

# Principles of Dance II and Technique – Ballet II , Jazz II, Modern/Contemporary II, Tap II and World Dance II Discovery Follows Principles of Dance I and Technique Level I

TEKS Strand	Expectations
<p>Foundations – Perception: The student develops an awareness of the body's movement using sensory information while dancing.</p>	<p>Principles of Dance II builds on the basic technical facility and kinesthetic body awareness attained in Principles of Dance I. Principles of Dance II may choose to narrow the study to 2-3 genres per year. The class reinforces and refines students' development of body awareness, technical facility, spatial expressiveness, and personal creativity through one or multiple genres.</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>Principles of Dance 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. Their skills, movements, and sequences are more complex, and their sequences are longer, memorized, and executed with greater technical skill and emotional expression.</p>
<p>Historical/Cultural Heritage: The student demonstrates an understanding of cultural, historical, and artistic diversity.</p>	<p>Principles of Dance II explores the development of different dance styles and the cultural and historical environments in which they exist. 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. They examine the roles of 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>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 part of the review of student progress and discussion of their goals. Students identify particularly challenging areas of their training and devise ways to strengthen their performance in these areas. Dance 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>

**Example**

Students in Michael Romano's Principles of Dance II class spend much of the first semester researching in depth the dance style they have chosen for intensive study. For example, Leah Turner, who is studying modern dance, studies the development of modern dance and how it was influenced by different cultures and other genres of dance.

Leah cites key contributions of dancers and choreographers to the evolution of modern dance. Additionally she includes in her study significant performances of the last five years.

Her final presentation to the class uses a multimedia format to illustrate her predictions of future developments in modern dance based on contemporary trends and historical development. She provides strong rationales for each of her predictions.

Mr. Romano and Leah's classmates critique her presentation based on criteria they generated as a class for an effective multimedia presentation of content knowledge and understanding.

### **Differentiation Strategies for Students with Special Needs**