

## 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><b>Explore and create</b></p> <ul style="list-style-type: none"> <li>• Explore, design, and create dance compositions</li> <li>• Demonstrate <b>kinesthetic awareness</b> of dance elements</li> <li>• Experiment with dance elements individually and collaboratively</li> <li>• Express a range of meanings, intents, and emotions using a variety of <b>stimuli</b></li> <li>• Select and combine dance elements to create movement phrases</li> <li>• Explore how <b>production elements</b> support the expression of intent and meaning in dance compositions</li> <li>• Create and perform movement <b>motifs</b>, phrases, and dance compositions in large-group, small-group, and solo contexts</li> <li>• Use choreographic forms and structures to express intent and meaning</li> <li>• Consider audience and venue while composing, rehearsing, and performing</li> </ul> <p><b>Reason and reflect</b></p> <ul style="list-style-type: none"> <li>• Use the language of dance to describe dance works and support personal interpretation of artistic intent</li> <li>• Develop composition skills to create, repeat, and perform a choreographed dance that communicates an idea</li> <li>• Reflect on rehearsal and performance experiences</li> <li>• Give, receive, and apply constructive feedback</li> <li>• Reflect on the influences of social, cultural, historical, political, and personal context on dance</li> <li>• Demonstrate respect for self, others, audience, and <b>place</b></li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• <b>elements of dance</b></li> <li>• skills specific to a <b>technique, genre, or style</b></li> <li>• kinesthetic and spatial awareness</li> <li>• <b>choreographic forms and structures</b></li> <li>• <b>choreographic devices</b></li> <li>• <b>principles of design</b></li> <li>• <b>dance notation</b></li> <li>• the role of dancers, choreographers, and audiences in a variety of contexts</li> <li>• local and intercultural performers, movements, and genres</li> <li>• traditional and contemporary First Peoples worldviews and cross-cultural perspectives communicated through movement and dance</li> <li>• ethics of <b>cultural appropriation</b> and plagiarism</li> <li>• <b>safety protocols</b></li> </ul>

Learning Standards (continued)

Curricular Competencies	Content
<p><b>Communicate and document</b></p> <ul style="list-style-type: none"> <li>• Use technical vocabulary to describe, document, and respond to rehearsal processes, compositions, and performances</li> <li>• Express personal movement preferences, cultural identity, perspective, values, and emotions in choreography</li> <li>• Use dance to communicate and respond to local issues</li> <li>• Anticipate audience impact and make <b>design choices</b></li> </ul> <p><b>Connect and expand</b></p> <ul style="list-style-type: none"> <li>• Demonstrate application of dance elements, principles, techniques, and language</li> <li>• Create personally meaningful dance works</li> <li>• Explore contributions of key dance innovators from a variety of genres, contexts, periods, and cultures</li> <li>• Explore First Peoples perspectives and knowledge, other <b>ways of knowing</b>, and local cultural knowledge to gain understanding through movement and dance</li> <li>• Make personal and community connections through dance</li> <li>• Consider personal safety, injury prevention, and physical health when planning, rehearsing, and performing choreography</li> </ul>	

Big Ideas – Elaborations	ARTS EDUCATION – Dance: Dance Choreography Grade 10
<ul style="list-style-type: none"> <li>• <b>compositional skills:</b> skills that guide a choreographer in the creation of a dance (e.g., selecting movement and motifs, phrasing, stating a theme, applying elements of dance and principles of design)</li> <li>• <b>translate movement ideas:</b> requires dance literacy, which is the ability to read, write, notate, or otherwise communicate using dance language, vocabulary, and/or symbols</li> </ul>	

Curricular Competencies – Elaborations

- **kinesthetic awareness:** the body's ability to coordinate motion and its awareness of where it is in time and space
- **stimuli:** the starting point for creating movement; stimuli for dance compositions can be auditory, visual, ideational/thematic, tactile, or kinesthetic
- **production elements:** for example, music, costume, props, lights, set design
- **motifs:** gestures, movements, or phrases that can be repeated and developed
- **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.
- **design choices:** movement, music, theme, costume
- **ways of knowing:** First Nations, Métis, and Inuit, gender-related, subject/discipline-specific, cultural, embodied, intuitive

Content – Elaborations

- **elements of dance:** body, space, time, dynamics, relationships
  - body: the primary instrument of expression in dance; what the body is doing (e.g., whole- or partial-body action; types of movement, such as locomotor and non-locomotor)
  - space: where the body is moving (e.g., place, level, direction, pathway, size/reach, shape)
  - time: how the body moves in relation to time (e.g., beat/underlying pulse, tempo, rhythmic patterns)
  - dynamics: how energy is expended and directed through the body in relation to time (quick/sustained), weight (strong/light), space (direct/indirect), and flow (free/bounded)
  - relationships: with whom or what the body is moving; movement happens in a variety of relationships (e.g., pairs, groups, objects, environments)
- **technique:** examples in modern dance: suspend, fall, breath, weight, oppositional pull, swing, contraction, spiral; examples in hip hop: grooving, isolations, rhythm, foot patterns, body rolls, freestyle; examples in ballet: positions of the feet and arms, turnout of the legs, barre and centre work, including plié, tendu, fondu, rond de jambe
- **genre, or style:** for example, classical, contemporary, culturally specific
- **choreographic forms and structures:** the shape or structure of a dance; the orderly arrangement of thematic material (e.g., AB, ABA, rondo, canon, theme and variation, call and response, narrative)
- **choreographic devices:** methods applied to change or develop movement (e.g., level, dynamics, retrograde, repetition, body part)
- **principles of design:** unity, variety, repetition, contrast, sequence, climax, proportion, harmony, balance, transition
- **dance notation:** the codified, symbolic representation of dance movement and form
- **cultural appropriation:** use of a cultural motif, theme, “voice,” image, knowledge, story, song, or drama, shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn
- **safety protocols:** procedures to prevent harm or injury to self and others, including, for example, environment, biomechanics, clothing, and footwear