

# High School Principles of Dance I and Technique – Ballet I , Jazz I, Modern/Contemporary I, Tap I and World Dance I Discovery Introductory

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>Principles of Dance I is an introduction to the genres of ballet, tap, modern/contemporary, jazz, and world dance presented in cultural and historical context. Learning the vocabulary, principles and elements of each style is important. Students focus on development of body awareness, technical facility, spatial expressiveness, and personal creativity. Skills learned in Principles of Dance I are refined and reinforced in all upper-level classes.</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>During the level 1 choreographic process the students explore, improvise and demonstrate with ideas, emotions and original movement. Basic compositional forms are created using fundamental dance elements. Students develop body awareness, technical facility, spatial expressiveness, and personal creativity. Skills learned in Principles of Dance I are refined and reinforced in all upper-level classes.</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 Principles of Dance I. 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><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 of the Principles of Dance I accompanies 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 Principles of Dance 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 will 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>

## **Example**

Throughout the school year, Heather Thompson's students journal their progress in written and video formats. By the end of the school year, students are expected to perform basic technique in ballet, tap, modern/contemporary, jazz, and world dance (or specific genre of study).

With that goal in mind, Ms. Thompson designs a weekly assignment focusing on a particular technique or step. Students describe in writing the process involved in learning to execute the step. Students also identify critical attributes involved in the correct execution of the step. Journal entries indicate areas of strength and areas that need improvement. Problems or challenges are accompanied by possible solutions. Students justify their opinions with well substantiated rationales.

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 have gained in the various genres of dance.

The journals provide powerful documentation of student growth that Ms. Thompson 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**

