

Timeline  
Fine Arts Dance II 9-12

<b>Subject:</b> Dance	<b>Level:</b> II	<b>Grade:</b> 9-12	<b>6 weeks:</b> 1	<b>Estimated time frame:</b> 6 weeks
<p><b>Overview:</b> An introduction to <b>Folk and Cultural dance</b> concepts, history, and group projects. Dance II is similar to dance I but is for the intermediate/advanced level dancer. Students can expect a higher level of physical demand in the day to day routine of this class.</p>				
<p><b>Connection to Prior Learning:</b></p>				
<p><b>Introduction to lesson/Unit:</b></p> <ul style="list-style-type: none"> <li>• Researching a country's dance and other important aspects</li> <li>• Create own folk/social dance in groups of 3-5</li> <li>• Create a visual poster depicting the country and its folk dance</li> </ul>	<p><b>Concept Taught:</b></p>	<p>Multicultural dance awareness Choreography Elements Guest Instructor Etiquette Qualities of a good Presentation/Speech</p>		
	<p><b>TEKS:</b></p>	<p><u>(1)Perception:</u> (A) Demonstrate basic kinesthetic and spatial awareness with others. (B) Demonstrate sensitivity and respect for others when working in groups. Express ideas and emotions through movement. <u>(2)Expression:</u> (A) Communicate using appropriate anatomical terminology. (B) Demonstrate basic principles of proper skeletal alignment. Exhibit strength, flexibility, and endurance in dance training and performances. (C) Practice an effective warm up and cool down, using elements of proper conditioning. <u>(3) Creative</u> (A) Perform memorized movement sequences with rhythmic accuracy in several dance styles, including classical Ballet, Tap, Modern, and <i>ethnic</i> dance. (B) Identify the effective views of dance elements in practice and performance.<u>(4) Historical:</u> (A) Identify historical figures and their significance in dance history. (B) choreograph and perform dance phrases or dances from several time periods with an understanding of historical and social contexts; and(C) identify historical figures and their significance in dance history. <u>(5)Evaluations:</u> (A) Demonstrate appropriate audience behavior and etiquette in the classroom and at performances.</p>		
<p><b>What Teacher Does:</b> Presents packet of instructions, take class to the library and assist with country research, provide each group with a guest instructor that specializes in the country they chose, supervises and helps with cultural choreography, videos presentations.</p>				
<p><b>What Students Do:</b> Finds a group of 3-5 people to work with, chooses a country, researches what dances are specific to that area of the world, prepares 5 note cards of info, puts together a poster of info about their country and orally presents to the class, choreographs a dance from their country and performs it for the class.</p>				
<p><b>Product:</b> To heighten cultural awareness through dance.</p>				
<p><b>Formative Assessments:</b> Performance Evaluation (video taped to view for self evaluation) Oral poster presentation</p>				