

International Baccalaureate Dance II (SL and HL) :: Follows International Baccalaureate Dance I – 12th grade ONLY

TEKS Strand	Expectations
<p>Foundations – Perception: The student develops an awareness of the body's movement using sensory information while dancing.</p>	<p>IB Dance II develops the total dancer by integrating students' technique, perception, artistic interpretation, and cultural/historical analysis. Students attain greater awareness and control of their bodies, a keener ability to "read" performances, stronger interpretive skills (including dynamic qualities), and the understanding of dance as creative expression in cultural/historical context.</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>IB Dance II students continue intensive, individualized training in their areas of specialization and may do additional work in outside genres. Program design should be discussed with the instructor and peers. IB Dance II focuses on developing students' independent thinking skills. Students are expected to be highly proficient in their areas of specialization and competent in related areas. Proficiency includes technical facility, emotional expression, and the communication of ideas to an audience. Students will improvise, construct, and evaluate their own movement studies. They will evaluate the expression of ideas and emotions through movement as well as design compositional forms implementing dance elements for choreographic processes.</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>Each student develops a personal conditioning program in accordance with the technical requirements of her or his genre and level of training. Students may prepare performance notes for dance presentations by describing a dance, its history, and other relevant information. Students will be able to perform with a refined sense of musicality, expressiveness, and spatial awareness as well as evaluate the performance of projection, confidence, and expression.</p>
<p>Historical and Cultural Relevance: The student demonstrates an understanding of cultural, historical, and artistic diversity.</p>	<p>In independent study, students may research and create projects illustrating the historical/cultural influences on specific genres using technology. Attention may be focused on the description of contributions made by dancers, choreographers, and patrons and on the impact of these contributions on succeeding work. Original thinking based on research is encouraged. The format of presentations may vary and should be pre-approved by the teacher. Students may choose a traditional dance to study and create an original piece representative of its tradition. Students will improvise and construct dances in various media and 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>Self-assessment and teacher and peer critique of original and choreographed work aids students in refining performances. The health and physical training of the dancer should be considered and incorporated into assessment. Development of assessment criteria continues to influence how students view their own, their classmates', and professional performances. Students will assemble résumés and portfolios to seek outside performance, training, and study opportunities. The student will create, reconstruct, perform, and evaluate a choreographic student using varied media and environments.</p>
<p>Example</p> <p>Ms. Davis' second year IB class decided to continue study in dances of India (Bharatnatayam in particular) to use as their genre of choice for development through a compositional solo, duet, or ensemble for their final External Assessment.</p> <p>Ms. Davis choreographs an ensemble for the students to perform for IB assessment that demonstrates technical aspects that have been worked on throughout the courses and allows the dancers to successfully show intent and quality performance ability.</p>	
<p>Differentiation Strategies for Students with Special Needs</p>	