

Dance Production I

TEKS Strand	Expectations
Foundations – Perception: The student develops an awareness of the body's movement using sensory information while dancing.	Dance Production I is an introduction to the various aspects of dance production, such as cast, technical crew, stage manager, stage crew, costume designer, wardrobe mistress, props, set designer, publicity, and support staff. Students participate in critique and analysis of the various aspects.
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.	Each student will complete assigned tasks, demonstrating individual accountability and necessary skills and techniques. Students determine the intent of the choreographer and Artistic Director and communicate that intent to an audience in every production decision that is made.
Creative Expression – Performance: The student develops knowledge and execution of technical dance skills and a variety of dance genres and styles through performing.	Students learn that all facets of a dance production work together to achieve a common goal. Students demonstrate personal commitment by preparing for each rehearsal. Students will also learn the importance of stage production etiquette. Skills learned in Dance Production I are refined and reinforced in all upper-level classes.
Historical and Cultural Relevance: The student demonstrates an understanding of cultural, historical, and artistic diversity.	Students will establish historical, cultural, and societal influences in each production. Students will establish historical, cultural, and societal influences in each production.
Critical Evaluation and Response: The student makes informed personal judgements about dance and the meaning and role of dance in society	Students analyze personal growth in their techniques and skills and begin to establish a profile of their production accomplishments. Journals to record observations, personal reflections, critiques, and other information pertinent to a production are integral to growth.
Example After studying the various aspects of a dance production, students describe how these factors are at work to develop the final product, providing specific examples and rationales for their opinions and actions. Students, with the guidance of Ms. Thomas, will develop a plan of action for the upcoming production. All students will be given specific tasks to complete as they explore real-world application.	
<u>Differentiation Strategies for Students with Special Needs</u>	