

Supported preparation: Rehearsal and performance reflection

International Baccalaureate · IB Diploma · Dance · HL

Scope and prerequisites

IB dance first assessment 2014; 2029 creative-process course tracked separately. Study dance traditions through embodied practice and research with safe supervision. Current composition, investigation and performance differ from 2029 investigating/experimenting/presenting and the new HL project.

Mapped preparation outcomes: `ib_dance_hl.3.1`, `ib_dance_hl.3.2`. Read the matching native lesson first. Actual approved choices, evidence and final learner work remain separate.

Source vocabulary

`rehearsal` ; `expressive intention` .

Explanation and worked method

Set a visible improvement target, practise safely and compare the transition within the whole phrase. Reflection joins intention, specific evidence, revision and result; general praise gives little guidance.

Original source / task evidence

Task: fictional feedback says, “The weight transfer before the turn interrupts the intended flow.” Plan a response and explain the evidence still required.

Separate what is stated from the interpretation.
Rehearsal and performance reflection

Task: fictional feedback says, “The weight transfer before the turn interrupts the intended flow.” Plan a response and explain the evidence still required.

Identify the transition, explore a safe timing/weight adjustment with the teacher, then compare recorded actual trials with consent. Check continuity and whether the expressive intention remains.

Independent transfer

A smoother transition weakens the intended hesitation. How should the performer respond?

Attempt independently before reading the model.

Checked original model

Separate technical continuity from expressive intention. Compare approved versions, retain a deliberate pause or another safe articulation where justified, and evaluate actual feedback. Improvement is judged against the intention, not smoothness as a universal criterion.

These are authored formative expectations, not official IB descriptors. Accept other justified arguments with evidence and material limits.

Source and task holds

Scope authority: `coverage.yaml` and its hashed source files. Detailed full-guide criteria and school selections remain held exactly as recorded; this supplement teaches the supported method. No practice-bank item, reserved diagnostic or student evidence has been republished.