

# High School Dance - World Dance 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>World Dance I is an introduction to the various dances or one specific world dance presented in cultural and historical context. Learning the vocabulary, principles, and elements of each style is important. Student focus on development of body awareness, technical facility, special awareness and personal creativity. Skills learned in World Dance I are refined and reinforced in all upper-level courses.</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 Level I basic skills with a variety of accompaniment, tempo, and movement sequences at the conclusion of World Dance 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. Appropriate 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 World Dance I class accompanies students' technical and creative work. Students review the research of dance historians and study important trends, milestones, and figures in dance 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 World Dance I includes examination of the broader cultural and historical contexts in which each genre exists. A body of dance history resources aids students in their research to identify historical figures 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><b>Example</b></p> <p>Through the study of World Dance 1, the students will be introduced to movement language that reaches across linguistic and geographic boundaries.</p> <p>Ms. Thompson will pre-assess as the students share what they know about the Renaissance period. Connecting to prior knowledge, discuss what dance form they would expect during that specific time period.</p> <p>Media experience with a video on Renaissance and Baroque Dance segments- Commedia dell'arte.</p> <p>Students will identify the role gender in the development of the dance form.</p>	
<p><b>Differentiation Strategies for Students with Special Needs</b></p>	