, historical, and artistic diversity.	Students select and perform choreography from several historical periods, representing a range of genres, styles, and cultural influences. They classify dance by style, culture, and historical period and justify their classifications. Attention may be focused on the description of contributions made by dancers, choreographers, and patrons and on the impact of these contributions on succeeding work. Original thinking based on research is encouraged. Students will improvise and construct dances in various media and content areas. They discuss the relationship between society and dance, and between dance and other disciplines. They consider possible career and avocational opportunities in dance.
Critical Evaluation and Response: The student makes informed personal judgements about dance and the meaning and role of dance in society	Self-assessment and teacher and peer critique of original and choreographed work aids students in refining performances. The health and physical training of the dancer should be considered and incorporated into assessment. Students will assemble résumés and portfolios to seek outside performance, training, and study opportunities. The student will create, reconstruct, perform, and evaluate a choreographic student using varied media and environments. Development of assessment criteria continues to influence how students view their own, their classmates', and professional performances.

**Example** Students begin the semester with a discussion of what it means to keep a journal in an advanced performance class. Mr. Prokop asks the students to brainstorm about what a journal is and how it can be used. As students call out their ideas, he writes the ideas on the starboard. Students mention the following: Tracking the preparation for a performance, evaluating areas of difficulty in a performance selection and suggesting exercises to

help with difficulties in performance

Several students suggest using journals to respond to and evaluate selections of choreography the class is working on, raising the following questions:

- What do students like or not like about a selection?
- What are the reasons they respond to a selection like they do?

Journals can be used to explore many ideas and topics that come up in class. Mr. Prokop asks his class to watch/research dance once a week for 30 minutes. He asks his students to use the time to explore an idea or interest that came up in class and to use their journals to describe their findings. Mr. Prokop gives the class a journal "idea list" following their discussion. He asks the class to write in their journals for five minutes every day and to spend thirty minutes a week on an entry based on library or other resources research.

### **Differentiation Strategies for Students with Special Needs**