



**Dance**

**Subject guide,**

**First Examinations 2013**

**ANATOLIA COLLEGE,**

**IBDP**

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## 1. Nature of the subject

Dance is a unique medium for learning about self and the world. It is one essential component of artistic, aesthetic and cultural education, and develops creative potential through physical expression. In dance, the integration of body, mind and spirit helps participants learn skills that are transferable to other disciplines and to their daily lives.

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.

## 2. Aims and assessment objectives

The aims of the dance course at SL and HL are to help students to:

1. Understand dance as a set of practices with their own histories and theories, and to understand that these practices integrate physical, intellectual and emotional knowledge
2. Experience dance as an individual and collective exploration of the expressive possibilities of bodily movement
3. Understand and appreciate mastery in various dance styles, traditions and cultures familiar and unfamiliar
4. Recognize and use dance to create dialogue among the various traditions and cultures in their school environment, their society and the world at large.

There are four assessment objectives (AOs) for the Diploma Programme dance course. While dance is by its very nature a synoptic discipline, particular elements—discrete and synoptic—are identified in these AOs.

Having followed the dance course at SL or HL, students will be expected to demonstrate the following.

### **AO1. Knowledge and understanding**

- 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
- In internal assessment, demonstrate knowledge and understanding of the selected dance(s) performed

### **AO2. Application and analysis**

- Demonstrate the use of compositional craft to support the intention, form and content of the 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
- In internal assessment, demonstrate the ability to present an effective performance

### **AO3.Synthesis and evaluation**

- Critically reflect upon the creative process of compositional problems encountered, including possible appropriate solutions for future development
- **At HL only:** Demonstrate compositional contrast across two of the three dance works
- **At HL only:** Analyse 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
- **At HL only:** Demonstrate an in-depth comparative discussion of two short dance excerpts from two dance cultures and/or traditions
- In internal assessment, demonstrate ability to interpret sensitively the intention of the dance(s)

### **AO4.Selection, use and application of a variety of appropriate skills and techniques**

- Demonstrate control of compositional craft appropriate to each dance composition
- Demonstrate organization of written material, including use and attribution of appropriate sources
- In internal assessment, demonstrate control of technical skills appropriate to the dance

## **3. Subject outline**

A wide variety of theoretical and practical approaches towards the art of dance are taught within the dance subject. Students will learn, both theoretically and practically, the creative aspects of composing dance, they will develop a comparative knowledge of several dance styles from more than one culture and/or tradition and produce an individual investigation, understand the performative aspects of dance, develop artistry, analytical skills and expressive capacities.

The important factor of all three modules being taught in the dance course is that students gain a holistic knowledge over dance, as they create, explore, research, analyse, reflect and evaluate dance, gaining both a physical and theoretical understanding.

In that way, students not only improve technically but develop critical thinking, aesthetic merit, performative qualities and analytical judgment.

## 4. Prior learning

There are no formal requirements for students undertaking the dance course. Students who take this course will often have varied technical skills in different dance styles. The module develops according to students' abilities and needs.

## 5. Approaches to the teaching and learning of dance

In the teaching of the dance course it should be possible to have groups of students that include both SL and HL students. Through a variety of teaching approaches, all students—whether SL or HL—will be encouraged to develop their creative and critical abilities and to enhance their appreciation and enjoyment of dance.

The dance course has three components of study.

- Composition and analysis
- World dance studies
- Performance

The course has an in-built flexibility, allowing the study of diverse world dance cultures and/or traditions and styles. Students are required and encouraged to explore dance from cultures and/or traditions distant from their areas of familiarity.

Teachers need to encourage their students through instruction and activities that challenge and develop their understanding in all three components while simultaneously encouraging them to make creative connections in their work. Students are encouraged to avail themselves of opportunities for collaborative work, including work with students from other arts disciplines, in order to further their own learning.

The dance teacher should be able to engage students in discussions that analyse, examine, interpret and evaluate dances in a variety of performance contexts.

Ideally, the dance teacher must be able to base his or her teaching on existing expertise in:

- the technical aspects of at least one dance culture and/or tradition
- the making of dances
- knowledge of the history and aesthetics regarding his or her own dance culture and/or tradition. This will enable the teacher to guide students in their investigation of other dance cultures and/or traditions.

## 6. Content

### Module 1: Composition and Analysis

In this part of the course, the focus is on the making of dances, and on identifying and analysing the processes through which student dances are composed or arranged.

Composition and analysis is designed to encourage students to think creatively, and to explore movement possibilities and ways of manipulating dance vocabularies to articulate an intention. In building dances, students explore different ways of structuring dances. Through class discussions and teacher commentaries during the

two-year course of study, students develop an understanding of movement principles and how to apply them in an effective manner in each dance. Students learn both how dance structures support diverse viewpoints, ideas and purposes, and how form, content and function interrelate.

For the purposes of this course, it is important to refer to the “Glossary of dance terms” for the difference between terms, including “composition”, “arrangement” and “structured improvisation”.

Students will need sufficient opportunities to practise the skills required by this part of the course in order to allow them to meet the assessment requirements. Students are required to create original dances. However, students may create one arrangement of a long-standing established dance.

As part of their studies in composition and analysis, HL students are required to create some dances that are of contrasting compositional nature.

Students will analyse and examine their work, including through writing an analytical statement. Students are required to demonstrate their understanding of how the compositional structure of their work supports particular viewpoints, ideas and purposes. They are also required to demonstrate how form, content and function interrelate. Students should also be able to discuss all of these elements in relation to works choreographed by others. In addition, HL students must make connections across all aspects of their dance learning, noting how doing so may influence their compositional work.

## Module 2: World Dance Studies

The study of this part of the course requires that students, through dancing, classroom activity and individual investigation, develop:

- an appreciation of the diversity of dance practices throughout the world
- the ability to investigate dance cultures and/or traditions, both familiar and unfamiliar to the students
- a theoretical knowledge and practical experience of selected dances from two cultures and/or traditions
- the ability to describe the similarities and differences between the historical contexts of selected dance cultures and/or traditions
- the ability to analyse the similarities and differences between the historical and current social and cultural context within each selected dance culture and/or tradition
- the ability to identify and analyse dance elements in selected dance cultures and/or traditions in order to understand their similarities and differences
- the ability to use and cite appropriate sources (both primary and secondary)
- the ability to organize and present the written investigation coherently.

The study of this part of the course requires that HL students also:

- compare and contrast two short excerpts from two dances selected from two dance cultures and/or traditions.

As part of their world dance studies, HL students are required to focus in depth on one aspect (or a limited number of aspects) of a short excerpt from each of the dance works investigated in their report. The student focus is to be that of observer, not as maker of the dances being compared. Two dances must be chosen: one from a dance culture and/or tradition that is familiar and one that is unfamiliar to the students.

Please note that HL students may not choose to submit the dances studied in this component of the course as part of their dance performance for internal assessment.

Students at SL and HL are strongly encouraged to explore several dances from more than one distinctly different dance culture and/or tradition, both familiar and unfamiliar to the students. (Teachers should refer to the section “Nature of the subject” in order to contextualize this.) The investigation will include an exploration of structure/form in dances as well as compositional elements. Teachers and students are encouraged to make use of local resources and to avail themselves of the traditions of oral history.

It is important to refer to the definition of “investigate” as used in this guide. (Please see the "Glossary of command terms".)

The outcome of the world dance studies component of the course will be a written investigation that draws upon both practical and theoretical knowledge.

### Module 3: Dance Performance

This component is based on the practice and presentation of dance. The primary intention is to engage students in elements of dance artistry from classroom practice through to the performance of dance for viewing by others.

Students may specialize in any style of performance, but must experience more than one style drawn from more than one dance culture and/or tradition. Their study must prepare them to present one or more styles for assessment at the end of the course.

This study requires that students develop and demonstrate technical and performance skills, performing in solo/duet work. Students may also present group work.

Technical skills include:

- body strength
- control
- coordination
- spatial awareness
- dynamic content
- rhythmic accuracy
- temporal clarity.

Performance skills include:

- focus
- projection
- phrasing
- stylistic integrity

- relationship to other performers
- relationship to the audience
- dynamic content
- interpretative sensitivity appropriate to the work.

### ***Programme notes***

Students must prepare programme notes. Through the articulation required in developing programme notes, students are better placed to think about the intention of the piece and, in turn, give personal shaping to their interpretation. Teachers are encouraged from the beginning of the course to support their students in reflecting on the communicative intentions of the dances.

For each dance that students present, the programme notes will include basic factual information. In addition, students will also write an additional short statement focusing on the motivation of the dance and their particular interpretation of the piece.

## **7. Assessment**

Assessment outline - SL

Assessment component	Weighting
<p>External assessment (90 teaching hours)</p> <p><i>Composition and analysis (60 teaching hours)</i></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><i>World dance studies (30 teaching hours)</i></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>	20%
<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><i>Performance</i></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>	40%

## Assessment outline-HL

Assessment component	Weighting
<p><b>External assessment (150 teaching hours)</b></p> <p><i>Composition and analysis (90 teaching hours)</i></p> <p>Three dance works composed by the student; total presentation of 8–15 minutes, submitted on DVD (20 marks)</p> <p>An analytical statement of no more than 1,000 words, documenting and reflecting upon the processes of composition and analysis of one of the dances (5 marks) including an analysis and evaluation of connections made (5 marks)</p>	<p><b>60%</b></p> <p><i>35%</i></p>
<p><i>World dance studies (60 teaching hours)</i></p> <p>A formal written report, no more than 2,500 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. The report must include an in-depth comparative discussion of one short excerpt from each dance culture and/or tradition (25 marks)</p>	<p><i>25%</i></p>
<p><b>Internal assessment (90 teaching hours)</b></p> <p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p><i>Performance</i></p> <p>Two or three 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 6–9 minutes (at least half of which must be devoted to solo and/or duet work), submitted on DVD (20 marks)</p> <p>Short programme notes (2 marks)</p>	<p><b>40%</b></p>

### ***Composition and analysis***

**Recommended teaching hours—60 hours at SL; 90 hours at HL**

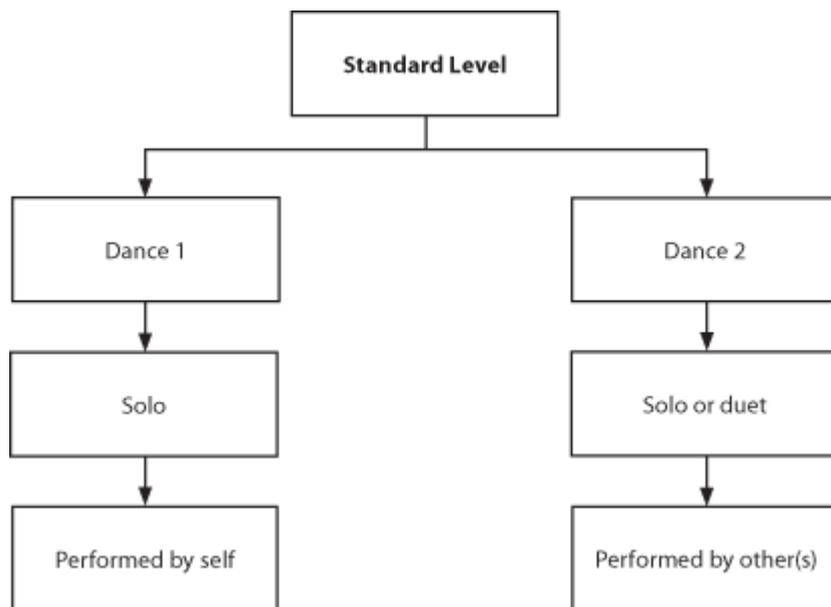
**Weighting: 40% (SL), 35% (HL)**

Students must meet the following requirements.

- Students at SL must compose two dances (a total length of 6–10 minutes) and write an analytical statement (no more than 800 words).
- Students at HL must compose three dances (a total length of 8–15 minutes) and write an analytical statement (no more than 1,000 words).

Standard level

The requirements of the composition and analysis component at SL are illustrated in figure below.



The SL student composes two dances, performed and filmed

- in studio setting
- under working lights
- in regular practice clothes (not costumes)

The first dance composed by the student must be a solo, which is to be performed by the student himself or herself.

The second dance composed by the student must be a solo or a duet, which is to be performed by another student (or students) from the school.

One of the two dances may be an arrangement by the student of a traditional dance or standard repertoire.

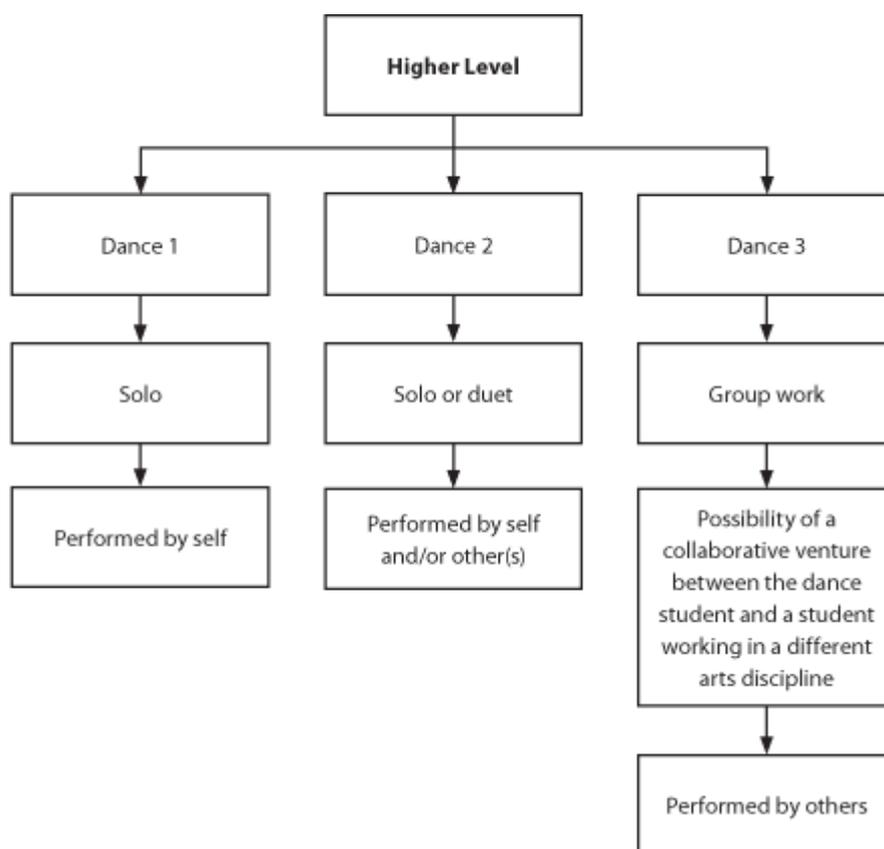
### *Analytical statement*

In addition, the student is required to write an analytical statement focusing on **one** submission. The length of the analytical statement must be no more than 800 words.

Work that falls significantly short of the stated word count is unlikely to fully meet the stated requirements of the task and is likely to receive low marks. The student must consult with his or her teacher before preparing the analytical statement. Teachers must provide guidance about the writing skills needed and, to this end, teachers are encouraged to challenge and support the student to write brief focused responses to dance(s) that the student has engaged with during the course.

Although the analytical statement could refer briefly (in no more than 100 words) to the two dances, it must specifically reflect upon the process of developing **one** of these dances.

The requirements of the composition and analysis component at HL are illustrated in figure below.



The HL student composes **three** dances.

The first dance composed by the student must be a solo, which is to be performed by the student himself or herself.

The second dance composed by the student must be a solo or a duet, which is to be performed by the student and/or another student (or students) from the school.

The third dance, a group dance, may be an individual or collaborative composition. If the latter, this must be a collaboration with a student within the school from another arts discipline. In either case, this third dance must be a group dance performed by other dance students from the school.

One of the three dances may be an arrangement by the student of a traditional dance or standard repertoire.

In addition, HL students are required to display evidence of contrasting compositional nature in two of the three works. The focus must be on:

- how the form is supported by the selection of appropriate movements, movement development and/or arrangement
- use of space, time and dynamics.

(The required focus is not on the choice of subject matter, or music or accompanying sound.)

### *Analytical statement*

In addition, the student is required to write an analytical statement focusing on **one** submission.

The length of the analytical statement must be no more than 1,000 words.

## **World Dance Studies—SL and HL**

Recommended teaching hours—30 hours at SL; 60 hours at HL

Weighting: 20% (SL), 25% (HL)

The task

Each student is required to investigate two dance cultures and/or traditions and present their findings in a formal written report. The student should consult with the teacher in choosing their dance cultures and/or traditions.

The study must be an independent study and not a collaborative one. While discouraged from doing so, students are not prohibited from choosing the same or similar dance cultures and/or traditions. Students and their teachers are strongly encouraged to view this report as a sustained investigation that is self-directed.

The report must not be more than 1,500 words in length at SL, and 2,500 words in length at HL.

The written investigation must include the following:

- one dance culture and/or tradition that is familiar to the student, and
- one dance culture and/or tradition that is unfamiliar to the student.

Both dance cultures and/or traditions must be distinct and different from each other. It is important that students in their choice of familiar and unfamiliar cultures and/or traditions do not choose ones that are too close for effective investigation. Hip-hop and break dance, for example, are both from the same dance tradition and/or culture.

The focus of this written investigation into the two dance cultures and/or traditions must include:

- the historical context
- the current context—knowledge and understanding of the present-day social and cultural context (including social, religious, political, spiritual and/or intellectual significance)—in relation to the historical context
- the elements in the dance—the particular use of the body (involving space, time and dynamics).

### *Additional requirements at HL*

In addition, HL students are required as part of their written investigation to write an in-depth comparative discussion of two short excerpts from two dances from the two chosen dance cultures and/or traditions (one from a familiar dance culture and/or tradition, one unfamiliar).

## ***Performance***

**Recommended teaching hours—60 hours at SL; 90 hours at HL**

**Weighting: 40% (SL/HL)**

### The task

The student, in consultation with the teacher, must choose the dance(s) to be performed. The dance(s) chosen should demonstrate the student's range of abilities as a performer and be appropriate to their skill level and to the dance.

Students must meet the following requirements.

- Students at SL will perform one or two dances (solo/duet/group, but at least one must be a solo or a duet) in any style or styles—total length of 3–6 minutes.
- Students at HL will perform two or three dances (solo/duet/group, but at least one must be a solo or a duet) in any style or styles—total length of 6–9 minutes. At least half of the HL presentation time must be devoted to solo and/or duet work.

### Programme notes

The student must also submit short programme notes. These programme notes will provide information on each dance to be presented and must include:

- the title of the dance
- the choreographer (for example, teacher, guest artist, reconstructed from standard repertoire)
- collaborators (for example, composer, designers)
- a brief statement about the motivation for the dance and its interpretation (one or two paragraphs at the most)
- any additional relevant information (for example, reasons for performing this particular material).