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Dance Performance and Ensemble III :: Follows 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>Performance/Ensemble III emphasizes development of the total dancer by integrating each student's physical, analytical, and creative growth. 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 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>Students focus on integrating disparate elements of a performance into a cohesive whole and research others' interpretations to shed light on their own work. Solo and ensemble work are both essential. Students perform independently and as a group, demonstrating accurate movement dynamics, styles and interpretation. Students expressively perform a repertoire representing styles from diverse cultures. They become familiar with small and large ensemble performance techniques. They improvise phrases and compose or arrange compositions.</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>Students continue the warm-up, barre, and floor exercises with heightened attention to body alignment in all aspects of training. Students will exhibit accurate range of dynamics in quality of movement, advanced techniques, performing alone and in ensemble with confidence, projection, and expression. 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 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. Students 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 take leadership roles in selecting, rehearsing, and critiquing ensemble works. Discussion and coaching help address common performance problems, providing additional instruction and developing critical techniques. Students give input into the scheduling process, evaluation, and constructive problem solving—intrinsic components of ensemble classes.</p>
<p>Example</p> <p>The Dance Ensemble III at Texas High School spends several class periods watching recordings of contemporary dance companies (Kibbutz, Choe Contemporary Dance, and Complexions Contemporary Ballet).</p> <p>The students pay particular attention to how each dancer interacts with the other as well as the commitment to the movement they exhibit.</p> <p>After watching and examining, the class chooses a short excerpt to reconstruct with interaction and commitment as their focus. They record themselves, viewing and discussing what made this process (with this focus) different from previous performance experiences.</p>	
<p><u>Differentiation Strategies for Students with Special Needs</u></p>	