

# International Baccalaureate Dance I (SL and HL) :: Introductory 11th grade ONLY

TEKS Strand	Expectations
<p>Foundations – Perception: The student develops an awareness of the body's movement using sensory information while dancing.</p>	<p>International Baccalaureate Dance I (SL and HL) emphasizes development of the total dancer by integrating each student's physical, analytical, creative, and cultural 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. 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, duet, and ensemble work are both essential to IB Dance I. 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-up, barre, and floor exercises with heightened attention to body alignment in all aspects of training within their dance cultures of focus. Students will explore a wide 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 schools of dance by the schools' particular techniques and methods, and they pay particular attention to learning the nuances of each dance. They create, experiment, and research dances in various cultures.</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 through journals and individual research. 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.</p>
<p><b>Example</b></p> <p>Ms. Parker's IB Dance I class HL students, after deciding their two dance cultures of study (familiar and unfamiliar) for their Written Investigation, choose short video excerpts to analyze and discuss on one aspect (or limited number of aspects) with the class in a formal presentation.</p>	
<p><b><u>Differentiation Strategies for Students with Special Needs</u></b></p>	