BIG IDEAS

Dance conditioning for improved physical performance requires commitment, perseverance, and resilience.	Deepening their knowledge of the human body empowers dancers in their technical and artistic training.	Following proper training guidelines and techniques can help dancers reach their health, fitness, and dance-specific goals.	Dance requires a high level of physical fitness for the creation and performance of artistic works.	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, implement, and reflect on 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
- Demonstrate kinesthetic awareness of dance elements and techniques through dance conditioning
- Demonstrate and refine appropriate exercise techniques for a variety of dance conditioning activities
- Demonstrate ways to safely and effectively increase flexibility
- Demonstrate understanding of the relationship between body conditioning and somatic approaches to technical and expressive skills

Reason and reflect

- Examine how **psychological factors** influence dance training and performance
- Identify, apply, and reflect on strategies for pursuing personal fitness and dance-related goals
- Analyze and critique dance aesthetics in relation to anatomical function
- Analyze health messages from a variety of **sources** and describe their potential influences on health and well-being
- Reflect on 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 and functions of **connective tissue**
- relationships between energy systems and **muscle-fibre types**
- **planes of movement**
- **movement actions**
- **components of fitness**
- **ways to monitor and adjust physical exertion levels**
- **principles of fitness program design**
- **effects of different types of fitness activities** on the body
- influences of dance conditioning on performance
- **performance-enhancing supplements and drugs**
- exercise **safety and etiquette**

Learning Standards (continued)

Curricular Competencies	Content
Communicate and document • Examine and describe how muscles produce movement in different parts of the body and how to train those muscles • Examine and document the relationships between healthy eating, overall health, and performance in dance activities • Analyze and describe how different types of fitness activities influence the muscular and cardiovascular systems **Connect and expand** • Examine cultural perspectives, protocols, **ways of knowing**, and movements to enhance dance conditioning activities • Research personal, educational, and professional opportunities related to dance conditioning • Consider personal safety, injury prevention and care, and physical health when engaged in dance conditioning activities • Demonstrate **leadership skills** in different types of dance conditioning activities	

Big Ideas – Elaborations

ARTS EDUCATION – Dance: Dance Conditioning
Grade 12

- **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 12

- **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
- **psychological factors:** including but not limited to self-esteem, perfectionism, body image, stress, anxiety, competition, social pressures, rest, fatigue, burnout
- **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
- **leadership skills:** for example, leading dance conditioning activities for peers, or small or large groups; promoting a healthy lifestyle in the school or community

Content – Elaborations

ARTS EDUCATION – Dance: Dance Conditioning
Grade 12

- **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
- **connective tissue:**
  - Tendons connect bones to muscle.
  - Ligaments connect bone to bone.

Content – Elaborations

- **muscle-fibre types:**
  - Fast-twitch muscle fibres have a high anaerobic capacity as well as a fast speed and high force of muscle contraction. These are exercised in, for example, sprint and power activities.
  - Slow-twitch muscle fibres have a high aerobic capacity as well as a slow speed and low force of muscle contraction. These are exercised in, for example, endurance activities.
- **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
- **movement actions**: including but not limited to flexion, extension, hyperextension, pronation, supination, abduction, adduction, outward rotation, inward rotation
- **components of fitness:** including aerobic fitness, anaerobic fitness, muscle endurance, strength, power, flexibility, neuromuscular coordination, body composition, rest
- **ways to monitor and adjust physical exertion levels**: including heart-rate monitoring and percentage of one-repetition maximum
- **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)