

Dance Wellness IV 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 IV 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. Students attain greater awareness and control of their bodies, a keener ability to "read" performances, stronger interpretive skills (including dynamic qualities), and the understanding of dance as creative expression in cultural/historical context. This final level of class work challenges students to become leaders, independent thinkers, and role models for younger students.</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>Dance Wellness IV students continue intensive, individualized training in their areas of specialization. Program design should be discussed with the instructor and peers. Dance Wellness IV focuses on developing students' leadership and independent thinking skills. Students take turns leading and planning warm-up and other exercises.</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>Each student develops a personal conditioning program in accordance with the technical requirements of her or his genre and level of training. Students may prepare performance notes for dance presentations by describing conditioning needs and other relevant information to be successful with upcoming performances.</p>
<p>Historical and Cultural Relevance: The student demonstrates an understanding of cultural, historical, and artistic diversity.</p>	<p>In independent study, students may research and create projects illustrating the historical/cultural influences on dancers' physicality throughout the years. Original thinking based on research is encouraged. The format of presentations may vary and should be pre-approved by the teacher. Students may choose a traditional dance to study and create an original plan for wellness (conditioning, potential injuries / prevention, physical demands, etc.).</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>Self-assessment and teacher and peer critique of original and choreographed work aids students in refining performances. The health and physical training of the dancer should be considered and incorporated into assessment. Development of assessment criteria continues to influence how students view their own, their classmates', and professional performances. Students will assemble résumés and portfolios to seek outside performance, training, and study opportunities.</p>
<p>Example</p> <p>Marion Simon designs an assignment for her Dance Wellness IV students to challenge and expand their understanding of various methods of somatics, nutrition, anatomy / injury prevention, and conditioning. Students are expected to develop lesson plans for a 2–3 week unit on topics of their choice and then teach their peers.</p> <p>She encourages them to critique the appropriateness of each peer teacher's content and teaching ability. Ms. Simon uses the student presentations as the basis for class discussions.</p>	
<p><u>Differentiation Strategies for Students with Special Needs</u></p>	