

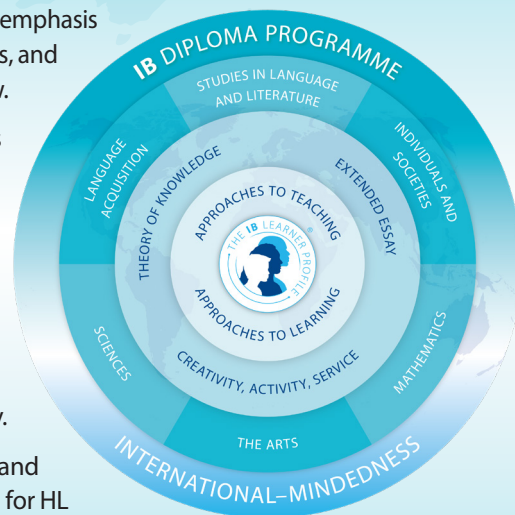
Arts: Dance

First assessment May 2029

The Diploma Programme (DP) is a rigorous pre-university course of study designed for students in the 16 to 19 age range. It is a broad-based two-year course that aims to encourage students to be knowledgeable and inquiring, but also caring and compassionate. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view.

The course is presented as six academic areas enclosing a central core. Students study two modern languages (or a modern language and a classical language), a humanities or social science subject, an experimental science, mathematics and one of the creative arts. Instead of an arts subject, students can choose two subjects from another area. It is this comprehensive range of subjects that makes the Diploma Programme a demanding course of study designed to prepare students effectively for university entrance. In each of the academic areas students have flexibility in making their choices, which means they can choose subjects that particularly interest them and that they may wish to study further at university.

Normally, three subjects (and not more than four) are taken at higher level (HL), and the others are taken at standard level (SL). The IB recommends 240 teaching hours for HL subjects and 150 hours for SL. Subjects at HL are studied in greater depth and breadth than at SL. In addition, three core elements—the extended essay, theory of knowledge and creativity, activity, service—are compulsory and central to the philosophy of the programme.



I. Course description and aims

The dance curriculum offers a diverse, practical course through which students grow as independent dancers and artists. Dancers use various **practices, skills** and **competences** across the creative process and the course emphasizes the development of these relating to dance research, choreography and performance. The course focuses on learning and teaching dance skills through continuous engagement and application. This approach deepens students' conceptual and contextual understandings of dance, enhancing their creativity and lifelong engagement with the art form. The components of this course are deeply rooted in artistic inquiry and practices.

Aims of the course

The dance course nurtures students to cultivate their unique creative voice. The course encourages students to enhance their skills and confidence in creative design, critical thinking and strategic problem-solving by:

1. **investigating** the diversity of dance heritage and practice and how this diversity has evolved and continues to do so
2. **experimenting** with a range of creative processes to create movement that transforms and embodies ideas into art
3. **applying** knowledge and skills to create, perform and present dance
4. **communicating** in compelling ways that uphold the integrity of the student's unique artistic vision
5. **using** dance to offer new perspectives on and meaningful understandings of diverse individuals and communities

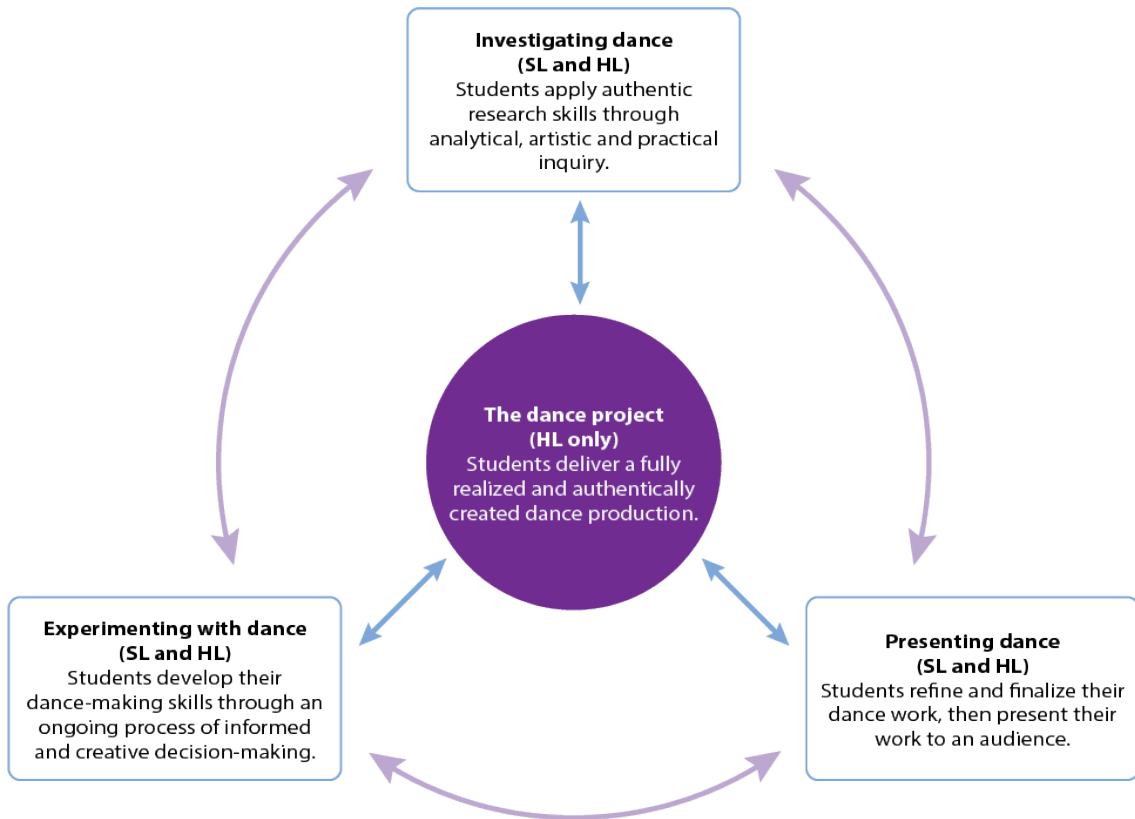
6. **critically reviewing** and **evaluating** their own dance work and the work of others.

II. Curriculum model overview

The DP dance course is designed to follow the creative process of dance-making. Each syllabus component represents an important stage in the process (see figure 1).

Figure 1

Curriculum components and the creative process of dance-making



The following table provides an overview of the syllabus components along with the recommended teaching hours at standard level (SL) and higher level (HL).

Syllabus component	Teaching hours	
	SL	HL
Investigating dance Students explore and investigate diverse dance forms that are unfamiliar to them, through academic and practice-based inquiry.	45	45
Experimenting with dance Students engage in multiple processes of ongoing creative experimentation with movement concepts. They build their movement vocabularies and creative movement skills.	45	45
Presenting dance Students develop, organize and structure movement to create and perform original dance works for an audience.	60	60

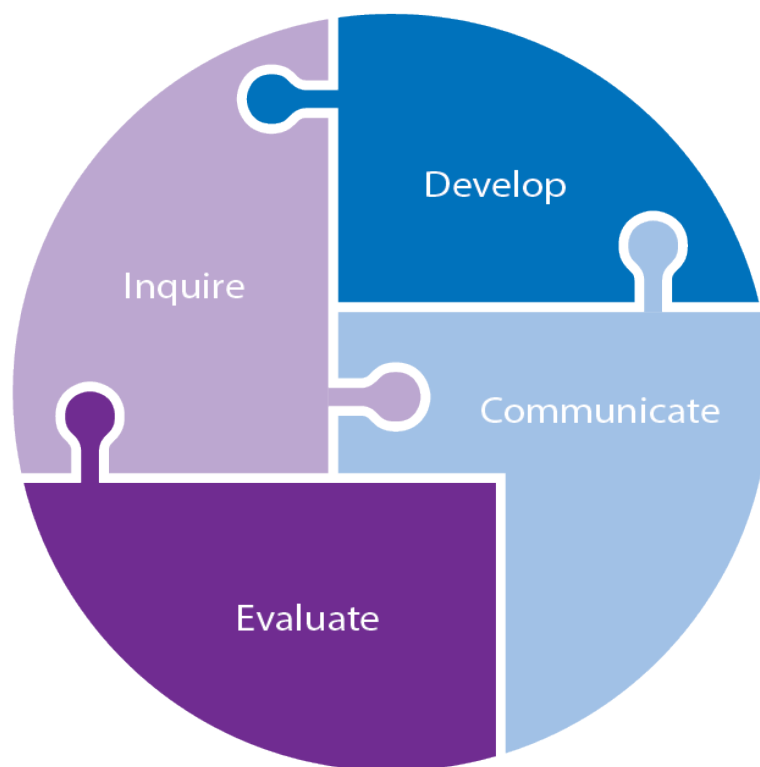
Dance project (HL only) HL students develop a self-directed dance project. They follow a creative process through a combination of choreographic choices and production and design elements.	Not applicable	90
Total teaching hours	150	240

The components of this course reflect creative processes practised globally, offering a progressive development of practices, skills and competences towards authentic dance-making.

As students progress through the dance curriculum, they develop holistically as dancers, cultivating a wide range of interconnected practices, skills and competences that are woven throughout each area of the course. These elements are emphasized and expanded in various forms across different course components, and align with the assessment objective categories of **inquire, develop, communicate** and **evaluate**. The practices, skills and competences in each of these categories are interconnected and each is ongoing throughout the creative process (see figure 2).

Figure 2

Interconnected practices, skills and competences throughout the creative process



III. Assessment model

The components of this course are deeply rooted in creative processes through which students develop the practices, skills and competences outlined above. These practices, skills and competences are reflected in the assessment objectives. Having followed the dance course at SL or HL, students will be expected to fulfil the following objectives at assessment.

1. Inquire
 - a. Engage in academic and practice-based research to gather valuable information and resources supporting dance practices.

- b. Contextualize and reflect on dance works of self and others to develop practices and skills and to articulate clear intention for creating new dance work.
2. Develop
 - a. Practically (and collaboratively) engage with choreographic (SL and HL), performance (SL and HL) and production elements (HL), making intentional artistic choices.
 - b. Develop and refine dance work through a creative process of practical exploration guided by clear intentions.
3. Communicate
 - a. Communicate creative ideas across various forms, formats and contexts, demonstrating an understanding of key movement characteristics and artistic intent.
 - b. Present dance works to fulfil stated artistic intents effectively.
4. Evaluate
 - a. Evaluate the effectiveness of dance works by assessing the quality, challenges, strengths and depth of the creative process.
 - b. Critically reflect on the development of work and skills and identify areas for future development.

Assessment at a glance

The syllabus components link directly to assessment components and are central to students' learning and to the planning and designing of the taught programme. Throughout the course and for assessment, students follow the creative process of dance-making, which is embedded in the **assessment** components identified in the table **below**.

Assessment component	External/ Internal	Weighting at SL	Weighting at HL
<p>Investigating dance (45 hours)</p> <p>Students choose one dance form to report on. Students demonstrate their knowledge and understanding of this dance form through the critical and practical exploration of movement characteristics of the dance form. (22 marks)</p> <p>Submission requirements</p> <ul style="list-style-type: none"> • Research report (written): maximum 1,500 words (excluding in-text citations and a list of references or bibliography) • Practical exploration (video): maximum 3 minutes (at 1x speed) 	External	30%	20%
<p>Experimenting with dance (45 hours)</p> <p>Students select three iterative experiments from one creative process to demonstrate, justify and explain their creative choices and decision-making. (32 marks)</p> <p>Submission requirements</p> <ul style="list-style-type: none"> • Multimedia presentation (video): maximum 12 minutes (at 1x speed) 	External	30%	20%

<p>Presenting dance (60 hours)</p> <p>Students present two dances. One dance is a solo or duet that is co-developed with the teacher and embodied by the student. The other dance is choreographed by the student for a solo or small group of others. (40 marks)</p> <p>Submission</p> <ul style="list-style-type: none"> Two resolved dance works (video): maximum 6 minutes (at 1x speed) <ul style="list-style-type: none"> One solo or duet performed by the student One solo or small group work choreographed by the student Artistic statement (written): maximum 800 words 	Internal	40%	25%
<p>Dance project (HL only) (90 hours)</p> <p>Students develop a self-directed dance project and demonstrate how they realized their artistic intent through planning the work, devising and implementing their creative processes, managing collaborations and making creative decisions. The final product of the project will be performed and presented to an audience and submitted in video format. (27 marks)</p> <p>Submission requirements</p> <ul style="list-style-type: none"> Portfolio (written): maximum 8 pages with no more than 1,200 words Final presentation (video): maximum 7 minutes (at 1x speed) 	External	Not applicable	35%

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