

# Principles of Dance IV and Technique – Ballet IV , Jazz IV, Modern/Contemporary IV, Tap IV and World Dance IV

TEKS Strand	Expectations
<p>Foundations – Perception: The student develops an awareness of the body's movement using sensory information while dancing.</p>	<p>Principles of Dance IV trains 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. This final level of class work challenges students to become leaders, independent thinkers, and role models for younger students.</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>Principles of Dance IV 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. Principles of Dance IV focuses on developing students' leadership and independent thinking skills. Students take turns leading warm-up, barre, and floor exercises. Preparation for special performance events gives students additional responsibilities in areas such as costume, props, and makeup. 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/Cultural Heritage: 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>

**Example**

Marion Simon designs an assignment for her Principles of Dance IV students to challenge and expand their understanding of the discipline of dance and how it compares with other art forms. First, Ms. Simon asks each of her students to describe art, music, theatre, and dance in writing. She asks the class to discuss the ability of each discipline to communicate thoughts, feelings, ideas, concepts, and narratives.

After the class generates some initial ideas about the characteristics of each fine arts discipline, they individually research themes that have historically been addressed in dance. Each student develops a multi-media presentation in which he or she determines which subjects are best suited to be explored

through movement. Ms. Simon asks her students to examine at least two major dances in their repertoires and to discuss in detail the thematic content of each. She encourages them to critique the appropriateness of each dance's content, to cite illustrations in each dance that are excellent examples of communicating through movement, and to point out themes that prove extraordinarily difficult to examine through movement.

Ms. Simon uses the student presentations as the basis for class discussions.

### **Differentiation Strategies for Students with Special Needs**