

Diploma Programme subject outline—Group 6: the arts			
School name	Thomas Jefferson High School		School code 52227
Name of the DP subject <i>(indicate language)</i>	DANCE		
Level <i>(indicate with X)</i>	Higher <input type="checkbox"/>	Standard completed in two years <input checked="" type="checkbox"/>	Standard completed in one year * <input type="checkbox"/>
	<i>(indicate option(s) in visual arts)</i>	<i>(indicate option(s) in music)</i>	<i>(indicate option(s) in music)</i>
	<input type="text"/>	<input type="text"/>	<input type="text"/>
Name of the teacher who completed this outline	Mary Nagy	Date of IB training	10-16-17
Date when outline was completed	10-30-17	Name of workshop <i>(indicate name of subject and workshop category)</i>	Dance Category 1

* All Diploma Programme courses are designed as two-year learning experiences. However, up to two standard level subjects, excluding languages ab initio and pilot subjects, can be completed in one year, according to conditions established in the *Handbook of procedures for the Diploma Programme*.

1. Course outline

- Use the following table to organize the topics to be taught in the course. If you need to include topics that cover other requirements you have to teach (for example, national syllabus), make sure that you do so in an integrated way, but also differentiate them using italics. Add as many rows as you need.
- This document should not be a day-by-day accounting of each unit. It is an outline showing how you will distribute the topics and the time to ensure that students are prepared to comply with the requirements of the subject.
- This outline should show how you will develop the teaching of the subject. It should reflect the individual nature of the course in your classroom and should not just be a “copy and paste” from the subject guide.
- If you will teach both higher and standard level, make sure that this is clearly identified in your outline.

	Topic/unit/assessment component (as identified in the IB subject guide) <i>State the topics/units/assessment components in the order you are planning to teach them.</i>	Contents	Allocated time		Assessment instruments to be used	Resources <i>List the main resources to be used, including information technology if applicable.</i>
			One class is	minutes.		
			96			
			In one week there are	2-3	classes.	
Year 1	Unit: Conditioning & Technique: Contemporary, Modern	<p>Warm- ups, cool downs, series of combinations that include locomotive and non-locomotive</p> <p>AO1- <i>Knowledge & Understanding</i></p> <ul style="list-style-type: none"> • Demonstrates knowledge and understanding of the selected dances performed. <p>AO4- <i>Use of appropriate skills & technique</i></p> <ul style="list-style-type: none"> • Demonstrates control of technical skills appropriate to the dance • Demonstrate control of compositional craft appropriate to each dance composition <p>TEKS (Level ¼):</p> <p><i>Foundations: perception</i></p> <ul style="list-style-type: none"> • Analyze kinesthetic and spatial awareness individually and in groups • confidence, and expression when executing dance movements • Distinguish an effective warm-up and cool-down, implementing the elements of proper conditioning for performing skills. <p><i>Performance:</i></p> <ul style="list-style-type: none"> • Distinguish an effective warm-up and cool-down, implementing the elements of proper conditioning <p><i>Critical Evaluation:</i></p> <ul style="list-style-type: none"> • Compare characteristics and qualities of a variety of dances 	3 Weeks	<p>A daily participation grade will be taken into account for the student's daily participation in in-class work. Students will be observed and provide moments for verbal and non-verbal feedback to apply to their dancing. An assessment in the form of part written and part skill exam will take into consideration the student's physical performance and execution of the movement and the written will cover student's understanding of vocabulary, and concepts explored in class.</p> <p>Students will be responsible to keeping up with a daily journal to reflect on each day's lessons as well as write down their thoughts, and choreography</p>	<p>"Dance About Anything" by Sprague, Scheff, and McGreevy-Nichols</p> <p>"The International Encyclopedia of Dance" ed. By Selma Jean Cohen</p> <p>Human Kinetics</p> <p>Building Dance: Deal a Dance</p> <p>The Technical Manual & Dictionary for Classical Ballet- Dover Books on Dance</p> <p>VIDEO- "Dancing" series directed and produced by Rhoda Grauer; PBS 1993</p> <p>TOK Inclusions + Ways of Knowing</p>	

	<p>Unit: Composition & Analysis Intro</p>	<p>Improvisation, dance elements: space, time, energy, motif development and movement quality exploration. Choreolabs.</p> <p>AO1- <i>Knowledge and understanding</i></p> <ul style="list-style-type: none"> Identify the appropriate compositional processes and structures to support dances with different subject matter or content <p>AO2- Application and Analysis</p> <ul style="list-style-type: none"> Demonstrate the use of compositional craft to support the intention, form and content of dances Apply in the analytical statement the key terms and concepts used in the developing dance compositions <p>AO3- Synthesis and Evaluation</p> <ul style="list-style-type: none"> Critically reflect upon the creative process of compositional problems encountered, including possible appropriate solutions for future development <p>AO4- Use of a variety of appropriate skills and techniques</p> <ul style="list-style-type: none"> Demonstrate control of compositional craft appropriate to each dance composition <p>TEKS (Level 3):</p> <p><i>Creative Expression:</i></p> <ul style="list-style-type: none"> Create dance studies using original movement based on theme and variation Experiment, improvise and perform original movement during the creative process Compare and contrast the expression of ideas and emotions through movement 	<p>5 Weeks</p>	<p>Students will complete external assessments for the various Assessment Objectives:</p> <p>Composition & Analysis:</p> <ul style="list-style-type: none"> Compose 2 Dances of a total length of 6-10 minutes and write an analytical statement of no more than 800 words Students pieces will be videoed <p>Dance Investigation:</p> <ul style="list-style-type: none"> About a 1,500 word paper that compare/contrast familiar and nonfamiliar transitions using secondary and primary sources Students are to analyze historical, current context, and dance elements Must discuss the embodied knowledge or personal experience 	
--	---	--	----------------	---	--

	<p>Unit: Performance & Technique: Fall Concert Performance</p>	<p>Students perform works set by the teacher in Fall Concert</p> <p>AO1- Knowledge & Understanding</p> <ul style="list-style-type: none"> • Demonstrate knowledge and understanding of the selected dances performed <p>AO2- Application & Analysis</p> <ul style="list-style-type: none"> • Demonstrate the ability to present an effective performance <p>AO3- Synthesis & Evaluation:</p> <ul style="list-style-type: none"> • Demonstrate ability to interpret sensitively the intent of the dances <p>AO4- Use of a variety of appropriate skills and techniques</p> <ul style="list-style-type: none"> • Demonstrate control of technical skills appropriate to the dance <p>TEKS (Level 4):</p> <p><i>Creative Expression, performance:</i></p> <ul style="list-style-type: none"> • Perform & examine memorized complex movement sequences with rhythmic accuracy in dance genres and styles • Execute a wide range of dynamics in quality movement • Perform with projection, confidence, and expression when executing dance movements 	<p>5 Weeks</p>	<p>Performance:</p> <ul style="list-style-type: none"> • Perform in 1-2 dances that are 3-6 minutes total • Write program notes • One dance must be a duet or solo and not student choreographed • This will be videoed and submitted 	
--	--	---	----------------	---	--

	<p>Unit: World Dance/ Dance in Media</p>	<p>Analyzing familiar vs. unfamiliar with various dance forms. Analyzing dances utilizing technology. Watching dancers on TV</p> <p>AO1- Knowledge & Understanding</p> <ul style="list-style-type: none"> Describe the similarities and differences between the historical contexts of 2 dance cultures and traditions <p>AO2- Application & Analysis</p> <ul style="list-style-type: none"> Analyze the similarities and differences between the historical and current context within each selected dance culture and tradition Analyze the similarities and differences in the dance elements of 2 dance cultures and traditions <p>AO3- Use of a Variety of appropriate skills and techniques</p> <ul style="list-style-type: none"> Demonstrate organization of written material, including use and attribution of appropriate sources <p>TEKS (Level 3):</p> <p><i>Historical & Cultural Relevance:</i></p> <ul style="list-style-type: none"> Compare similarities and differences in steps, styles and traditions from various cultures Recognize and evaluate dances as they relate to various historical periods and social contexts Create and experiment with dances in various media and content areas Research historical and cultural dance forms using technology <p><i>Critical Evaluation and Response:</i></p> <ul style="list-style-type: none"> Understand the relationship of dance performance skills and other content areas Experiment with knowledge and skills of technology through dance portfolio 	4 Weeks		
--	--	---	---------	--	--

	<p>Unit: Technique/ Performance: Cultural Dances</p>	<p>World Dance Tradition: African, Salsa, Middle Easter, Irish Step Dancing, capoeira, etc</p> <p>AO1- <i>Knowledge & Understanding</i></p> <ul style="list-style-type: none"> • Demonstrate knowledge and understanding of the selected dances performed <p>AO2- <i>Appliation & Analysis</i></p> <ul style="list-style-type: none"> • Ddemostrate th ability to present an effeective performance <p>AO3- <i>Synthesis & Evaluation:</i></p> <ul style="list-style-type: none"> • Demonstrate ability to interpret sensitively the intentin of the dances <p>AO4- <i>Use of a variety of appropriate skills and techniques</i></p> <ul style="list-style-type: none"> • Demonstrate control of technical skills appropriate to the dance <p>TEKS (Level ¼):</p> <p><i>Foundations: perception</i></p> <ul style="list-style-type: none"> • Analyze kinesthetic and spatial awareness individually and in gorups • confidence, and expression when executing dnce movmements • Distinguish an effective warm-up and cool-down, implementing the elemnents of propoer conditioning for performing skills. <p><i>Creative Expression, performance:</i></p> <ul style="list-style-type: none"> • Perform & examine memorized complex movement sequences with rhythmical accuracy in dance genres and styles • Execute a wide range of dynmaics in quality movement • Perform with projection, confidence, and expression when executing dance movemments 	<p>3 Weeks</p>		
--	--	--	----------------	--	--

	<p>Unit: Composition & Analysis 1: Form & Structure</p>	<p>Form & Structure in dance composition Improvisation, dance elements: space, time, energy, motif development and movement quality exploration. Choreolabs.</p> <p>AO1- <i>Knowledge and understanding</i></p> <ul style="list-style-type: none"> Identify the appropriate compositional processes and structures to support dances with different subject matter or content <p>AO2- Application and Analysis</p> <ul style="list-style-type: none"> Demonstrate the use of compositional craft to support the intention, form and content of dances Apply in the analytical statement the key terms and concepts used in the developing dance compositions <p>AO3- Synthesis and Evaluation</p> <ul style="list-style-type: none"> Critically reflect upon the creative process of compositional problems encountered, including possible appropriate solutions for future development <p>AO4- Use of a variety of appropriate skills and techniques</p> <ul style="list-style-type: none"> Demonstrate control of compositional craft appropriate to each dance composition <p>TEKS (Level 4): <i>Creative Expression:</i></p> <ul style="list-style-type: none"> Create dance studies using original movement based on theme and variation Experiment, improvise and perform original movement during the creative process Compare and contrast the expression of ideas and emotions through movement 	7 Weeks		
--	---	---	---------	--	--

	<p>Unit: Performance & Technique: Performance in Spring Concert</p>	<p>Year 1 students perform a solo- may take guest artist dance classes/workshops as well</p> <p>AO1- Knowledge & Understanding</p> <ul style="list-style-type: none"> • Demonstrate knowledge and understanding of the selected dances performed <p>AO2- Application & Analysis</p> <ul style="list-style-type: none"> • Demonstrate the ability to present an effective performance <p>AO3- Synthesis & Evaluation:</p> <ul style="list-style-type: none"> • Demonstrate ability to interpret sensitively the intention of the dances <p>AO4- Use of a variety of appropriate skills and techniques</p> <ul style="list-style-type: none"> • Demonstrate control of technical skills appropriate to the dance <p>TEKS (Level 1):</p> <p><i>Creative Expression, performance:</i></p> <ul style="list-style-type: none"> • Perform & examine memorized complex movement sequences with rhythmical accuracy in dance genres and styles • Execute a wide range of dynamics in quality movement • Perform with projection, confidence, and expression when executing dance movements 	6 Weeks		
--	---	--	---------	--	--

	<p>Unit: Composition & Analysis 2: Begin Choreography</p>	<p>Relationships: (floor, space, with each other) Analyzing previous video submissions AO1- <i>Knowledge and understanding</i></p> <ul style="list-style-type: none"> Identify the appropriate compositional processes and structures to support dances with different subject matter or content <p>AO2- Application and Analysis</p> <ul style="list-style-type: none"> Demonstrate the use of compositional craft to support the intention, form and content of dances Apply in the analytical statement the key terms and concepts used in the developing dance compositions <p>AO3- Synthesis and Evaluation</p> <ul style="list-style-type: none"> Critically reflect upon the creative process of compositional problems encountered, including possible appropriate solutions for future development <p>AO4- Use of a variety of appropriate skills and techniques</p> <ul style="list-style-type: none"> Demonstrate control of compositional craft appropriate to each dance composition <p>TEKS (Level ¼): <i>Creative Expression:</i></p> <ul style="list-style-type: none"> Create dance studies using original movement based on theme and variation Experiment, improvise and perform original movement during the creative process Compare and contrast the expression of ideas and emotions through movement 	4 Weeks		
--	---	---	---------	--	--

	<p>Unit: World Dance Investigation: Begin research</p>	<p>Research analysis of a 'familiar' dance tradition's movements/elements and current vs. historical context</p> <p>AO1- Knowledge & Understanding</p> <ul style="list-style-type: none"> Describe the similarities and differences between the historical contexts of 2 dance cultures and traditions <p>AO2- Application & Analysis</p> <ul style="list-style-type: none"> Analyze the similarities and differences between the historical and current context within each selected dance culture and tradition Analyze the similarities and differences in the dance elements of 2 dance cultures and traditions <p>AO3- Use of a Variety of appropriate skills and techniques</p> <ul style="list-style-type: none"> Demonstrate organization of written material, including use and attribution of appropriate sources <p>TEKS (Level ¼):</p> <p><i>Historical & Cultural Relevance:</i></p> <ul style="list-style-type: none"> Compare similarities and differences in steps, styles and traditions from various cultures Recognize and evaluate dances as they relate to various historical periods and social contexts Create and experiment with dances in various media and content areas Research historical and cultural dance forms using technology <p><i>Critical Evaluation and Response:</i></p> <ul style="list-style-type: none"> Understand the relationship of dance performance skills and other content areas Experiment with knowledge and skills of technology through dance portfolio 	<p>3 Weeks</p>		
--	--	---	----------------	--	--

	Unit: Dance Outreach	Year 1 students perform in the community- assisting and teach dance styles to elementary/middle school age children	3 Weeks		
Year 2	Unit: Technique & Performance: Contemporary, Modern, Jazz	<p>Warm-ups, cool-downs, center floor combinations, locomotive v. nonlocomotive patterns.</p> <p>AO1- Knowledge & Understanding</p> <ul style="list-style-type: none"> • Demonstrate knowledge and understanding of the selected dances performed <p>AO2- Application & Analysis</p> <ul style="list-style-type: none"> • Demonstrate the ability to present an effective performance <p>AO3- Synthesis & Evaluation:</p> <ul style="list-style-type: none"> • Demonstrate ability to interpret sensitively the intention of the dances <p>AO4- Use of a variety of appropriate skills and techniques</p> <ul style="list-style-type: none"> • Demonstrate control of technical skills appropriate to the dance <p>TEKS (Level 2):</p> <p><i>Creative Expression, performance:</i></p> <ul style="list-style-type: none"> • Perform & examine memorized complex movement sequences with rhythmic accuracy in dance genres and styles • Execute a wide range of dynamics in quality movement • Perform with projection, confidence, and expression when executing dance movements 	4 Weeks		

	<p>Unit: Composition & Analysis 3: Structure</p>	<p>Relationships & Structures- ABA, ABCD, etc. Theme and variation, motif development AO1- <i>Knowledge and understanding</i></p> <ul style="list-style-type: none"> Identify the appropriate compositional processes and structures to support dances with different subject matter or content <p>AO2- Application and Analysis</p> <ul style="list-style-type: none"> Demonstrate the use of compositional craft to support the intention, form and content of dances Apply in the analytical statement the key terms and concepts used in the developing dance compositions <p>AO3- Synthesis and Evaluation</p> <ul style="list-style-type: none"> Critically reflect upon the creative process of compositional problems encountered, including possible appropriate solutions for future development <p>AO4- Use of a variety of appropriate skills and techniques</p> <ul style="list-style-type: none"> Demonstrate control of compositional craft appropriate to each dance composition <p>TEKS (Level 3): <i>Creative Expression:</i></p> <ul style="list-style-type: none"> Create dance studies using original movement based on theme and variation Experiment, improvise and perform original movement during the creative process Compare and contrast the expression of ideas and emotions through movement 	6 Weeks		
--	--	--	---------	--	--

	<p>Unit: Performance & Technique: Performance in Fall Concert</p>	<p>Year 2 students perform in student choreography along with teacher, or guest artist choreography</p> <p>AO1- Knowledge & Understanding</p> <ul style="list-style-type: none"> • Demonstrate knowledge and understanding of the selected dances performed <p>AO2- Application & Analysis</p> <ul style="list-style-type: none"> • Demonstrate the ability to present an effective performance <p>AO3- Synthesis & Evaluation:</p> <ul style="list-style-type: none"> • Demonstrate ability to interpret sensitively the intention of the dances <p>AO4- Use of a variety of appropriate skills and techniques</p> <ul style="list-style-type: none"> • Demonstrate control of technical skills appropriate to the dance <p>TEKS (Level 2):</p> <p><i>Creative Expression, performance:</i></p> <ul style="list-style-type: none"> • Perform & examine memorized complex movement sequences with rhythmic accuracy in dance genres and styles • Execute a wide range of dynamics in quality movement • Perform with projection, confidence, and expression when executing dance movements 	5 Weeks		
--	---	---	---------	--	--

	<p>Unit: World Dance: Researching unfamiliar dance styles</p>	<p>Analysis of 'unfamiliar' dance movements and context (historical v. current)</p> <p>AO1- Knowledge & Understanding</p> <ul style="list-style-type: none"> Describe the similarities and differences between the historical contexts of 2 dance cultures and traditions <p>AO2- Application & Analysis</p> <ul style="list-style-type: none"> Analyze the similarities and differences between the historical and current context within each selected dance culture and tradition Analyze the similarities and differences in the dance elements of 2 dance cultures and traditions <p>AO3- Use of a Variety of appropriate skills and techniques</p> <ul style="list-style-type: none"> Demonstrate organization of written material, including use and attribution of appropriate sources <p>TEKS (Level 3):</p> <p><i>Historical & Cultural Relevance:</i></p> <ul style="list-style-type: none"> Compare similarities and differences in steps, styles and traditions from various cultures Recognize and evaluate dances as they relate to various historical periods and social contexts Create and experiment with dances in various media and content area Research historical and cultural dance forms using technology <p><i>Critical Evaluation and Response:</i></p> <ul style="list-style-type: none"> Understand the relationship of dance performance skills and other content areas Experiment with knowledge and skills of technology through dance portfolio 	3 Weeks		
--	---	---	---------	--	--

	<p>Unit: Technique & Performance: Ballet, Jazz, Hip Hop</p>	<p>Warm-ups, cool-downs, center floor combinations, locomotive v. non-locomotive patterns.</p> <p>AO1- Knowledge & Understanding</p> <ul style="list-style-type: none"> • Demonstrate knowledge and understanding of the selected dances performed <p>AO2- Application & Analysis</p> <ul style="list-style-type: none"> • Demonstrate the ability to present an effective performance <p>AO3- Synthesis & Evaluation:</p> <ul style="list-style-type: none"> • Demonstrate ability to interpret sensitively the intention of the dances <p>AO4- Use of a variety of appropriate skills and techniques</p> <ul style="list-style-type: none"> • Demonstrate control of technical skills appropriate to the dance <p>TEKS (Level 4):</p> <p><i>Creative Expression, performance:</i></p> <ul style="list-style-type: none"> • Perform & examine memorized complex movement sequences with rhythmic accuracy in dance genres and styles • Execute a wide range of dynamics in quality movement • Perform with projection, confidence, and expression when executing dance movements 	4 Weeks		
--	---	--	---------	--	--

	<p>Unit: World Dance: Investigation Research</p>	<p>Compare/Contrast Investigation Research</p> <p>AO1- Knowledge & Understanding</p> <ul style="list-style-type: none"> Describe the similarities and differences between the historical contexts of 2 dance cultures and traditions <p>AO2- Application & Analysis</p> <ul style="list-style-type: none"> Analyze the similarities and differences between the historical and current context within each selected dance culture and tradition Analyze the similarities and differences in the dance elements of 2 dance cultures and traditions <p>AO3- Use of a Variety of appropriate skills and techniques</p> <ul style="list-style-type: none"> Demonstrate organization of written material, including use and attribution of appropriate sources <p>TEKS (Level ¼):</p> <p><i>Historical & Cultural Relevance:</i></p> <ul style="list-style-type: none"> Compare similarities and differences in steps, styles and traditions from various cultures Recognize and evaluate dances as they relate to various historical periods and social contexts Create and experiment with dances in various media and content area Research historical and cultural dance forms using technology <p><i>Critical Evaluation and Response:</i></p> <ul style="list-style-type: none"> Understand the relationship of dance performance skills and other content areas Experiment with knowledge and skills of technology through dance portfolio 	<p>3 Weeks</p>		
--	--	--	----------------	--	--

	<p>Unit: Composition & Analysis 4: Group/Duet Choreography</p>	<p>Focusing on duet/ensemble choreography</p> <p>AO1- <i>Knowledge and understanding</i></p> <ul style="list-style-type: none"> Identify the appropriate compositional processes and structures to support dances with different subject matter or content <p>AO2- Application and Analysis</p> <ul style="list-style-type: none"> Demonstrate the use of compositional craft to support the intention, form and content of dances Apply in the analytical statement the key terms and concepts used in the developing dance compositions <p>AO3- Synthesis and Evaluation</p> <ul style="list-style-type: none"> Critically reflect upon the creative process of compositional problems encountered, including possible appropriate solutions for future development <p>AO4- Use of a variety of appropriate skills and techniques</p> <ul style="list-style-type: none"> Demonstrate control of compositional craft appropriate to each dance composition <p>TEKS (Level 3):</p> <p><i>Creative Expression:</i></p> <ul style="list-style-type: none"> Create dance studies using original movement based on theme and variation Experiment, improvise and perform original movement during the creative process <p>Compare and contrast the expression of ideas and emotions through movement</p>	6 Weeks		
--	--	---	---------	--	--

	<p>Unit: Performance & Technique: Guest Artist Workshops</p>	<p>Year 2 students perform in exam choreography set by teacher/guest artist studies</p> <p>AO1- Knowledge & Understanding</p> <ul style="list-style-type: none"> • Demonstrate knowledge and understanding of the selected dances performed <p>AO2- Application & Analysis</p> <ul style="list-style-type: none"> • Demonstrate the ability to present an effective performance <p>AO3- Synthesis & Evaluation:</p> <ul style="list-style-type: none"> • Demonstrate ability to interpret sensitively the intention of the dances <p>AO4- Use of a variety of appropriate skills and techniques</p> <ul style="list-style-type: none"> • Demonstrate control of technical skills appropriate to the dance <p>TEKS (Level 2):</p> <p><i>Creative Expression, performance:</i></p> <ul style="list-style-type: none"> • Perform & examine memorized complex movement sequences with rhythmic accuracy in dance genres and styles • Execute a wide range of dynamics in quality movement • Perform with projection, confidence, and expression when executing dance movements 	6 Weeks		
--	--	---	---------	--	--

	Unit: IB DANCE EXAMS FILMING		2 Weeks		
	Unit: Dance/Movement Careers	<p>Non-performance emphasis: choreography, marketing, dance & science, academia</p> <p>AO1- <i>Knowledge & Understanding</i></p> <ul style="list-style-type: none"> Identify the appropriate compositional processes and structures to support dances with different subject matter or content <p>AO4- <i>Use of a variety of appropriate skills and techniques</i></p> <ul style="list-style-type: none"> Demonstrate organization or written material, including use and attribution of appropriate sources <p>TEKS (Level ¾):</p> <p><i>Historical & Cultural Relevance:</i></p> <ul style="list-style-type: none"> Recognize & evaluate dances as they relate to various historical periods and social contexts. Create and experiment with dances in various media and content areas 	3 Weeks		

	Unit: Dance Outreach	Year 1 & 2 Students teach and perform for community	3 Weeks		
--	----------------------	---	---------	--	--

2. Diploma Programme external and internal assessment components to be completed during the course

Briefly explain how and when you will work on them. Include the date when you will first introduce the assessment components to your students. Explain the different stages and timeline and how students will be prepared to undertake both.

External & Internal assessments are stated in the assessment section of the course overview. Composition & Analysis : 2 dance works 6-10 minutes total & Analytical Statement due by the end of the first year. One must be a solo by self & one a duet or solo performed by others. Performance : 1-2 dances 3-6 minutes total with program notes with one being a solo or duet not student choreographed. This will be performed in the first semester of their first year. World Dance Investigation: A 1,500 word paper comparing and contrasting familiar and unfamiliar traditions using secondary & primary sources, analyzing historical, current context and dance elements. This will be an ongoing investigation where students will have time to identify familiar dance styles and ones that are unfamiliar and research. This is designated in the course outline. The whole paper will be due by the end of the first semester of their second year. Internal Assessments will be based on the same evidence as that available to the moderator. All recordings must be submitted on DVD or other digital format specified by the IB schools. The internal assessment will be executed a month before the due date of when external assessments are due. During a student's participation in an IB program they will be working and submitting their work throughout their two years, so work is not compiled all last minute.

3. Links to TOK

You are expected to explore links between the topics of your subject and TOK. As an example of how you would do this, choose one topic from your course outline that would allow your students to make links with TOK. Describe how you would plan the lessons.

Topic	Link with TOK (including description of lesson plan)
Unit : World Dance/Dance in the Media	TOK Journal Topics : «What are the standards by which we judge art ? Can we justify these standards and if so, how ? » This would be questions would be looked by analyzing and writing about viewing dances seen on TV. Students are so driven by what they see on TV and what celebrities do, but that doesn't always make that dance art. So having students analyze it themselves based on their understanding of what dance is, will help them learn that dance is art and it is judged and analyzed by those watching it.

4. Approaches to learning

Every IB course should contribute to the development of students' approaches to learning skills. As an example of how you would do this, choose one topic from your outline that would allow your students to specifically develop one or more of these skill categories (thinking, communication, social, self-management or research).

Topic	Contribution to the development of students' approaches to learning skills (including one or more skill category)
Unit : World Dance	Analysis of 'unfamiliar' dance movements and context (historical v. current): Students are to research an unfamiliar dance style to them and become acquainted to their codes, steps, and unique aspects to that style. Students may interview dancers, may see a performance, read journals or books, as well as take class. Students are to research the historical and current status of this unfamiliar dance style and be able to analyze how it has changed. This research element is part of our World Dance Investigation paper that is submitted at the end of the student's first semester of their second year.

5. International mindedness

Every IB course should contribute to the development of international-mindedness in students. As an example of how you would do this, choose one topic from your outline that would allow your students to analyse it from different cultural perspectives. Briefly explain the reason for your choice and what resources you will use to achieve this goal.

Topic	Contribution to the development of international mindedness (including resources you will use)
Unit : Technique & Performance	World Dance Tradition: African, Salsa, Middle Eastern, Irish Step Dancing, capoeira, etc. In this particular unit students will learn various cultural dances as well as the history and influences behind them. Students will learn a series of combinations set to cultural music so students can develop their understanding and appreciation for each cultural dance.

6. Development of the IB learner profile

Through the course it is also expected that students will develop the attributes of the IB learner profile. As an example of how you would do this, choose one topic from your course outline and explain how the contents and related skills would pursue the development of any attribute(s) of the IB learner profile that you will identify.

Topic	Contribution to the development of the attribute(s) of the IB learner profile
Unit : Performance & Technqie	Year 2 students perform choreography set by guest artist studies. During this unit, the risk-taker and open-minded attribute of the IB learner profile is exhibited. Students are to be open to working and learning from somebody other than their teacher and able to really “go there.” Risk-takers approach situations with courage and have the independence of spirit to explore new roles, ideas, and strategies. Students are given opporunities when working with a guest choreographer to explore new roles, ideas, and strategies as everybody will teach differently, set choreography differently, and move differently. It’s up to the student to be a risk-taker as they journey through someone’s movements. In addition, the student must remain open-minded when working with other guest artisit because their perspectives, culture, and background is different then theirs. Students are to become accostomed to seeking and evaluating a range of points of view and are willing to grow from the experience.

7. Facilities and equipment

The teaching of this subject requires facilities and equipment to ensure a successful teaching and learning process. Describe the facilities and equipment that you have in your school to support the development of the course. Include any plans to further develop them and indicate the timeline.

We have a new large studio space that has full length mirrors, as well as ballet barres on 3 of the 4 walls. We have a bluetooth surround sound system for music and a laminate flooring. We are just in need of recording devices such as ipads for recording the student’s pieces for their DVD submissions as well as marley flooring to eleveliate some of the slippage that the floor has with it being a laminate flooring.

8. Other resources

Describe other resources that you and your students may use at school, whether there are plans to improve them and by when. Include any resources from the outside community that may contribute to a successful implementation of your subject.

We have an auditorium that seats over 2,000 guests for performances.