

High School Dance - Tap I 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>Tap I is an introduction to Tap. Learning the vocabulary, principles and elements is important. Students focus on development of body awareness, technical facility, spatial expressiveness, and personal creativity. Skills learned in Tap I Technique are refined and reinforced in all upper-level classes.</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>Many of the exercises have live and/or recorded accompaniment. The concepts of personal space and shared performance space are explored with three exercises: individual demonstrations that traverse the studio along horizontal and diagonal lines, partner activities, and activities in which dancers cross paths. Exercises for building awareness of shared space combine students' comprehension of personal space with an ability to anticipate and gauge the movements of others. Students create phrases (patterns of dance sequences) in beginning improvisation and choreography.</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>Students are expected to demonstrate proficiency in the use of Tap I basic skills with a variety of accompaniment, tempo, and movement sequences at the conclusion of Tap I. Fundamental dance skills and techniques are demonstrated by the teacher and practiced by the students during class. Students learn by comparing and contrasting their movements with those of their instructor. Safety and the importance of warm-up, cool-down and proper conditioning are emphasized. Barre and floor exercises are taught. Students memorize movement sequences and identify effective use of dance elements. Students perform short movement sequences to demonstrate technique.</p>
<p>Historical and Cultural Relevance: The student demonstrates an understanding of cultural, historical, and artistic diversity.</p>	<p>Examination of the origins and development of each Tap I accompanies students' technical and creative work. Students review the research of dance historians and study important trends, milestones, and figures in Tap history. Regular attendance at dance performances enables students to situate contemporary dance in an historical context and to draw connections between their own study of dance and dance history and what they see on stage. The historical component of Tap I includes examination of the broader cultural and historical contexts in which the genre exists. A body of dance history resources aids students in their research to identify historical figures in Tap and use of various media.</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>Evaluation of student progress is continual, integrated into the daily teaching process, and made in three primary ways: teacher critique, student self-assessment, and peer response. Students learn to identify the essential elements of each skill or sequence performed by their instructor and to examine their own movements in terms of these elements. They use mirrors to observe their actions and to make adjustments of their form. The teacher helps the class learn evaluation techniques by analyzing her own movements aloud while teaching. Rules of etiquette are established and maintained to ensure all students have equal opportunity to learn. Students will explore relationships between dance and other content areas as well as the use of technology in dance.</p>
<p>Example</p> <p>Ms. Ross begins her Tap I students with basic rhythm and foot articulation exercises to prepare them for more complex steps. She focuses on simplified rhythms and basic terminology to produce clear sounds as well as deep understanding of foundational tap steps.</p> <p>Throughout instruction, Ms. Ross guides the students in understanding tap terminology as they reference their own body. To check for understanding, the students move into pairs to verbally analyze and critique specific tap phrases applying correct terminology. As the students continue to experience the instruction, they will explore and demonstrate the relationship with movement and sounds.</p>	
<p>Differentiation Strategies for Students with Special Needs</p>	