

Dance Production II

TEKS Strand	Expectations
Foundations – Perception: The student develops an awareness of the body's movement using sensory information while dancing.	Students know and understand the styles of the selections for each dance production. Students know and understand the styles of the selections for each dance production.
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.	Students complete assigned tasks, demonstrating individual responsibility, accountability, and creativity in relation to the assignment as well as provide support for others in the same production area.
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 understand the historical, cultural, and societal influences on selections designated for production.
Critical Evaluation and Response: The student makes informed personal judgements about dance and the meaning and role of dance in society	Students analyze dance as an interdisciplinary and integrated art form. Students research production opportunities using a variety of resources. Journals to record observations, personal reflections, critiques, and other information pertinent to a production are integral to growth.
Example Mr. Acosta's class devotes approximately one day per week to small group discussions. Prior to the conversations, students record observations, comments, evaluations, and recommendations pertaining to personal and group efforts over the course of the week. Small groups discuss the concerns and problem solve. Mr. Acosta moves among the groups, helping each to compile collective evaluations and recommendations. Mr. Acosta helps students develop insight into the interdependence of every aspect of dance production.	
<u>Differentiation Strategies for Students with Special Needs</u>	