

Dance and Media Communications II :: Follows Dance and Media Communications I

TEKS Strand	Expectations
<p>Foundations – Perception: The student develops an awareness of the body's movement using sensory information while dancing.</p>	<p>The student is expected to:</p> <ul style="list-style-type: none"> • analyze historical and contemporary dance and choreography works; • identify connections between the roles of choreographer, dancer, and ensemble member in live and recorded works; interpret works that communicate internal meanings, emotions, motivations, or societal norms; • create new works that communicate internal meanings, emotions, motivations, or societal norms; • categorize the similarities and differences in classical and contemporary dance techniques and methods; categorize the similarities and differences in dance techniques and methods across cultures; • contrast the impact of changes to performance and production components (e.g., choreography, staging, lighting, sound, costumes); • document study of dance in sketchbooks or journals; • integrate use of software to share and document projects; collaborate in teams to document the creation of works; • debate how documentation techniques and process can influence performances; and inventory ideas for further creative exploration.
<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 student is expected to:</p> <ul style="list-style-type: none"> • analyze various approaches to show intent and emotion through production; • examine how emotions impact perceptions and awareness in dance works; • collect digital artifacts to document and tell stories through dance; create altered environments through dance; develop ideas and solutions to creative problems using movement and choreography skills; • integrate use of digital tools to develop ideas and solutions to creative problems; • conduct creative research; engage in creative brainstorming tasks independently and with small and large groups; and • categorize differences in digital formats for various uses.
<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:</p> <ul style="list-style-type: none"> • construct dance performances to convey emotions and memory; • demonstrate use of visual organizers, storyboards, planning documents, and sketches for planning performances; and • diagram the structure of traditional and non-traditional, including multimedia, performances.
<p>Historical and Cultural Relevance: The student demonstrates an understanding of cultural, historical, and artistic diversity.</p>	<p>The student is expected to:</p> <ul style="list-style-type: none"> • analyze how historical and contemporary dance performances create formal language unique to the work through manipulation of the basic components of dance performance; • demonstrate how dance and movement can be used as communication and problem-solving tools; • prepare a presentation on the impact of participatory media on viewers and audiences in the 21st century; and • inventory various dance performance, recording, and production genres, techniques, and conventions.
<p>Critical Evaluation and Response: The student makes informed personal judgements about dance and the meaning and role of dance in society</p>	<p>The student is expected to:</p> <ul style="list-style-type: none"> • evaluate information gained from study of contemporary dance works as well as works by peers; • analyze similarities and differences in personal expression of memory through dance; • document a dance performance through digital recordings or files as well as through process notes, sketches, written reflections, and recorded discussions; • collect audience responses through direct observation, recording notes in sketchbooks or with digital photos, videos, or other artifacts as well as through concurrent or follow-up surveys or interviews; • analyze the impact of the dancer's, choreographer's, or director's point of view on the message conveyed through media;

- analyze the use of various media for differing intents;
- analyze how the addition of multimedia components can impact a dance performance;
- appraise media as an amplifier of cultural content and messages;
- identify best practices in media use and media literacy;
- document ideas and learning in sketchbooks and journals; and
- assemble a digital portfolio highlighting work in this class and setting future goals.

Example

In this course, student activities are designed to explore how digital tools and media serve as an amplifier for cultural content, especially as related to contemporary dance and dance-related professions. Students will research contemporary dance production methods and use of movement in media; engage in hands-on projects designed to help them bridge technology applications with dance related skills across a variety of media; create projects that incorporate digital tools to make dance performances; explore performance and production techniques to communicate ideas and emotions; develop leadership skills and self-direct projects with regard to topics, themes, and creative expressions; develop media literacy skills through analysis and synthesis of modern media messages from advertising, motion pictures, television, and the Internet, with specific focus around multi-platform, multimedia products; develop an awareness of participatory media, interaction design, and curatorial skills; develop questioning as well as critical thinking skills; and develop presentation skills through both oral and multimedia presentations. The final goal for the class is for students to create a capstone project, produced during the second semester each year of the course that will challenge them to harness the skills explored, delve into an issue of concern in their lives, and use movement and digital media as an agent of change. As part of this project students will capture audience feedback through surveys, interviews, or observations. They will combine these reflections with the documentation they collect throughout the course related to their ideas, processes, and products, ultimately resulting in a digital portfolio that can be used for future study as well as college and workforce applications.

Differentiation Strategies for Students with Special Needs