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Dance Composition / Improvisation IV :: Follows Dance Composition / Improvisation III

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.</p> <p>Students attain greater awareness and control of their bodies, a keener ability to produce accurate performances/choreography, 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>Students will assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in composition. Students will construct a dance that uses specific choreographic structures to express an idea and show understanding of continuity and framework. The students will also:</p> <ul style="list-style-type: none"> • 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 one's own performance/choreography • collaborate with peers in the development of choreography in groups. • Discuss program design with the instructor and peers • Prepare for special performance events, taking on additional responsibilities in areas such as costume, props, and makeup • Show high proficiency in their areas of specialization and competency in related areas. Proficiency includes technical facility, emotional expression, and the communication of ideas to an audience. • improvise, construct, and evaluate their own movement studies. • evaluate the expression of ideas and emotions through movement as well as design compositional forms implementing dance elements for choreographic processes.
<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 study and/or perform exemplary works by choreographers who use new and emerging technology to stimulate the imagination; choreograph, plan rehearsals, direct, and produce a concert piece; and evaluate the results to demonstrate artistic ability, leadership and responsibility. They 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. They classify dance by style, culture, and historical period and justify their classifications. 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. Students will improvise and construct dances in various media and content areas. They discuss the relationship between society and dance, and between dance and other disciplines. They consider possible career and avocational opportunities in dance.</p>

Critical Evaluation and Response:
The student makes informed personal judgements about dance and the meaning and role of dance in society

Students make informed critical assessments of the quality and effectiveness of their own choreographic qualities and intentions. Self-assessment and teacher and peer critique of original and choreographed work aids students in refining choreography. The student will create, reconstruct, perform, and evaluate a choreographic student using varied media and environments. Development of assessment criteria continues to influence how students view their own, their classmates', and professional performances.

Example

The DCI IV students are expected to complete their Senior Studio Choreography projects, including a solo, duet, and small/large ensemble, choreographed by the student and other dancers. This piece will be shown in a public performance during the second semester.

Improvisation is used to explore movement possibilities. Ms. Parker's DCI IV students complete "Dancing with and against music. If the dancer is facing one direction, the dancer moves with music. If she is facing the other directing, she moves against the music. The dancer turns and changes his facing in the space; he must change his relation to the music if he turns past the east-west axis. The dancer may travel anywhere in the space, moving with or against the music. This problem may be further defined by limiting one element at a time (with or against speed, rhythm, style, dynamic quality, or mood.)

Differentiation Strategies for Students with Special Needs