

**LHS IB Dance: Group 6**  
**Educator- Jodie P. Branham**  
**Course Description & Outline**

**Course Description:** The IB Dance Program is offered to Latta High School students during their junior year of high school. The prerequisites for acceptance into the IB Dance program require the student to have studied dance education within their middle or high school years of study or within a studio setting. Students can begin their study of dance through Dillon District Three's offering of Dance Education beginning in the sixth grade and earn elective credit each year by taking part in the dance courses offered. The IB Standard Level Dance course focuses on the student's ability to perform, analyze, research, respond to, and create dance. During their first semester of their junior year, the students' focus on learning and performing the Internal Assessment along with investigating their familiar and unfamiliar dances for the Dance Investigation research paper as described within the course outline below. Second semester, the students' focus on the exploration of choreographic structures and objectives, respond to watching dance, and spend the majority of the semester creating and performing their external assessments (dance compositions). It is also during this semester they do their most reflective work through keeping a reflective choreographic journal throughout their compositional development. After completion of the course, the students should gain a broad understanding and appreciation for dance as a universal artform that expands beyond the classroom and throughout the international community and help them develop a lifelong appreciation for the art of dance.

Group 6 subjects complement the theory of knowledge ethos by revealing interdisciplinary connections and allowing students to explore the strengths and limitations of individual and cultural perspectives. Studying the arts requires students to reflect on and question their own bases of knowledge. (Diploma Programme Dance Guide, 2013) The curriculum is designed to challenge students as it draws on a wide range of dance cultures that reflect varied histories, practices and aesthetics. Nonetheless, doing so establishes the important idea or belief that there are common parameters in dance across different cultural contexts. Whether performed for their communities, with their communities, or for their personal pleasure, dance has and serves a conscious intention that integrates physical, intellectual and emotional knowledge and allows the students to create dialogue among the various traditions and cultures in their school environment, their society and the world at large. (Dance Guide, 2013)

## Course Outline

1. **Dance Investigation** - SL (First Semester -Tues/Thurs = approx. 35 hrs.)
  - a. The purpose of the written dance investigation is to assess the student's ability to demonstrate the following assessment objectives:
    - i. Describe the similarities and differences between the historical contexts of two dance cultures and/or traditions. (AO1: Knowledge and Understanding)
    - ii. Analyze the similarities and differences between the historical and current context within each selected dance culture and/or tradition. (AO2: Application and Analysis)
    - iii. Analyze the similarities and differences in the dance elements of two dance cultures and/or traditions. (AO2: Application and Analysis)
    - iv. Demonstrate organization of written material, including use and attribution of appropriate sources. (AO4: Selection, use and application of a variety of appropriate skills and techniques)
  - b. Students are provided with the requirements and rubrics for each section of the Dance Investigation paper from the IB Dance Guide and an outline chart to organize structure for each section (historical, current, and dance elements).
  - c. Tuesdays/Thursdays class time is used to discuss, offer guidance, and focus on the Dance Investigation.
  - d. Throughout the semester, students submit rough drafts of each section in order to receive appropriate feedback. Only one rough draft is submitted per section to receive feedback.
  - e. Dance Elements Rough Draft Due: Sept. 16, 2021  
Historical Rough Draft Due: Oct. 21, 2021  
Current Rough Draft Due: Nov. 23, 2021  
Final Draft Due: Friday, December 17, 2021
  - f. THEORY OF KNOWLEDGE CONNECTIONS:
    - i. To what extent is knowledge gained through researching dance styles and/or traditions? How can you apply this gained knowledge in making choreographic decisions?
    - ii. Does dance bear a responsibility to reflect the economic, social and psychological conditions of the time and place in which it occurs or was created?
    - iii. From your research, in what ways does dance connect the global community?

2. **Internal Assessment-** SL (First Semester -Mon/Wed/Fri= approx. 60 hrs.)
  - a. The purpose of the performance component is to assess the student's ability to demonstrate the following assessment objectives:
    - i. Demonstrate knowledge and understanding of the dances choreographed by another person (teacher or guest artist) (AO1: Knowledge and Understanding)
    - ii. Demonstrate the ability to present an effective performance (AO2: Application and Analysis)
    - iii. Demonstrate the ability to interpret sensitively the intention of the dance (AO3: Synthesis and Evaluation)
    - iv. Demonstrate control of technical skills appropriate to the dance (AO4: Selection, use, and application of a variety of appropriate skills and techniques)
  - b. Students dress out for class on Mon/Wed/Fri for warm-up and learning of choreography for the Internal Assessment
  - c. Students are provided with the Internal Assessment grading criteria and rubric via the IB Dance Guide located in their IB Dance Google Classroom webpage.
  - d. The dance will be recorded in studio on Tuesday, November 30, 2021 and be performed for an audience on Thursday and Friday, December 2 and 3, 2021.
  - e. Students will be required to write program notes describing, in their own words, the motivation of the dance and their interpretation of the piece.
    - i. Program notes will be due after the performance, Monday, December 6, 2021
  - f. THEORY OF KNOWLEDGE CONNECTIONS:
    - i. As movement is usually the primary language of dance, how does that language communicate? Can it take the place of words?
    - ii. What does it mean to say, "I know" a dance work?
    - iii. How does dance evoke an emotional response from the viewer? Is this a way of knowing?
3. **Composition and Analysis** (External Assessment) -SL (Second Semester= approx. 60 hrs.)
  - a. The purpose of the composition and analysis component is to assess the student's ability to demonstrate the following assessment objectives:
    - i. Identify the appropriate compositional processes and structures to support dances with different subject matter or content (AO1: Knowledge and Understanding)
    - ii. Demonstrate the use of compositional craft to support the intention, form and content of the self composed compositions. (AO2: Application and Analysis)

- iii. Apply in the analytical statement the key terms and concepts used in developing dance composition(s) (AO2: Application and Analysis)
  - iv. Critically reflect upon the creative process of compositional problems encountered, including possible appropriate solutions for future development (AO3: Synthesis and Evaluation)
  - v. Demonstrate control of compositional craft appropriate to each dance composition (AO4: Section, use and application of a variety of appropriate skills and techniques)
- b. As part of the compositional process, students will keep a reflective journal to document their process based on reason for intention, movement choices to express their intention, and what successes and struggles they encounter throughout the process of creation.
  - c. As part of the compositional process, students will submit progress videos of their composition to receive feedback beneficial to the creative process.
  - d. An analytical statement of no more than 800 words, documenting and reflecting upon the process of composition, will also be submitted as part of the reflective compositional process. The students should be able to complete their statement from their reflective compositional journals used throughout the creative process.
  - e. External Assessments will be recorded the week of April 4-8, 2022.
  - f. Analytical Statements will be due by Friday, April 8th, 2022.
  - g. THEORY OF KNOWLEDGE CONNECTIONS:
    - i. How important is it for an audience to understand a choreographer's intention?
    - ii. What are the similarities between dance and other art forms such as sculpture, music, painting? What are the unique characteristics of each form in the transmission of "knowledge"?
    - iii. Why are the arts important?

#### **4. IB Learner Profile Attributes in Dance**

- a. Inquirers - IB Dance students explore how movement is and can be used to express oneself or an idea through independent movement exploration.
- b. Knowledgeable - IB Dance students apply prior knowledge regarding choreographic and technical concepts to create dance as well as responding to dance through writing and discussion.
- c. Thinkers - IB Dance students apply thinking skills both critically and creatively to express an intention or idea through movement.
- d. Communicators - IB Dance students confidently and creatively use movement as a form of language to express an idea or intention.
- e. Principled - IB Dance students take full responsibility for their own actions in conducting their individual research for their Internal Assessment Dance Investigation papers as well as creating their individual choreography for their dance compositions (external assessments).

- f. Open-minded - IB Dance students learn to appreciate the values and traditions of various cultures through learning about world dance forms as well as an appreciation for multiple genres of dance that can be used to express an idea or intention.
- g. Caring - IB Dance students gain a deeper awareness of respect and compassion for others through conducting peer assessments within the dance education environment. They learn how to communicate feedback that is genuine and compassionate for the benefit and well-being of their classmates.
- h. Risk-takers - IB Dance students apply courage, confidence, and bravery in developing independent movement compositions that express an idea or intention defending their opinions and/or beliefs.
- i. Balanced - IB Dance students understand the importance of balancing their academics with after school sports, jobs, and social activities through learning how to manage their time effectively.
- j. Reflective - IB Dance students are allowed time to reflect upon their own learning and experience by maintaining an IB Dance Choreography journal. They reflect upon their movement choices as well as the successes and struggles throughout the choreographic process. This allows them to gain a better understanding of their strength and weaknesses in order to support their personal development and learning.