

Portfolio Planning Worksheet:

Teacher Name: Dance Teacher
Campus: Dance Academy High School

Date: 12/02/2024
Course: Dance 1

Part A: Curricular Content Focus

1. What are the most important skills I develop in students through this course?
(In your own words)

In this course, students develop skills in kinesthetic and spatial awareness, improving their control over movements both individually and in groups. They build a foundation in dance genres, styles, and vocabulary, and learn to recognize and describe different dance forms. Students also create basic choreography using fundamental dance elements. They explore diverse cultural and historical dance forms, understanding their unique features. Finally, students analyze dance in various media, gaining an appreciation for how dance communicates across different platforms.

2. Where are my students actually with respect to these skills upon entering my class?
(How will I know?)

Upon entering the class, students will have varying levels of experience. Some will have basic kinesthetic awareness but need more control and spatial understanding. Many will be familiar with popular dance genres but lack formal terminology and exposure to diverse styles. Most will have little experience in choreography and may not understand the process. They may also have limited knowledge of cultural and historical dance forms, focusing mainly on contemporary styles. While some may recognize dance in media, they may not analyze its deeper meanings. Overall, students will need support in developing a broader understanding of dance.

3. Based on where my students actually are with these skills, where should they be at the end of the course if I provide effective instruction?

By the end of the course, students will have improved kinesthetic and spatial awareness, with better control over their movements. They will have a stronger understanding of dance genres, styles, and terminology, and be able to apply them in their work. Students

will also create original choreography, using dance elements like space, time, and energy. They will gain an appreciation for dances from diverse cultures and historical periods and be able to analyze dance in the media, understanding its role in communication. Ultimately, they will have a well-rounded understanding of dance as both an art form and cultural expression.

Part B: TEKS Selection and Justification

1. List the TEKS to include in student portfolios to measure their growth. Include those that “persist throughout the course and that have transferability – the knowledge and skills that not only lead to success in the current course but that have lifelong application.”
2. Explain the importance of these TEKS. How do these skills persist or transfer to other life experiences?

TEKS #	§ 117.306 Dance, Level 1, c1, 1(A & C), 2(D), 3(A & D) Texas Administrative Code
c1(A&C)	c1(A) define basic kinesthetic and spatial awareness individually and in groups; c1(C) recognize knowledge of dance genres, styles, and vocabulary
c2(D)	c2(D) create basic compositional forms using fundamental dance elements and choreographic process
c4(A&D)	c4(A) perform and characteristics of dances from several diverse cultures or historical periods; c4(D) identify dance in various media and content areas
Justify or Explain the importance of these TEKS:	The foundational skills taught in Dance 1 are essential for fostering physical and artistic growth. Developing spatial awareness, strength, flexibility, and endurance enhances students’ ability to move safely and expressively while promoting overall physical fitness and discipline. Understanding the cultural significance of dance encourages appreciation for diversity and helps students make meaningful connections to the world around them. Reflecting on performances and analyzing creative process nurtures critical thinking and self-expression, empowering students to communicate their ideas effectively. These skills collectively support personal growth, artistic exploration, and the development of lifelong habits that benefit both physical and intellectual interests.

Part C: TEKS Breakdown & Planning for Rubric Assignments/Projects/Performances

In column 1, list the TEKS again, and for each one, describe in your own words the actions students are asked to perform. In column 2, list what assignments/projects/performances you will have students complete in order to demonstrate their skill level with these TEKS. Include examples of the artifacts or evidence that you will include in the portfolio to demonstrate the knowledge and skill.

TEKS for Portfolio (and what students need to be able to do to demonstrate)	Planned Projects/Assignments (and how you will use as evidence)
<p>c1(A&C): (A) define basic kinesthetic and spatial awareness individually and in groups; (C) recognize knowledge of dance genres, styles, and vocabulary</p> <p>TEK c1(A): Students are asked to define and demonstrate basic kinesthetic and spatial awareness both individually and in group settings. This means they must understand how their bodies move in space, maintain control, and navigate their surroundings while staying aware of others in the group. To demonstrate this, students need to perform movements with precision, showing they can balance, adjust their positions relative to others, and execute coordinated group formations.</p> <p>TEK c1(C): Students are expected to recognize and apply knowledge of various dance genres, styles, and vocabulary. This involves identifying key characteristics of different dance forms and using appropriate terminology to describe movements and techniques. To demonstrate this, students might analyze a routine, perform dances in specific styles, or use correct vocabulary to critique or explain their own performances.</p>	<p>c1(A) Choreography Video: Students will create and perform a group choreography emphasizing spatial awareness and kinesthetic precision. They must demonstrate control of their movements and coordination within a group setting.</p> <p>Evidence: Video recordings of rehearsals and the final performance, diagrams or floor plans showing spatial formations, and reflective journals where students describe their awareness and adjustments during the process.</p> <p>c1(C) Research Paper: Students will research a specific dance genre or style and present their findings in research paper.</p> <p>Evidence: A written or digital report on the genre's characteristics and history, a vocabulary list with definitions, demonstrating the understanding of the terminology of their chosen genre or style of dance.</p>

c2(D): (D) create basic compositional forms using fundamental dance elements and choreographic process

TEK c2(D): Students create basic dance compositions by applying fundamental elements such as space, time, and energy through the choreographic process. This includes selecting movements, organizing them into sequences, and refining them to convey a clear idea or theme, demonstrating both creativity and understanding of dance structure.

c2(D) Dance Routine Project: Students will create an original dance composition using fundamental elements of dance such as space, time, and energy, guided by the choreographic process. They will design a routine with a clear theme or intention and present it to the class.

Evidence: A choreographic journal documenting the creative process (including sketches, movement ideas, and revisions), video recordings of rehearsals and the final performance, and a written reflection explaining how the fundamental elements were applied to develop their composition.

c4(A&D): (A) perform and characteristics of dances from several diverse cultures or historical periods; (D) identify dance in various media and content areas

TEK c4(A): Students perform dances that reflect the characteristics of various cultures or historical periods. This involves understanding and replicating the stylistic elements, movements, and significance of each dance to showcase cultural or historical authenticity.

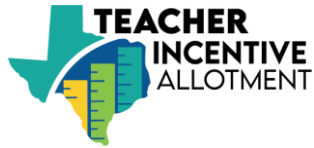
TEK c4(D): Students identify how dance is represented across different media and content areas. This includes recognizing dance in films, visual arts, literature, or other disciplines, and analyzing its role and influence in these contexts.

c4(A) Cultural Dance Presentation: Students will research a dance from a selected culture or historical period, ensuring they accurately reflect its characteristics and context. They will present the performance alongside a brief oral or visual explanation of the dance's significance.

Evidence: A research summary or presentation outlining the cultural or historical context, and a reflection on the importance of authenticity in performing cultural or historical dances.

c4(D) Multimedia Dance Project: Students will create a multimedia project analyzing the representation of dance in various media, such as films, visual arts, or literature, and how it connects to other content areas like history or social studies.

Evidence: A written or digital analysis (e.g., slide deck or video essay) with examples from selected media, annotated visuals or clips demonstrating the integration of dance, and a reflective piece on the influence and interpretation of dance in these contexts.



Part D: Portfolio Rubric Design

Standards and Projects	Significantly Limited Proficiency	Limited Proficiency	Partial Proficiency	Proficient	Advanced
Place standards used and a project description here.	Detailed description of identifiable performance characteristics reflecting a beginning level of performance	Detailed description of identifiable performance characteristics reflecting a developing level of performance	Detailed description of identifiable performance characteristics reflecting a somewhat proficient level of performance	Detailed description of identifiable performance characteristics reflecting a proficient level of performance	Detailed description of identifiable performance characteristics reflecting an advanced level of performance
Course Name: Dance 1					
c1(A): Students will create and perform a group choreography emphasizing spatial awareness and kinesthetic precision. They must demonstrate control of their movements and coordination within a group setting.	Struggles with spatial awareness and kinesthetic precision; movements are not well-controlled or coordinated within the group. The choreography lacks structure or clarity.	Shows some control and coordination, but spatial awareness is inconsistent. Movements are occasionally out of sync with the group, and the choreography lacks fluidity or organization.	Demonstrates clear spatial awareness and kinesthetic precision, with controlled movements that are generally well-coordinated within the group. The choreography is structured and cohesive.	Exhibits strong spatial awareness and kinesthetic control, with seamless coordination and precision throughout the group performance. The choreography is creative, well-organized, and dynamic.	Performs with exceptional spatial awareness, kinesthetic control, and flawless coordination within the group. The choreography is innovative, highly precise, and showcases a high level of artistry and synchronization.

<p>c1(C) Student Project: Students will research a specific dance genre or style, learn a short routine in that style, and present their findings along with the performance.</p>	<p>Limited or inaccurate understanding of the dance genre or style. The performance lacks key elements of the style, and the explanation is vague or incorrect.</p>	<p>Basic understanding of the dance genre or style, but performance lacks full accuracy or key stylistic features. The explanation is somewhat clear but lacks depth or specific details.</p>	<p>Demonstrates a solid understanding of the dance genre or style, accurately performing the routine with key stylistic elements. The explanation is clear, with relevant information about the genre's characteristics and history.</p>	<p>Shows a deep understanding of the dance genre or style, performing with strong accuracy and expression. The explanation is insightful, including a detailed discussion of the genre's history, context, and characteristics.</p>	<p>Demonstrates an exceptional understanding of the dance genre or style, performing with precision and artistic expression. The explanation is thorough and nuanced, offering a sophisticated analysis of the genre's significance and impact.</p>
<p>c2(D) Student Project: Students will create an original dance composition using fundamental elements of dance such as space, time, and energy, guided by the choreographic process. They will design a routine with a clear theme or intention and</p>	<p>Struggles to incorporate basic dance elements such as space, time, and energy. The composition lacks structure or clear intention, and movements are disconnected or unclear.</p>	<p>Attempts to use fundamental dance elements, but they are applied inconsistently. The composition has minimal structure or theme, with some sections feeling unorganized or lacking clear intent.</p>	<p>Effectively uses space, time, and energy in the composition, with clear structure and a recognizable theme or intention. Movements are well-organized and demonstrate a thoughtful approach to the choreographic process.</p>	<p>Skillfully integrates space, time, and energy in a well-structured composition that is both creative and expressive. The theme or intention is clear and consistently maintained throughout the routine.</p>	<p>Seamlessly incorporates space, time, and energy, creating a highly original and cohesive dance composition. The theme or intention is profound and skillfully conveyed, with a sophisticated use of the choreographic process.</p>

present it to the class.					
c4(A) Student Project: Students will research and perform a dance from a selected culture or historical period, ensuring they accurately reflect its characteristics and context. They will present the performance alongside a brief oral or visual explanation of the dance's significance.	Struggles to perform the dance accurately, with movements that do not align with the cultural or historical context. The explanation is vague or lacks understanding of the dance's significance.	Performs the dance with some accuracy, but movements are inconsistent or partially misaligned with the cultural or historical style. The explanation of the dance's significance is basic, with limited connection to the cultural or historical context.	Performs the dance with accurate movements that align with the selected culture or historical period. Provides a clear and relevant explanation of the dance's significance, demonstrating understanding of its cultural or historical context.	Performs the dance with exceptional accuracy, precision, and artistry, fully reflecting the cultural or historical context. Offers a sophisticated and nuanced explanation of the dance's significance, with deep insight into its historical, cultural, and artistic relevance.	Performs the dance with exceptional accuracy, precision, and artistry, fully reflecting the cultural or historical context. Offers a sophisticated and nuanced explanation of the dance's significance, with deep insight into its historical, cultural, and artistic relevance,
c4(D) Student project: Students will create a multimedia project analyzing the representation of dance in various media, such as films, visual arts, or	Demonstrates limited understanding of dance in media, with incomplete or inaccurate analysis. Connections to other content areas are minimal or	Identifies dance in some media with basic analysis. Connections to other content areas are weak or partially inaccurate.	Accurately identifies dance in multiple media and offers clear, thoughtful analysis. Makes relevant and correct connections to other content areas.	Demonstrates deep understanding of dance in media, providing detailed analysis. Makes insightful connections to other content areas	Offers an exceptional, nuanced analysis of dance in multiple media, with sophisticated connections to other content areas. The project is

literature, and how it connects to other content areas like history or social studies.	incorrect.			and real-life experiences.	comprehensive and original, presented with high creativity and professionalism.
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Rubric for Texas Portfolio Planning Worksheet

Criteria	Exemplary (4)	Proficient (3)	Developing (2)	Beginning (1)
Curricular Content Focus	Clearly identifies essential skills with a comprehensive understanding of student starting points and desired outcomes.	Identifies key skills and provides a general understanding of student starting points and end goals.	Provides a limited overview of skills, with partial insight into student needs and outcomes.	Lacks clarity in identifying essential skills, starting points, or end goals.
TEKS Selection and Justification	Selects TEKS that persist and transfer, with thorough justification of their importance to lifelong learning.	Selects relevant TEKS with a general explanation of their long-term importance.	TEKS selection shows limited relevance or justification of importance.	TEKS selection lacks relevance or justification of importance.
TEKS Breakdown & Project Planning	Provides detailed descriptions of TEKS and aligns projects/assignments effectively with each standard.	Lists TEKS and aligns projects or assignments with standards, though some descriptions may lack specificity.	TEKS and project alignments are vague or inconsistent, with limited examples of evidence.	TEKS descriptions and project alignments are missing or poorly articulated.
Portfolio Rubric Design - Standards & Projects	Creates well-defined standards with clear performance characteristics across all proficiency levels.	Defines standards with most performance levels described; generally clear but may lack detail in places.	Standards and performance levels are minimally defined, with some levels unclear or missing.	Standards and performance levels are missing or vague, lacking detail across proficiency levels.
Portfolio Rubric Design - Evidence and Artifacts	Selects high-quality artifacts that clearly demonstrate student skill development in relation to TEKS.	Provides relevant artifacts to demonstrate skill development, though some may lack clear alignment with TEKS.	Artifacts are present but may not adequately reflect skill levels or TEKS alignment.	Artifacts are irrelevant, missing, or do not demonstrate skill development in alignment with TEKS.

Total Rubric Score: _____

Appraiser Signature: _____

Score Total Ranges:			
16 – 20	11-15	6-10	1-5
Exemplary	Proficient	Developing	Beginning
		(Revision Necessary)	(Revision Necessary)