**Area of Learning: ARTS EDUCATION — Dance: Dance Choreography Grade 10**

**BIG IDEAS**

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| Elements of dance and **compositional skills** are the foundation of choreography. |  | Dance offers unique ways of exploring our identity and sense of belonging. |  | Choreographers use the dancer’s body as an instrument to **translate movement ideas** from abstract to concrete. |  | Choreographers communicate through creative expression in dance. |  | Choreographers collaborate through critical reflection, creative co-operation, and the exchange of ideas. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*Explore and create* Explore, design, and create dance compositions
* Demonstrate **kinesthetic awareness** of dance elements
* Experiment with dance elements individually and collaboratively
* Express a range of meanings, intents, and emotions using a variety of **stimuli**
* Select and combine dance elements to create movement phrases
* Explore how **production elements** support the expression of intent and meaning in dance compositions
* Create and perform movement **motifs**, phrases, and dance compositions in large-group, small-group, and solo contexts
* Use choreographic forms and structures to express intent and meaning
* Consider audience and venue while composing, rehearsing, and performing

Reason and reflect* Use the language of dance to describe dance works and support personal interpretation of artistic intent
* Develop composition skills to create, repeat, and perform a choreographed dance that communicates an idea
* Reflect on rehearsal and performance experiences
* Give, receive, and apply constructive feedback
* Reflect on the influences of social, cultural, historical, political, and personal context on dance
* Demonstrate respect for self, others, audience, and **place**
 | *Students are expected to know the following:** **elements of dance**
* skills specific to a **technique**, **genre, or style**
* kinesthetic and spatial awareness
* **choreographic forms and structures**
* **choreographic devices**
* **principles of design**
* **dance notation**
* the role of dancers, choreographers, and audiences in a variety of contexts
* local and intercultural performers, movements, and genres
* traditional and contemporary First Peoples worldviews and cross-cultural perspectives communicated through movement and dance
* ethics of **cultural appropriation** and plagiarism
* **safety protocols**
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**Learning Standards (continued)**

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| **Curricular Competencies** | **Content** |
| Communicate and document* Use technical vocabulary to describe, document, and respond to rehearsal processes, compositions, and performances
* Express personal movement preferences, cultural identity, perspective, values, and emotions in choreography
* Use dance to communicate and respond to local issues
* Anticipate audience impact and make **design choices**

Connect and expand* Demonstrate application of dance elements, principles, techniques, and language
* Create personally meaningful dance works
* Explore contributions of key dance innovators from a variety of genres, contexts, periods, and cultures
* Explore First Peoples perspectives and knowledge, other **ways of knowing**, and local cultural knowledge to gain understanding through movement and dance
* Make personal and community connections through dance
* Consider personal safety, injury prevention, and physical health when planning, rehearsing, and performing choreography
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