

BIG IDEAS

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

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Explore and create</p> <ul style="list-style-type: none"> • 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 <p>Reason and reflect</p> <ul style="list-style-type: none"> • 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 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • 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

Learning Standards (continued)

Curricular Competencies	Content
<p>Communicate and document</p> <ul style="list-style-type: none"> • 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 <p>Connect and expand</p> <ul style="list-style-type: none"> • 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 	