

High School Dance - Ballet II 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>Ballet II builds on the basic technical facility and kinesthetic body awareness attained in Ballet I. The class reinforces and refines students' development of body awareness, technical facility, spatial expressiveness, and personal creativity through one or multiple genres.</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>Tempo, dance sequence patterns, and transitions are important areas of experimentation. Students create and choreograph simple dances according to teacher guidelines (which may be determined by concepts such as style inversion and retrogression).</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>Their skills, movements, and sequences are more complex, and their sequences are longer, memorized, and executed with greater technical skill and emotional expression. Ballet II focuses on the physical conditioning of the dancer, emphasizing the importance of agility (which enables precise arm and leg extensions), strength, and endurance. Students practice maintaining focus, energy, and dynamics over the course of a performance. They work individually, in pairs, and in small ensembles, developing timing and rhythmic acuity. Stage placements used in the studio allow students to address the issue of audience perspective.</p>
<p>Historical and Cultural Relevance: The student demonstrates an understanding of cultural, historical, and artistic diversity.</p>	<p>Ballet II explores the development of different techniques/styles of ballet and the cultural and historical environments in which they exist. Students learn to identify and describe ballet according to stylistic characteristics and to locate them within their cultural contexts while choreographing short phrases to show their understanding of various historical periods and social contexts. They examine the roles of ballet in media such as film, video, and musical theatre. They study theoretical approaches to ballet and learn to make connections among the history, theory, and practice of ballet through the use of technology.</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 remains a daily, integral part of class work in Ballet II. Students identify particularly challenging areas of their training and devise ways to strengthen their performances in these areas. Dance students focus on learning self-assessment skills and seek peer evaluation to foster awareness and communication of their ideas and work. Portfolios including media such as videos, journals, and written evaluations may be compiled to aid in assessing progress. Attending community dance performances assists students in establishing personal performance goals and in developing criteria for evaluating dance performances. Vocational and avocational opportunities for dancers may be taken into account when formulating curricula and student assessment criteria.</p>
<p>Example</p> <p>Students in Michael Romano's Ballet II class spend much of the first semester researching ballet. For example, Leah Turner studies the development of ballet and how it was influenced by different cultures and other genres of dance.</p> <p>Leah cites key contributions of dancers and choreographers to the evolution of ballet. Additionally she includes in her study significant performances of the last five years.</p> <p>Her final presentation to the class uses a multimedia format to illustrate her predictions of future developments in ballet based on contemporary trends and historical development. She provides strong rationales for each of her predictions.</p> <p>Mr. Romano and Leah's classmates critique her presentation based on criteria they generated as a class for an effective multimedia presentation of content knowledge and understanding.</p>	
<p>Differentiation Strategies for Students with Special Needs</p>	