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Middle School 2 Discovery Follows MS Dance 1

TEKS Strand	Expectations
Foundations – Perception: The student develops an awareness of the body's movement using sensory information while dancing	MS Dance II will build on basic kinesthetic and spatial awareness learned in MS Dance I. Body science applications will be shown through the dance styles, genres, and vocabulary learned in MS Dance I. Students will thoroughly explore and demonstrate the dance elements of space, energy, and time. Students will identify the concepts of wellness for 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 II students will build on basic principles of proper body alignment learned in MS Dance I. Dance composition elements, improvisation skills and choreographic processes will be learned and practiced. Expression of ideas and emotions will be explored and demonstrated. Students will distinguish between movement studies using rhythmical skills and spatial directions.
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 II students will build on their identification of various dance genres such as ballet, jazz, tap, modern dance, musical theatre dance and world dance forms. They will continue developing knowledge and execution of technical dance skills in a variety of these dance genres while using proper body conditioning for performance skills. Students will learn, practice and perfect a dance for performance. They will perform individually and in groups with the intent to express emotions, communicate, and project to an audience. Students will incorporate technology into practice and performance to record the use of dance elements.
Historical and Cultural Relevance: The student demonstrates an understanding of cultural, historical, and artistic diversity.	In MS Dance II students will identify historical figures and their contribution to dance history. They will compare and contrast cultural significance of dance movements. Movement characteristics of historical and cultural dance forms will be evaluated. student will perform a dance representing his or her heritage or environment and create 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 II students will build on their skills of incorporating appropriate etiquette in the classroom and performances. They will strengthen their skills of interpreting, evaluating, and justifying artistic decisions of personal dance works. will design criteria for evaluating the quality and effectiveness of dance performances. Choreographic structures and content by American choreographers will be compared and contrasted.

Example

At the beginning of the school year Mr. Turner provides movement that allows the students to demonstrate their kinesthetic and spatial awareness, both individually and in groups. Ample time is given to students to demonstrate proper body alignment. He provides movement sequences designed for the study of time, space, and energy.

Mr. Turner assigns a research project on the attitude, foods, sleeping habits, and eating habits of a healthy lifestyle. Throughout the school year the students use journals for self-assessment and choreography notes.

Mr. Turner provides the knowledge, guidance, materials, and time for students to explore the use of composition elements of space, time, energy, choreographic process, improvisation, and emotional expression while making dances. Thinking maps are given to students for use in comparison and contrast of various student dances. Mr. Turner provides personal critique as well as giving class members a Response and Evaluation Form to use while assessing dances.

By the end of the school year students are expected to perform techniques such as ballet, jazz, tap, modern dance, musical theatre dance, and world dance forms. Mr. Turner gives technical warm-ups and more complex movement sequences. She assigns larger movements across the floor for the intermediate student. Safety against injury is emphasized. Mr. Turner uses media to record students in class as means of personal improvement.

Students are expected to participate in a performance for an audience. Mr. Turner chooses choreography from several sources for the performance. Technology is used to record the performance.

Mr. Turner provides several opportunities for students to research, observe, or perform cultural and/or folk dance.

Differentiation Strategies for Students with Special Needs