

# High School Dance - Modern/Contemporary Dance III 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>Modern/Contemporary 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.</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>Interpretations of traditional dances are based on research into the Modern/Contemporary's cultural and historical contexts to ensure the work accurately represents its tradition. Consideration of costume, lighting, music, set, and props is part of all performance planning. 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 to Modern/Contemporary III. Students examine the concepts of theme and variation, gesture, and motivation of movement. They build their own bases of criticism and re-evaluate previously learned arrangements, improvisations, and original creations from this new perspective.</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 to create movement using experimentation and personal experiences. Learning the audition process is important for Modern/Contemporary III. They will explore a wider range of dynamics in quality of movement, performance with confidence, projection, and expression.</p>
<p>Historical and Cultural Relevance: The student demonstrates an understanding of cultural, historical, and artistic diversity.</p>	<p>With the use of technology, Modern/Contemporary III students will be able to view, recognize and evaluate dances in relation to historical periods. Students learn the dances alongside studies of the cultures from which they originated. They become familiar with different schools of dance by the schools' particular techniques and methods, and they pay particular attention to learning the nuances of each 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 will start to analyze dances in a comparing characteristics and qualities of a variety of dances. Student portfolios are created as a valuable resource to reflect on past works. This provides a study of movement that can be built upon for and understanding in the relationship of dance performance skills and other content areas.</p>
<p><b>Example</b></p> <p>Ms. Johnson's Modern/Contemporary III students research a professional modern / contemporary company. They identify audition processes, stylistic characteristics of the dancers, the history of the dance company and its directors, the repertoire that is performed, their choreographic methods, and avenues that various dancers in the company have utilized in preparation for their professional careers. Students present their findings to the class, demonstrating aspects of the company's unique style as part of their presentations. Ms. Johnson and the other students assess the presentations using established criteria.</p>	
<p><b><u>Differentiation Strategies for Students with Special Needs</u></b></p>	