

# Dance Wellness II New Class Ideas

TEKS Strand	Expectations
<p>Foundations – Perception: The student develops an awareness of the body's movement using sensory information while dancing.</p>	<p>Dance Wellness I focuses on the students' development of technical facility, somatic practices, kinesiological understanding, proper nutrition, injury prevention, ability to use imagery effectively, and overall fitness. Skills learned in Dance Wellness I are refined and reinforced in all upper-level classes. These include identifying the major bones of the axial and appendicular skeleton; identifying muscular and skeletal structures that facilitate or inhibit rotation, flexion and/or extension; using accurate anatomical terminology to identify planes, regions, bones, muscles, and tissues; and proposing strategies to reduce or prevent injuries and health problems.</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 students shall analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges. The students will use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances. The students should employ acquired knowledge to stimulate creative risk-taking and broaden their own dance technique, performance, and choreography.</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 are expected to demonstrate proficiency in the use of Level I basic skills. Fundamental conditioning/wellness 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.</p> <p>Students memorize movement sequences and identify effective use of dance elements. Students perform short movement sequences to demonstrate technique. Students are expected to develop a plan to improve technique and performance quality; articulate and consistently apply principles of alignment to axial, locomotor, and non-locomotor movement; demonstrate knowledge of basic anatomy, the vertebral structure, physiology, and kinesiology related to dance technique and conditioning; practice conditioning methods that complement the physical instrument and determine the degree of personal improvement in established dance techniques such as Feldenkrais, Bartenieff, Pilates, yoga, and cardio.</p>
<p>Historical and Cultural Relevance: The student demonstrates an understanding of cultural, historical, and artistic diversity.</p>	<p>Students review the research of dance historians and study important trends, milestones, and figures in dance wellness history. The students will explain the importance of proper nutrition, injury prevention, and safe practices to optimal performance and the life-long health of a dancer as well as predict how healthy behaviors can affect health status.</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>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. Skills include Making informed critical assessments of the quality and effectiveness of one's own technique and performance quality, based on criteria developed from a variety of sources, to support personal competence and artistic growth; analyzing long-term benefits of regularly participating in physical activity; synthesizing information and making use of a variety of experiences and resources from outside dance class to inform and inspire.</p>

**Example**

Throughout the school year, Ms. Moody's students journal their progress in written and video formats. By the end of the school year, students are expected to perform basic Pilates mat exercises with accuracy as well as name major / minor muscles regularly used in dance.

With that goal in mind, Ms. Moody designs a weekly assignment focusing on a particular exercises. Students describe in writing the process involved in learning to strengthen, increase flexibility, correct execution, etc. Problems or challenges are accompanied by possible solutions. Students justify their opinions with well substantiated rationales.

Then, at designated intervals, students record segments for their electronic journals. At the end of the school year, students select examples from the presentations that demonstrate the proficiency they gained in the various methods of conditioning in dance.

The journals provide powerful documentation of student growth that Ms. Moody uses in a variety of ways. On an individual basis, she uses the journals in conferencing with students about goals and areas of intensive study.

**Differentiation Strategies for Students with Special Needs**