

# Dance Theory I

TEKS Strand	Expectations
<p><b>Foundations – Perception:</b> The student develops an awareness of the body's movement using sensory information while dancing.</p>	<p>Dance Theory I is an introduction to dance as an academic discipline, profession and art form. This course supplies students with information and processes of inquiry to facilitate their own decision-making as they proceed in the field of dance and promotes critical thinking and cross-disciplinary skills that are the foundation for this course.</p>
<p><b>Creative Expression – Artistic Process:</b> The student develops knowledge and skills of dance elements, choreographic processes and forms in a variety of dance genres and styles.</p>	<p>Many of the exercises have live and/or recorded accompaniment. 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. Students create phrases (patterns of dance sequences) in beginning improvisation and choreography.</p>
<p><b>Creative Expression – Performance:</b> The student develops knowledge and execution of technical dance skills and a variety of dance genres and styles through performing.</p>	<p>Students are expected to demonstrate proficiency in the use of Level I basic skills with a variety of accompaniment, tempo, and movement sequences at the conclusion of Dance Theory I Technique. Fundamental dance skills and techniques are demonstrated by the teacher and practiced by the students during class. Students learn by comparing and contrasting their movements with those of their instructor. Safety and the importance of warm-up, cool down and proper conditioning are emphasized. Barre and floor exercises are taught. Students memorize movement sequences and identify effective use of dance elements. Students perform short movement sequences to demonstrate technique.</p> <p>The students may dissect or assemble a step, pattern or combination to show understanding of the movement, terminology and progression. Explore and select music from a broad range of cultures to accompany, support and/or inspire choreography.</p>
<p><b>Historical and Cultural Relevance:</b> The student demonstrates an understanding of cultural, historical, and artistic diversity.</p>	<p>Examination of the origins and development of each Dance Theory I may accompany students' technical and creative work. Students review the research of dance historians and study important trends, milestones, and figures in dance history. Regular attendance at dance performances enables students to situate contemporary dance in an historical context and to draw connections between their own study of dance and dance history and what they see on stage. The historical component of Dance Theory I includes examination of the broader cultural and historical contexts in which each genre exists. A body of dance history resources aids students in their research to identify historical figures and use of various media.</p>
<p><b>Critical Evaluation and Response:</b> The student makes informed personal judgements about dance and the meaning and role of dance in society</p>	<p>Evaluation of student progress is continual, integrated into the daily teaching process, and made in three primary ways: teacher critique, student self-assessment, and peer response. Students learn to identify the essential elements of each skill or sequence performed by their instructor and to examine their own movements in terms of these elements. They use mirrors to observe their actions and to make adjustments of their form. The teacher helps the class learn evaluation techniques by analyzing her own movements aloud while teaching. Rules of etiquette are established and maintained to ensure all students have equal opportunity to learn. Students will explore relationships between dance and other content areas as well as the use of technology in dance.</p>
<p><b>Example</b></p> <p>Topics to be covered may include: an introduction to dance as an art form; dance history; dance as a product of culture; the relationship of dance technique to the overall field: repertory, dance in entertainment-jazz, musical theater, hip hop, ballroom; applied kinesiology as it relates to the efficiency of movement; career preparation; dance production; labanotation; and strategies for effective learning, professional engagement, and longevity in the discipline. Through extensive viewing of video and live dance performance and subsequent writings and discussions, students learn to identify, describe, analyze, and interpret choreographic practices, characteristics of performers, different uses of production elements, and the aesthetic, political, social, and cultural contexts that characterize the state of the art today.</p>	
<p><b><u>Differentiation Strategies for Students with Special Needs</u></b></p>	