



Dance subject outline

First examinations 2013

This document explains the major features of the course, and outlines the syllabus and assessment requirements.

More detailed information about the course can be obtained by referring to the guide for this subject, which is available on the subject page of the IB online curriculum centre (OCC) website (<http://occ.ibo.org>) and can also be purchased from the IB store (<http://store.ibo.org>).

Nature of the subject

All dance is expressive movement with intent, purpose and structure, which communicates through the body and gestures of the dancer. Dance is a vital and integral part of human life. It exists over time in many forms and styles and is practised in all traditions and cultures, taking place in a range of contexts for various purposes. Dance functions as ritual, as artistic endeavour, as social discourse, as recreation and as education.

Dance is always evolving, as innovations develop alongside or from traditional forms and practices. Dance works may be seen as social and historical texts reflecting the cultures from which they emerge. Often these works may be considered as emerging texts that shape and determine the direction in which culture is moving.

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.

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.

Links to the Middle Years Programme

Those students who have completed the IB Middle Years Programme (MYP) will already have engaged in a structured learning process in the performing and visual arts. MYP students will have developed an inquiring, reflective approach to their work, as well as an understanding of the role of the arts in society, in the world and in their own lives. This will allow them to develop further their experiences, skills, knowledge and conceptual understanding in dance at Diploma Programme level. Reflection pursued in a sense of inquiry, evaluation, artistic self-expression, collaboration and communication are all intrinsic to the beliefs and values that inspire IB arts courses.

Aims

Group 6 aims

Through studying any of the group 6 subjects—the arts—students become aware of how artists work and communicate. The aims of all subjects in group 6 are to enable students to:

1. enjoy lifelong engagement with the arts
2. become informed, reflective and critical practitioners in the arts
3. understand the dynamic and changing nature of the arts
4. explore and value the diversity of the arts across time, place and cultures
5. express ideas with confidence and competence
6. develop perceptual and analytical skills.

Dance aims

In addition, the aims of the dance course at SL and HL are to help students to:

7. 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
8. experience dance as an individual and collective exploration of the expressive possibilities of bodily movement
9. understand and appreciate mastery in various dance styles, traditions and cultures familiar and unfamiliar
10. recognize and use dance to create dialogue among the various traditions and cultures in their school environment, their society and the world at large.

Assessment objectives

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

Syllabus outline

| Syllabus component | Suggested teaching hours | |
|--|--------------------------|------------|
| | SL | HL |
| <p>Composition and analysis</p> <p>The development of the creative aspect of making dances</p> <p>Composing original work</p> | 60 | 90 |
| <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 | 30 | 60 |
| <p>Performance</p> <p>The development of an understanding of and facility in performing dances</p> <ul style="list-style-type: none"> • Movement skills appropriate to the dancer's performance • 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 | 60 | 90 |
| Total teaching hours | 150 | 240 |

It is essential that teachers are allowed the prescribed minimum number of teaching hours necessary to meet the requirements of the dance course. At SL the minimum prescribed number of hours is 150 hours and at HL it is 240 hours.

The requirements of the Diploma Programme (DP) dance course are such that students at both SL and HL will need to work with other dance students. Although it is not mandatory that these students are following the DP dance course, these students **must** be from the DP dance students' school.

Assessment outline—SL

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| Assessment component | Weighting |
|---|-------------------------------------|
| <p>External assessment (90 teaching hours)</p> <p>Composition and analysis (60 teaching hours) 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) 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> |
| <p>Internal assessment (60 teaching hours) This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Performance 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> |

Assessment outline—HL

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| Assessment component | Weighting |
|---|-------------------------------------|
| <p>External assessment (150 teaching hours)</p> <p>Composition and analysis (90 teaching hours) 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>60%</p> <p>35%</p> |
| <p>Dance investigation (60 teaching hours) 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>25%</p> |
| <p>Internal assessment (90 teaching hours) This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Performance 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>40%</p> |