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Dance Composition / Improvisation III :: Follows Dance Composition / Improvisation II

TEKS Strand	Expectations
<p>Foundations – Perception: The student develops an awareness of the body's movement using sensory information while dancing.</p>	<p>The class focuses on students' exploration of the physical language of dance and how to invent and structure movement through improvisation and physical brainstorming. Students observe and discuss their own and each other's work in the process of developing their own particular artistic vision. Students continue to develop and refine body awareness, technical facility, spatial expressiveness, vocabulary, principles, and elements of choreography.</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>Students will:</p> <ul style="list-style-type: none"> • construct a dance that uses specific choreographic structures to express an idea and show understanding of continuity and framework. • compare the creative processes used by a choreographer with those used by other creative individuals, noting the connections in the way they conceive, create, and/or present their work • employ acquired knowledge to stimulate creative risk-taking and broaden their own performance/choreography. • collaborate with peers in the development of complex choreography in diverse groupings. • focus on integrating disparate elements of a performance into a cohesive whole and research others' interpretations to shed light on their own work. • perform independently and as a group, demonstrating accurate movement dynamics, styles and interpretation. • perform expressively, a repertoire representing styles from diverse cultures. • become familiar with small and large ensemble performance techniques. • improvise phrases and compose or arrange compositions.
<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 will study and/or perform exemplary works by choreographers who use new and emerging technology to stimulate the imagination. Students will choreograph, plan rehearsals, direct, and produce a concert piece; and evaluate the results to demonstrate artistic ability, leadership and responsibility. Students will teach peers a variety of complex movement patterns and phrases.</p>
<p>Historical and Cultural Relevance: The student demonstrates an understanding of cultural, historical, and artistic diversity.</p>	<p>Students select and perform choreography from several historical periods, representing a range of genres, styles, and cultural influences. Students classify dance by style, culture, and historical period and justify their classifications. They discuss the relationship between society and dance, and between dance and other disciplines. They consider possible career and avocational opportunities in dance.</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>Students make informed critical assessments of the quality and effectiveness of their own choreographic qualities and intentions based on a variety of sources, to support personal competence and artistic growth.</p> <p>Students take leadership roles in selecting, choreographing, rehearsing and critiquing ensemble works. Discussion and coaching help address common choreographic problems, providing additional instruction and developing</p>

critical techniques. Students give input into the scheduling process, evaluation, and constructive problem solving—intrinsic components of ensemble classes.

Example

Ms. Parker's DCI III chooses to study Merce Cunningham and his "chance" dance way of choreography. Cunningham pioneered the use of chance operations in choreography as a way of trying alternatives that one might not otherwise choose because of one's cultural and personal habits, traditions or preconceptions. They play "Gambling for Discovery" in order to decide the order, placement and any other variables involved (number of dancers, groupings, speed, facings, places in space, etc.) in their group piece for the first semester.

Improvisation is still used for movement development and exploration. School-wide themes are turned into movement improvisations (such as conflict resolution, loyalty, or transformations). Students take relevant topics (related to dance or other studies) to incorporate into movement improvisations.

Differentiation Strategies for Students with Special Needs