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Dance Performance and Ensemble II

TEKS Strand	Expectations
<p>Foundations – Perception: The student develops an awareness of the body's movement using sensory information while dancing.</p>	<p>Students continue to develop and refine body awareness, technical facility, spatial expressiveness, vocabulary, principles, and elements of each style. Students continue to develop and refine body awareness, technical facility, spatial expressiveness, vocabulary, principles, and elements of each style.</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>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.</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>Their skills, movements, and sequences are more complex, and their sequences are longer, memorized, and executed with greater technical skill and emotional expression.</p> <p>Students practice maintaining focus, energy, and dynamics over the course of a performance. They work individually, in pairs, and in small ensembles, developing timing and rhythmic acuity. Stage placements used in the studio allow students to address the issue of audience perspective.</p> <p>In preparation for performance, students may keep personal journals reflecting their thoughts in rehearsal and presentation, develop inventories of technical skills, as well as develop and discover technical exercises that assist in refining performance skills. Learning the audition process is important for Performance/Ensemble at all levels.</p>
<p>Historical and Cultural Relevance: The student demonstrates an understanding of cultural, historical, and artistic diversity.</p>	<p>Students learn a repertoire representative of different cultures, historical periods, genres and styles. They explore the historical and cultural influences affecting the choreographers/dancers. Students learn to identify and describe dances according to stylistic characteristics and to locate them within their cultural contexts while choreographing short phrases to show their understanding of various historical periods and social contexts.</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>Assessment remains a daily, integral part of class work. Students identify particularly challenging areas of their training and devise ways to strengthen their performances in these areas.</p> <p>Dance students focus on learning self-assessment skills and seek peer evaluation to foster awareness and communication of their ideas and work. Portfolios including media such as videos, journals, and written evaluations may be compiled to aid in assessing progress. Attending community dance performances assists students in establishing personal performance goals and in developing criteria for evaluating dance performances. Vocational and avocational opportunities for dancers may be taken into account when formulating curricula and student assessment criteria.</p>
<p>Example</p>	

Balanchine's Serenade is celebrating its 80th anniversary. It was Balanchine's first piece of choreography in the US and it was performed by students of the School of American Ballet. This piece is influenced by two different cultures, including a folk dance known as Khorumi.

Ms. Clark asks the students to find recordings of both and discuss the demands on the body for proper performance as well as create lists of the technical differences and similarities.

Differentiation Strategies for Students with Special Needs