



HoustonBallet



# Learning from the Masters

## TEKS Addressed

**EDUCATION & COMMUNITY ENGAGEMENT**

EXPOSE. EDUCATE. INTEGRATE.



## **HOUSTON ISD- FINE ARTS DANCE STANDARDS FOR GRADES 3 - 5**

**Strand 1: Foundations: Perception-** The student develops an awareness of the body's movement using sensory information while dancing. The student is expected to do the following:

DANCE.3–5.1.1 Demonstrate basic kinesthetic and spatial awareness individual and in groups.

DANCE.3–5.1.2 Apply basic dance vocabulary and analyze movement sequences within dance elements: body, movement, space, energy, time, and relationships.

DANCE.3–5.1.3 Analyze and apply connections between dance fitness, nutrition, and a healthy body.

DANCE.3–5.1.4 Understand, apply, and build dance technique by practicing basic skills of creative movement, dance genres, styles, or forms.

**Strand 2: Creative Expression: The Artistic Process-** The student develops knowledge and skills of dance elements, choreographic processes, and forms in a variety of dance genres and styles. The student is expected to do the following:

DANCE.3–5.2.1 Create movement sequences that express ideas and emotions individually and in groups.

DANCE.3–5.2.2 Improvise movement sequences through creative movement, and/or choreograph dance studies in dance genres and styles such as ballet, modern dance, tap, jazz, musical theatre dance, and/or world dance forms by manipulating dance elements and basic choreographic structures.

DANCE.3–5.2.3 Create movement sequences and/or short dances using musical accents, rhythmical skills, and spatial directions.

DANCE.3–5.2.4 Analyze, design, and apply the order of the movements in the sequence with a beginning, middle, and end through choreographic structures.

**Strand 3: Creative Expression: Performance-** The student develops knowledge and execution of technical dance skills in a variety of dance genres and styles through performing. The student is expected to do the following:

DANCE.3–5.3.1 Demonstrate kinesthetic awareness when performing movements from dance genres and styles such as creative movement, ballet, jazz, tap, modern dance, musical theatre dance, and/or world dance forms.

DANCE.3–5.3.2 Practice performance skills of memorized dance patterns and improvised movement sequences with focus, confidence, clarity, and expression to convey meaning.

DANCE.3–5.3.3 Understand and apply dance stage directions and dance production elements practicing different roles in a formal or in-class dance productions.

DANCE.3–5.3.4 Understand and apply proper performer, audience, and classroom behavior.

**Strand 4: Historical and Cultural Relevance-** The student demonstrates an understanding of cultural, historical, and artistic diversity. The student is expected to do the following:

DANCE.3–5.4.1 Analyze and evaluate the differences in dances through historical periods as communicated through dance movement.

DANCE.3–5.4.2 Perform movement sequences and dances representing one's heritage or environment.

DANCE.3–5.4.3 Remember and perform a variety of cultural dances.

DANCE.3–5.4.4 Understand and apply dance concepts in various media to other content areas, and/or using technology.

**Strand 5: Critical Evaluation and Response-** The student makes informed personal judgments about dance and the meaning and role of dance in society. The student is expected to do the following:

DANCE.3–5.5.1 Analyze, evaluate, and perform movement sequences or dances communicating and expressing feelings, concepts, and/or ideas.



DANCE.3–5.5.2 Evaluate and apply dance content, meanings, or social/cultural context within the dance observed and/or performed.

DANCE.3–5.5.3 Respond and evaluate to dance verbally, in writing, and/or performing to revise movement choices based on feedback and communication of artistic intent.

DANCE.3–5.5.4 Analyze, evaluate, and apply the differences of artistic choices and its effects on audience and/or performer.

## **TEKS- MIDDLE SCHOOL**

### **DANCE I**

(1) Foundations: perception. The student develops an awareness of the body's movement using sensory information while dancing. The student is expected to: (A) demonstrate basic kinesthetic and spatial awareness individually and in groups; (D) identify dance movement elements through space, energy, and time.

(2) 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. The student is expected to: (A) recognize basic principles of proper body alignment; (B) define knowledge of dance composition elements, improvisation skills, and choreographic processes; (C) identify movement studies using rhythmical skills and spatial directions; and (D) recognize expressions of ideas or emotions individually and in groups.

(3) Creative expression: performance. The student develops knowledge and execution of technical dance skills and a variety of dance genres and styles through performing. The student is expected to: (A) identify various dance genres and styles such as ballet, jazz, tap, modern dance, musical theatre dance, and world dance forms; (B) perform in groups with the intent to communicate to an audience; (D) identify an effective warm-up and cool-down using elements of proper conditioning for performing skills.

(5) Critical evaluation and response. The student makes informed personal judgments about dance and the meaning and role of dance in society. The student is expected to: (A) define the quality and effectiveness of dance performances while incorporating appropriate etiquette in the classroom and performances; (B) identify relationships between dance and other content subjects; (D) define artistic decisions of personal dance works.

### **DANCE II**

(1) Foundations: perception. The student develops an awareness of the body's movement using sensory information while dancing. The student is expected to: (A) demonstrate basic kinesthetic and spatial awareness individually and in groups; (D) explore and demonstrate dance movement elements through space, energy, and time.

(2) 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. The student is expected to: (A) identify basic principles of proper body alignment; (B) explore and describe knowledge of dance composition elements, improvisation skills, and choreographic processes; (C) distinguish between movement studies using rhythmical skills and spatial directions; and (D) explore and demonstrate expressions of ideas or emotions individually and in groups.



(3) Creative expression: performance. The student develops knowledge and execution of technical dance skills and a variety of dance genres and styles through performing. The student is expected to: (A) explore and demonstrate various dance genres and styles such as ballet, jazz, tap, modern dance, musical theatre dance, and world dance forms; (B) perform individually and in groups with the intent to communicate and project to an audience; (D) demonstrate an effective warm-up and cool-down using elements of proper conditioning for performing skills.

(5) Critical evaluation and response. The student makes informed personal judgments about dance and the meaning and role of dance in society. The student is expected to: (A) demonstrate the quality and effectiveness of dance performances while incorporating appropriate etiquette in the classroom and performances; (B) interpret relationships between dance and other content subjects; (D) interpret and evaluate artistic decisions of personal dance works.

### **DANCE III**

(1) Foundations: perception. The student develops an awareness of the body's movement using sensory information while dancing. The student is expected to: (A) demonstrate basic kinesthetic and spatial awareness individually and in groups; (D) develop dance movement elements through space, energy, and time.

(2) 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. The student is expected to: (A) apply basic principles of proper body alignment; (B) demonstrate knowledge of dance composition elements, improvisation skills, and choreographic processes; (C) create movement studies using rhythmical skills and spatial directions; and (D) design and demonstrate expressions of ideas or emotions individually and in groups.

(3) Creative expression: performance. The student develops knowledge and execution of technical dance skills and a variety of dance genres and styles through performing. The student is expected to: (A) apply various dance genres and styles such as ballet, jazz, tap, modern dance, musical theatre dance, and world dance forms; (B) perform individually and in groups with the intent to express emotions, communicate, and project to an audience; (D) practice an effective warm-up and cool-down using elements of proper conditioning for performing skills

(5) Critical evaluation and response. The student makes informed personal judgments about dance and the meaning and role of dance in society. The student is expected to: (A) design and apply criteria for evaluating the quality and effectiveness of dance performances while incorporating appropriate etiquette in the classroom and performances; (B) create relationships between dance and other content subjects; (D) interpret, evaluate, and justify artistic decisions of personal dance works.

## **TEKS- HIGH SCHOOL**

### **DANCE I**

(1) Foundations: perception. The student develops an awareness of the body's movement using sensory information while dancing. The student is expected to: (A) define basic kinesthetic and spatial awareness individually and in groups; (B) identify a comprehensive understanding of health, safety, and wellness for dancers; (C) recognize knowledge of dance genres, styles, and vocabulary; and (D) identify images found in the environment through movement.



(2) 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. The student is expected to: (A) explain basic principles of proper body alignment; (B) explore, improvise, and demonstrate original movement during the creative process; (C) express ideas and emotions through movement; and (D) create basic compositional forms using fundamental dance elements for choreographic processes.

(3) Creative expression: performance. The student demonstrates knowledge and execution of technical dance skills in a variety of dance genres and styles through performing. The student is expected to: (A) perform memorized movement sequences with rhythmical accuracy in dance genres and styles such as ballet, modern dance, tap, jazz, musical theatre dance, and world dance forms; (B) identify the effective use of dance elements in practice and performance; (C) perform basic compositional forms using fundamental choreographic processes; and (D) understand the principles of an effective warm-up and cool-down, implementing elements of proper conditioning for performing skills.

(5) Critical evaluation and response. The student makes informed personal judgments about dance and the meaning and role of dance in society. The student is expected to: (A) incorporate appropriate movement vocabulary when identifying qualities and discussing meaning of performance or production in dance; (B) demonstrate appropriate audience behavior and etiquette in the classroom and at performances; (C) identify relationships between dance and other content areas.

## **DANCE II**

(1) Foundations: perception. The student develops an awareness of the body's movement using sensory information while dancing. The student is expected to: (A) demonstrate kinesthetic and spatial awareness individually and in groups; (C) demonstrate effective knowledge of dance genres, styles, and vocabulary; and (D) interpret details in movement in natural and constructed environments.

(2) 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. The student is expected to: (A) expand a comprehensive understanding of principles of proper body alignment; (B) explore, improvise, and perform original movement during the creative process; (C) expand the expression of ideas and emotions through movement; and (D) create enhanced compositional forms using fundamental dance elements for choreographic processes.

(3) Creative expression: performance. The student demonstrates knowledge and execution of technical dance skills in a variety of dance genres and styles through performing. The student is expected to: (A) perform extended movement patterns with rhythmical accuracy in dance genres and styles such as ballet, modern dance, tap, jazz, musical theatre dance, and world dance forms; (B) demonstrate the elements of dance effectively; (C) perform enhanced compositional forms using sound choreographic processes; and (D) implement an effective warm-up and cool-down, implementing the elements of proper conditioning for performing skills.

(5) Critical evaluation and response. The student makes informed personal judgments about dance and the meaning and role of dance in society. The student is expected to: (A) identify characteristics of a variety of dances; (B) analyze qualities of performance and proper etiquette in dance; (C) identify similarities of form and expression in dance and other content areas.



### DANCE III

(1) Foundations: perception. The student develops an awareness of the body's movement using sensory information while dancing. The student is expected to: (A) analyze kinesthetic and spatial awareness individually and in groups; (C) compare knowledge and skills of dance genres, styles, and vocabulary; and (D) differentiate designs and images in natural and constructed environments.

(2) 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. The student is expected to: (A) create dance studies using original movement based on theme and variation; (B) experiment, improvise, and perform original movement during the creative process; (C) compare and contrast the expression of ideas and emotions through movement; and (D) differentiate compositional forms using intermediate dance elements for choreographic processes.

(3) Creative expression: performance. The student demonstrates knowledge and execution of technical dance skills in a variety of dance genres and styles through performing. The student is expected to: (A) perform and examine memorized complex movement sequences with rhythmical accuracy in dance genres and styles such as ballet, modern dance, tap, jazz, musical theatre dance, and world dance forms; (B) execute a wide range of dynamics in quality movement; (C) perform with projection, confidence, and expression when executing dance movements; and (D) distinguish an effective warm-up and cool-down, implementing the elements of proper conditioning for performing skills.

(5) Critical evaluation and response. The student makes informed personal judgments about dance and the meaning and role of dance in society. The student is expected to: (A) compare characteristics and qualities of a variety of dances; (B) analyze dance from a variety of perspectives such as those of dance critic, performer, choreographer, and audience member; (C) understand the relationship of dance performance skills and other content areas.

### DANCE IV

(1) Foundations: perception. The student develops an awareness of the body's movement using sensory information while dancing. The student is expected to: (A) evaluate kinesthetic and spatial awareness individually and in groups; (C) demonstrate and evaluate a working knowledge and skills of dance genres, styles, and vocabulary; and (D) create designs and images found in natural and constructed environments.

(2) 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. The student is expected to: (A) create and improvise dance studies using original movement based on theme and variation to successfully communicate an idea; (B) improvise, construct, and evaluate original movement studies; (C) evaluate the expression of ideas and emotions through movement; and (D) design compositional forms implementing advanced dance elements for choreographic processes.



(3) Creative expression: performance. The student demonstrates knowledge and execution of technical dance skills in a variety of dance genres and styles through performing. The student is expected to: (A) assess performance of memorized complex movement sequences with rhythmical accuracy in dance genres and styles such as ballet, modern dance, tap, jazz, musical theatre dance, and world dance forms; (B) perform dance movements with a refined sense of musicality and expressiveness and a wide range of spatial qualities; (C) evaluate the performance of projection, confidence, and expression in the movement; and (D) design an effective warm-up and cool-down, implementing the elements of proper conditioning for performing skills.

(5) Critical evaluation and response. The student makes informed personal judgments about dance and the meaning and role of dance in society. The student is expected to: (A) evaluate personal dance compositions and the work of others; (B) create and reconstruct a choreographic study using varied media and environments.

**Please Note: The exact TEKS addressed will vary depending on the genre of dance, and the age and skill level of the students.**