

Dance Wellness III New Class Ideas

TEKS Strand	Expectations
<p>Foundations – Perception: The student develops an awareness of the body's movement using sensory information while dancing.</p>	<p>Dance Wellness III continues to focus on the students' development of technical facility, somatic practices, kinesiological understanding, proper nutrition, injury prevention, ability to use imagery effectively, and overall fitness. In Dance Wellness III, the students will be able to analyze and evaluate their peers in class and provide feedback to enhance their ease in movement. The focus will include the health and well-being of a dancer, risks of injury and enhancement of performance.</p>
<p>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.</p>	<p>The students shall analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges. The students will use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances. The students should employ acquired knowledge to stimulate creative risk-taking and broaden their own dance technique, performance, and choreography.</p>
<p>Creative Expression – Performance: The student develops knowledge and execution of technical dance skills and a variety of dance genres and styles through performing.</p>	<p>Students continue the warm-up and other exercises with heightened attention to body alignment in all aspects of training. Learning the audition process is important for Principles of Dance III and Technique Level III students. They will explore a wider range of dynamics in quality of movement, performance with confidence, projection, and expression.</p>
<p>Historical and Cultural Relevance: The student demonstrates an understanding of cultural, historical, and artistic diversity.</p>	<p>Students review the research of dance historians and study important trends, milestones, and figures in dance wellness history. The students will explain the importance of proper nutrition, injury prevention, and safe practices to optimal performance and the life-long health of a dancer as well as predict how healthy behaviors can affect health status.</p>
<p>Critical Evaluation and Response: The student makes informed personal judgements about dance and the meaning and role of dance in society</p>	<p>Assessment centers on observation and discussion of student work. Journals, portfolios, individual research, and notes on vocational opportunities may be part of the review of student progress and discussion of their goals. The sophistication of assessment criteria grows in tandem with the artistic growth of the student, and students extend their assessment of work to include examination into their fitness/wellness status as well as ways in which to incorporate into everyday living through career exploration or otherwise.</p>
<p>Example</p> <p>Katrina Rowan's Dance Wellness III students research various wellness and fitness programs, identifying the history and benefits to dancers. They group up to create a year-long fitness/wellness plan for high school-aged dancers. Students present their findings to the class, demonstrating aspects of the plan's unique style as part of their presentations. Ms. Rowan and the other students assess the presentations using established criteria. Students record their presentations, review, and self-assess on the same criteria.</p>	
<p><u>Differentiation Strategies for Students with Special Needs</u></p>	