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Middle School 3 Discovery Follows MS Dance 2

TEKS Strand	Expectations
<p>Foundations – Perception: The student develops an awareness of the body's movement using sensory information while dancing.</p>	<p>MS Dance III will build on basic kinesthetic and spatial awareness practiced in MS Dance I and II. Body science applications will be advanced through the dance styles, genres, and vocabulary practiced in MS Dance II. Students will develop dance movement elements through space, energy, and time. Students will distinguish between concepts of wellness for healthy lifestyles.</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>In MS Dance III students will perfect the basic principles of proper body alignment practiced in MS Dance I and II. Dance composition elements, improvisation skills, and choreographic processes will be demonstrated. Expression of ideas and emotions will be designed and demonstrated. Students will create movement studies using rhythmical skills and spatial directions.</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>In MS Dance III 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.</p>
<p>Historical and Cultural Relevance: The student demonstrates an understanding of cultural, historical, and artistic diversity.</p>	<p>In MS Dance III students will identify historical figures and their contributions to dance history. They will compare and contrast cultural significance of dance movements. Movement characteristics of historical and cultural dance forms will be evaluated. Each student will perform a dance representing his or her heritage or environment and create dances in various media and other content areas</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>Students in MS Dance III build on skills of incorporating appropriate etiquette in the classroom and performances. They will strengthen skills of interpreting, evaluating, and justifying artistic decisions of personal dance works. Students will design criteria for evaluating quality and effectiveness of dance performances. Choreographic structures and content used by American choreographers will be compared and contrasted.</p>

Example

At the beginning of the school year Ms. Simon provides movement that allows the students to practice body alignment and kinesthetic and spatial awareness, both individually and in groups. She provides movement sequences designed for the study of time, space, and energy.

Ms. Simon presents a short unit on teen drug abuse, its results, and ways to resist it. Throughout the school year the students use journals for self-assessment and choreography notes.

Ms. Simon provides guidance, materials, and time for students to create dances exploring dance elements, choreographic process, improvisation, and emotional expression. Thinking maps are given to students for use in comparison and contrast of various student dances. Ms. Simon 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 technique such as ballet, jazz, tap, modern dance, musical theatre dance, and world dance forms.

Technical warm-ups, more complex movement sequences, and larger movements across the floor are provided for the intermediate student. Safety against injury is emphasized. Media may be used to record students in class as means of personal improvement.

Students are expected to participate in a performance for an audience. Ms. Simon will choose choreography from several sources for the performance. Technology is used to record the performance.

Ms. Simon will provide several experiences in which students can research, observe, perform, or present cultural and/or folk dance. She assesses their knowledge of artistic decision making in choreography.

Differentiation Strategies for Students with Special Needs