

# Dance Production III

TEKS Strand	Expectations
<b>Foundations – Perception:</b> The student develops an awareness of the body's movement using sensory information while dancing.	Level III students assume leadership roles and serve as role models for others. Students describe the interrelationships of at least two areas of production and use personal experiences and previous dance experiences to contribute to a final production.
<b>Creative Expression – Artistic Process:</b> The student develops knowledge and skills of dance elements, choreographic processes and forms in a variety of dance genres and styles.	Within the context of student assignments, each individual analyzes the impact of physical, intellectual, emotional, and social dimensions of a production. Students illustrate their points with specific examples and rationales.
<b>Creative Expression – Performance:</b> 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. Participants 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.
<b>Historical and Cultural Relevance:</b> The student demonstrates an understanding of cultural, historical, and artistic diversity.	Students use historical and cultural information, such as the time period, genre, cultural and sociological implications, and characterizations to inform productions.
<b>Critical Evaluation and Response:</b> 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.
<b>Example</b>  Alexys has selected costuming as her particular area of study in her Production class. The director has chosen an excerpt from the Romantic Era ballet Giselle. Part of her research includes viewing multiple recorded versions plus a live production via Houston Ballet as well as a personal interview with one of the HB costume designers. After completing her research, Alexys develops a multimedia presentation illustrating her original costume designs and examples of actual fashions from the Romantic Era that inspired her designs. After her presentation, Alexys completes a self-evaluation on what she has learned from the process, the quality of the research, and areas for improvement. She also receives critiques from each of her classmates and her teacher.	
<b><u>Differentiation Strategies for Students with Special Needs</u></b>	