

High School Dance - World Dance 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>World Dance II builds on the basic technical facility and kinesthetic body awareness attained in World Dance I. World Dance II may choose to narrow the study to 1–3 genres per year as a focus of training.</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>Tempo, dance sequence patterns, and transitions are important areas of experimentation. Students create and choreograph simple dances according to teacher guidelines (which may be determined by concepts such as style inversion and retrogression) and study abstraction by improvising phrases.</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>Their skills, movements, and sequences are more complex, and their sequences are longer, memorized, and executed with greater technical skill and emotional expression. World Dance II / Technique Level II focuses on the physical conditioning of the dancer, emphasizing the importance of agility (which enables precise arm and leg extensions), strength, and endurance. Students practice maintaining focus, energy, and dynamics over the course of a performance. They work individually, in pairs, and in small ensembles, developing timing and rhythmic acuity. Stage placements used in the studio allow students to address the issue of audience perspective.</p>
<p>Historical and Cultural Relevance: The student demonstrates an understanding of cultural, historical, and artistic diversity.</p>	<p>World Dance II / Technique Level II explores the development of different dance styles and the cultural and historical environments in which they exist. Ideally, the focus of inquiry corresponds to the specific style or styles studied in Level II. Students learn to identify and describe dances according to stylistic characteristics and to locate them within their cultural contexts while choreographing short phrases to show their understanding of various historical periods and social contexts.</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>Assessment remains a daily, integral part of class work in World Dance II. Students identify particularly challenging areas of their training and devise ways to strengthen their performances in these areas. Students focus on learning self-assessment skills and seek peer evaluation to foster awareness and communication of their ideas and work. Portfolios including media such as videos, journals, and written evaluations may be compiled to aid in assessing progress. Attending community dance performances assists students in establishing personal performance goals and in developing criteria for evaluating dance performances. Vocational and avocational opportunities for dancers may be taken into account when formulating curricula and student assessment criteria.</p>
<p>Example Students in Michael Romano's World Dance II will discuss the affects and influences in the structure of specific dance forms. The students will examine the roles of world dance in media such as film, video, and musical theatre. They study theoretical approaches to dance and learn to make connections among the history, theory, and practice of dance through the use of technology.</p>	
<p><u>Differentiation Strategies for Students with Special Needs</u></p>	