BIG IDEAS

Dance conditioning for improved physical performance requires commitment, perseverance, and resilience.	Knowing about the human body empowers dancers in their technical and artistic training.	Personal fitness can be maintained or enhanced through participation in a variety of activities at different intensity levels.	Dance is an art form that combines flexibility, strength, and endurance.	Personal choices influence our mental, physical, and artistic well-being.

Learning Standards

Curricular Competencies

Students are expected to be able to do the following:

Explore and create

- Participate in physical activities designed to maintain or enhance overall fitness and improve dance performance
- Create and implement a **personalized fitness program**
- Demonstrate ways to train the **muscular and cardiovascular systems**
- Develop core support, turnout, and efficient use of the spine, arms, and legs to enhance dance movements and protect the body
- Develop and demonstrate appropriate exercise techniques for a variety of dance conditioning activities
- Demonstrate ways to safely and effectively increase flexibility
- Explore the relationship between body alignment and injury prevention

Reason and reflect

- Identify and apply strategies for pursuing personal fitness and dance-related goals
- Plan ways to overcome potential barriers to participation in dance conditioning activities
- Identify health messages from a variety of **sources** and describe their potential influences on health and well-being
- Demonstrate awareness of personal and social responsibility toward self, others, and **place**

Content

Students are expected to know the following:

- **anatomical terminology**
- **body conditioning**
- anatomically and developmentally sound **movement principles**
- spatial and **kinesthetic awareness**
- **somatic approaches**
- skeletal system, including **bones and joints**
- different types of muscle, including **cardiac and skeletal muscle**
- different types and functions of **connective tissue**
- **planes of movement**
- **movement actions**
- components of an **exercise session**
- **components of fitness**
- **principles of fitness program design**
- **effects of different types of fitness activities** on the body
- influences of food choices and eating patterns on dance performance and overall health
- **performance-enhancing supplements and drugs**
- exercise **safety and etiquette**

Learning Standards (continued)

Curricular Competencies	Content
Communicate and document • Identify and describe the relationships between healthy eating, overall health, and performance in dance conditioning activities • Identify and describe how different types of fitness activities influence the muscular and cardiovascular systems **Connect and expand** • Explore cultural perspectives, **ways of knowing**, and movements to enhance dance conditioning activities • Consider personal safety, injury prevention and care, and physical health when engaged in dance conditioning activities	

Big Ideas – Elaborations

ARTS EDUCATION – Dance: Dance Conditioning
Grade 11

- **Dance conditioning:** includes fitness activities such as aerobic movements, stretching, yoga, and strength training, as well as a variety of somatic approaches

Curricular Competencies – Elaborations

ARTS EDUCATION – Dance: Dance Conditioning
Grade 11

- **personalized fitness program:** incorporating a variety of activities to achieve fitness goals for dance
- **muscular and cardiovascular systems:** for example, using interval training to train the anaerobic energy system
- **sources:** for example, medical professionals, websites, magazine and TV advertisements, retail stores (e.g., vitamin/supplement stores)
- **place:** any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity. The connection between people and place is foundational to First Peoples perspectives on the world.
- **ways of knowing:** First Nations, Métis, Inuit, gender-related, subject/discipline-specific, cultural, embodied, intuitive

Content – Elaborations

ARTS EDUCATION – Dance: Dance Conditioning
Grade 11

- **anatomical terminology:** for example, joint movements (e.g., “flexion” and “extension” at the elbow in a biceps curl)
- **body conditioning:** exercises or practices to maintain and improve physical fitness, including cardiovascular endurance, strength, and flexibility
- **movement principles:** including but not limited to mobility, stability, alignment, weight transfer, flexibility, strength, balance, coordination
- **kinesthetic awareness:** the body’s ability to coordinate motion and its awareness of where it is in time and space
- **somatic approaches:** body-mind approaches that foster internal awareness and body connectivity
- **bones and joints:** could include bones such as femur, humerus, tibia, and ulna, and joints such as shoulder, hip, elbow, knee, and ankle
- **cardiac and skeletal muscle:**
  - Cardiac muscle is the heart muscle.
  - Skeletal muscles move the bones in the body and are part of the muscular system, which helps control body movement.
- **connective tissue:**
  - Tendons connect bones to muscle.
  - Ligaments connect bone to bone.
- **planes of movement:**
  - sagittal plane: vertical plane that divides the body into right and left sides; it is sometimes called the wheel plane
  - frontal plane: vertical plane that divides the body into front and back portions; it is sometimes called the door plane
  - transverse plane: horizontal plane that divides the body into upper and lower portions; it is sometimes called the table plane

Content – Elaborations

- **movement actions:** including but not limited to flexion, extension, hyperextension, pronation, supination, abduction, adduction, outward rotation, inward rotation
- **exercise session:** warm-up, exercise, cool-down
- **components of fitness:** including aerobic fitness, anaerobic fitness, muscle endurance, strength, power, flexibility, neuromuscular coordination, body composition, rest
- **principles of fitness program design:** includes training principles to enhance personal fitness levels, such as the FITT (Frequency, Intensity, Time, Type) principle, SAID (Specific Adaptation to Imposed Demands) principle, adaptation, specificity, individuality, reversibility, compensation, and progressive overload
- **effects of different types of fitness activities:** could include:
  - strengthening muscles and bones in activities where you have to move and/or control some type of weight (e.g., fitness circuits and/or jumping and landing)
  - strengthening heart and lungs in activities where you are moving at a fast pace (e.g., jogging or running) for periods of time (e.g., games, swimming, biking)
  - reducing stress and/or anxiety levels in activities where you can participate outside and/or elevate the heart rate
- **performance-enhancing supplements and drugs:** short- and long-term impacts of legal and illegal supplements and drugs (e.g., steroids, creatine, protein powder, weight-loss pills)
- **safety and etiquette:**
  - training practices (e.g., avoiding overtraining and dangerous practices)
  - breathing techniques (e.g., breathing out during exertion and breathing in during the “easy phase”)
  - spotting (e.g., helping others complete their repetitions in weight-training activities)

