

International Baccalaureate Diploma Programme Subject Brief

The arts:

Dance – Standard level

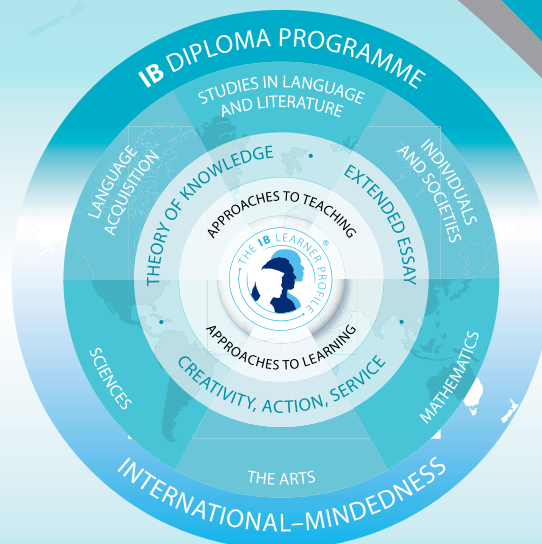
First assessments 2014 – Last assessments 2020

The IB Diploma Programme (DP) is a rigorous, academically challenging and balanced programme of education designed to prepare students aged 16 to 19 for success at university and life beyond. The DP aims to encourage students to be knowledgeable, inquiring, caring and compassionate, and to develop intercultural understanding, open-mindedness and the attitudes necessary to respect and evaluate a range of viewpoints.

To ensure both breadth and depth of knowledge and understanding, students must choose at least one subject from five groups: 1) their best language, 2) additional language(s), 3) social sciences, 4) experimental sciences, and 5) mathematics. Students may choose either an arts subject from group 6, or a second subject from groups 1 to 5. At least three and not more than four subjects are taken at higher level (240 recommended teaching hours), while the remaining are taken at standard level (150 recommended teaching hours). In addition, three core elements—the extended essay, theory of knowledge and creativity, action, service—are compulsory and central to the philosophy of the programme.

These IB DP subject briefs illustrate key course components.

- I. Course description and aims
- II. Curriculum model overview
- III. Assessment model



I. Course description and aims

The IB DP dance course takes 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.

In addition, the course enables students to:

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

II. Curriculum model overview

Component	Recommended teaching hours
Composition and analysis The development of the creative aspect of making dances <ul style="list-style-type: none"> • Composing original work 	60
World dance studies The development of a comparative knowledge of several dance styles from more than one culture and/or tradition <ul style="list-style-type: none"> • Exploring dances, gaining both a physical and theoretical understanding • Individual investigation 	30
Performance The development of an understanding of and facility in performing dances <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

III. Assessment model

Having followed the standard level dance course, students will be expected to demonstrate the following:

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.

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.

Synthesis and evaluation

- Critically reflect upon the creative process of compositional problems encountered, including possible appropriate solutions for future development.
- In internal assessment, demonstrate ability to interpret sensitively the intention of the dance(s).

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.

Assessment at a glance

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
External			60
Composition and analysis	<ul style="list-style-type: none">• Two dance works (totaling 6-10 minutes) composed by the student, submitted on DVD• Analytical statement on the processes of composition and analysis of one of the dances	90	40
Dance investigation	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 familiar and one unfamiliar to the student	30	20
Internal			40
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 (at least half of which must be devoted to solo and/or duet work), submitted on DVD	60	40

About the IB: For over 40 years the IB has built a reputation for high-quality, challenging programmes of education that develop internationally minded young people who are well prepared for the challenges of life in the 21st century and able to contribute to creating a better, more peaceful world.

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To learn more about how the IB Diploma Programme prepares students for success at university, visit: www.ibo.org/recognition or email: recognition@ibo.org