



Subject: Dance

Nature of the Subject

Consistent with the educational philosophy of the IB, the Diploma Programme dance curriculum aims for a holistic approach to dance, and embraces a variety of dance traditions and dance cultures—past, present and looking towards the future. Performance, creative and analytical skills are mutually developed and valued whether the students are writing papers or creating/performing dances. The curriculum provides students with a liberal arts orientation to dance. This orientation facilitates the development of students who may become choreographers, dance scholars, performers or those, more broadly, who seek life enrichment through dance.

Distinction between Higher and Standard Level:

This differentiation between the two levels is reflected in both the breadth and depth of study. The aims and assessment objectives are the same at both SL and HL, with additional assessment objectives and requirements at HL. In practice HL students compose three dance works and discuss how connections made across the three components of study may have influenced their choreography in the making of one dance work. Additionally, HL students are required as part of their dance investigation to present an in-depth comparative discussion of two short excerpts from dances chosen from different cultures and/or traditions. Finally HL students are required to perform two or three dances of their choice, compared to SL students who need to perform one or two dances.

Syllabus outline

<p>Composition and analysis</p> <p>The development of the creative aspect of making dances</p> <p>Composing original work</p>
<p>World dance studies</p> <p>The development of a comparative knowledge of several dance styles from more than one culture and/or tradition</p> <ul style="list-style-type: none">• Exploring dances, gaining both a physical and theoretical understanding• Individual investigation
<p>Performance</p> <p>The development of an understanding of and facility in performing dances •</p> <p>Movement skills appropriate to the dancer's performance</p> <ul style="list-style-type: none">• Clarity in relationship to space, time, dynamics and movement qualities appropriate to the work• Communicative expression in relation to other performers and to the audience

Prior Learning

While prior dance experience is not mandatory at SL, it is recommended. At HL it is very strongly recommended. The Diploma Programme dance course is designed to offer students the opportunity to build on prior experience in dance while encouraging a broad approach to the subject. Supporting the principles of the IB mission statement, which aims to foster student appreciation of diverse world cultures and traditions, the course allows the possibility to choose a specific dance style to study in depth. IB Diploma Programme dance provides an appropriate foundation for further study in dance history, theory and practice at university level, or in dance career pathways. It also provides an enriching and valuable course of study for students who may pursue other careers. This course also provides all students with the opportunity to engage in the world of dance as lifelong participants.

Assessment Objectives

Having followed the Diploma Programme course in Dance, students will be expected to:

- Identify the appropriate compositional processes and structures to support dances with different subject matter or content
- Describe the similarities and differences between the historical contexts of two dance cultures and/or traditions
- Demonstrate knowledge and understanding of the selected dance(s) performed
- 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 developing dance composition(s)
- Analyse the similarities and differences between the historical and the current context within each selected dance culture and/or tradition
- Analyse the similarities and differences in the dance elements of two dance cultures and/or traditions
- Demonstrate the ability to present an effective performance
- Critically reflect upon the creative process of compositional problems encountered, including possible appropriate solutions for future development
- Demonstrate compositional contrast across two of the three dance works, analyze and evaluate the influence and significance of connections from all three components of the Diploma Programme dance course in the making of one dance composition and demonstrate an in-depth comparative discussion of two short dance excerpts from two dance cultures and/or traditions. Demonstrate ability to interpret sensitively the intention of the dance(s), control of compositional craft appropriate to each dance composition, organization of written material, including use and attribution of appropriate sources and control of technical skills appropriate to the dance.

Teaching Approach

The IB Dance course at Anatolia & Pinewood Diploma program focuses on cultivating essential skills aligned with the course objectives and IB Learner attributes. Through experiential learning, students develop traits such as discipline, risk-taking, organization, effective communication, and principled behavior within the dance process. The teaching methodology includes practical workshops, performance analyses, collaborative productions, and creative projects. Students explore diverse dance traditions, blending theoretical studies with hands-on experience. The course promotes critical and creative thinking, encouraging students to articulate their artistic perspectives through informed analysis. Students are encouraged to explore dance beyond their familiar areas, engaging with distant cultures and traditions.

Why students might choose this subject

Students may choose the IBDP with a focus on dance for a variety of reasons, including their passion for dance, a desire for holistic education, interest in cultural exploration, career aspirations, personal development, and a preference for experiential and creative learning.

Course Assessment

In school assessment (Formative- summative tasks)

- Dance performances within different dance cultures
- Analytical statements, Oral presentations, Programme notes
- Essays on historical, current context and the use of dance elements in different dance styles
- Dance compositions

The **final Diploma grade** in the subject is determined by three assessment components

1. Internal assessment:

<p>Internal assessment (60 teaching hours)</p> <p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Performance</p> <p>One or two dances (solo/duet/group but at least one must be a solo or a duet) in any style or styles, performed by the student to show proficiency and expressive ability appropriate to the dance, presented at an open showing; total presentation of 3–6 minutes, submitted on DVD (20 marks)</p> <p>Short programme notes (2 marks)</p>	<p>40%</p>
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2. External assessment:

<p>External assessment (90 teaching hours)</p> <p>Composition and analysis (60 teaching hours)</p> <p>Two dance works composed by the student; total presentation of 6–10 minutes, submitted on DVD (15 marks)</p> <p>An analytical statement of no more than 800 words, documenting and reflecting upon the processes of composition and analysis of one of the dances (5 marks)</p>	<p>60%</p> <p>40%</p>
<p>Dance investigation (30 teaching hours)</p> <p>A formal written report, no more than 1,500 words, analysing the similarities and differences between two dance styles drawn from different dance cultures and/or traditions, one of which is familiar to the student and one unfamiliar (20 marks)</p>	<p>20%</p>