

# High School Dance - World 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>World Dance III emphasizes development of the total dancer by integrating each student's physical, analytical, and creative growth. Students choose specific genres for in-depth, individualized training; they observe and discuss their own and each other's work in the process of developing their own particular artistic vision. Students will differentiate design and images in natural and constructed environments through movement creation and exploration.</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 dances' 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 World Dance 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 the warm-ups and exercises with heightened attention to body alignment in all aspects of training. Learning the audition process is important for World Dance III students. 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>Traditional dances are identified by specific techniques, sequences, and phrases developed over years of performance. Students learn the dances alongside studies of the cultures from which they originated. They become familiar with different dances by the dances' particular techniques and methods, and they pay particular attention to learning the nuances of each dance. They create, experiment, and research dances in various media and content areas using technology.</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 centers on observation and discussion of student work. Journals, portfolios, individual research, and notes on vocational opportunities may be parts of the review of students' progress and discussion of their goals. The sophistication of assessment criteria grows in tandem with the artistic growth of the student, and students extend their assessment of work to include examination of the creative process including the variety of perspectives in analysis (dance critic, performer, choreographer, and audience member). In becoming independent thinkers and consumers in the dance community, students evaluate the live and video performances of others and apply their evaluative skills to reflections on their own work.</p>
<p><b>Example</b></p> <p>Katrina Rowan's World Dance III students will be given a choice from a selection of cultural dances to focus and discuss technical progression through time.</p> <p>Dance III students will build from previous knowledge of African world dance forms to create their own personal composition in this form. Referring to the African traditional dance and variation in style and form, each choreographer will select their music/drums, and may incorporate movements of mime, storytelling and or ritual.</p>	
<p><b><u>Differentiation Strategies for Students with Special Needs</u></b></p>	