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Dance Middle School 1 Introductory Discovery

TEKS Strand	Expectations
Foundations – Perception: The student develops an awareness of the body's movement using sensory information while dancing.	In MS Dance I students will develop their own kinesthetic awareness. Students will learn their boundaries of personal space while working individually and in groups. They will define body science applications through dance genres, styles, and vocabulary. They will identify dance movement elements through space, energy, and time. Students will learn the importance of a healthy lifestyle.
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.	In MS Dance I students begin learning the basic principles of proper body alignment and fundamental dance skills. Students learn how to increase their range of motion, find their balance, and use mental focus. They begin to put movements together rhythmically, spatially, and artfully to create dances. Students will then identify the characteristics of different movement studies and the ideas or emotions that are used in those movement studies.
Creative Expression – Performance: The student develops knowledge and execution of technical dance skills and a variety of dance genres and styles through performing.	In MS Dance I students will identify dance genres and styles such as ballet, jazz, modern dance, tap, musical theatre and other world dance forms. They will develop knowledge and execution of technical dance skills in a variety of these dance genres as well as identifying proper body conditioning for warm-up and cool-down. Students will learn, practice, and perfect a dance for performance. They will learn to perform in groups with the intent to communicate to an audience. Technology may be incorporated into practice and performance for help in demonstrating the use of dance elements.
Historical and Cultural Relevance: The student demonstrates an understanding of cultural, historical, and artistic diversity	MS Dance I students recognize dance as a vehicle for understanding their heritage and traditions, as well as the heritage and traditions of others. Students will identify historical figures and their contributions to dance history. Students will study the movement characteristics of different cultural dance forms. They will understand dances in various media and other content areas.
Critical Evaluation and Response: The student makes informed personal judgements about dance and the meaning and role of dance in society.	In MS Dance I students will learn how to define artistic decision of personal dance works and the quality and effectiveness of dance performances by others. Students will identify the choreographic structures used by various American choreographers and the relationships between dance and other content subjects.

Example

At the beginning of the school year Ms. Caldone provides an opportunity for the students to demonstrate and recognize how to move around each other. Personal space is defined and simple movement sequences are given in the center. Large movements across the dance floor are also defined to allow students to feel their bodies moving through space individually and with others. Ms. Caldone assigns a project on a healthy body image. Throughout the year the students use journals for self-assessment and choreography notes.

Students will identify basic alignment, balance, and focus skills. Students will demonstrate a movement study or dance that they have choreographed. Media may be used to record the students

By the end of the school year students are expected to perform basic techniques in genres such as ballet, jazz, tap, modern dance, musical theatre dance, and world dance forms.

Ms. Caldone demonstrates technique in these dance genres and provides adequate practice time for the students. Media is used to record students in class as a means of personal growth. Students are expected to participate in a performance for an audience.

Ms. Caldone will either choreograph a dance, invite a guest choreographer to create a dance, or choose student choreography for performance. Technology is used to record the performance.

The students will research, observe, participate or present a cultural dance.

The students will understand how artistic decision affects the success of creating dances and performing them.

Ms. Caldone will create choreography projects that challenge her students to think of cross-curricular subjects for inspiration.

Differentiation Strategies for Students with Special Needs