

# Dance Production IV

TEKS Strand	Expectations
<p><b>Foundations – Perception:</b> The student develops an awareness of the body's movement using sensory information while dancing.</p>	<p>Students take leadership roles in aspects of production that extend beyond the realm of assigned responsibility. Students will demonstrate collaboration skills by participating in mixed production teams. They understand the role that each aspect (costume, choreography, and lighting) contributes to the production as a whole.</p>
<p><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.</p>	<p>Within the context of student assignments, each individual analyzes the impact of physical, intellectual, emotional, and social dimensions of a production and illustrates each point with specific examples and rationales.</p>
<p><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.</p>	<p>Students demonstrate personal commitment by preparing for each rehearsal. Students will also learn the importance of stage production etiquette. Students learn that all facets of a dance production work together to achieve a common goal.</p>
<p><b>Historical and Cultural Relevance:</b> The student demonstrates an understanding of cultural, historical, and artistic diversity.</p>	<p>Students use historical and cultural information, such as the time period, genre, cultural and sociological implications, and characterizations to inform productions.</p>
<p><b>Critical Evaluation and Response:</b> The student makes informed personal judgements about dance and the meaning and role of dance in society</p>	<p>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.</p>
<p><b>Example</b></p> <p>As one of her many tasks as student director, Clara chooses to designate specific warm-up exercises to work through some issues that occurred in the previous rehearsal with timing, and finds new ways to encourage better stage presence.</p>	
<p><b><u>Differentiation Strategies for Students with Special Needs</u></b></p>	