

## BIG IDEAS

Growth as a dancer requires **risk taking**, perseverance, resilience, and reflection.

The rehearsal and performance processes of a **dance company** offer ways of exploring our identity and sense of belonging.

Choreographic works communicate ideas, emotions, and perspectives through movement, sound, costumes, lights, and set design.

Artistic choices communicate the choreographer's intent.

## 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>• Rehearse and perform choreographic works using a variety of dance elements, skills, and techniques from historical and contemporary cultures</li> <li>• Create, rehearse, refine, and perform with a dance company for a variety of purposes and contexts</li> <li>• Develop an articulate <b>body</b> as an instrument of expression</li> <li>• Explore the interplay of movement, sound, image, and form to convey meaning in dance</li> <li>• Apply anatomically and developmentally sound movement principles</li> <li>• Express a range of ideas, intents, and emotions through dance</li> <li>• Recall, rehearse, and perform movement phrases both collaboratively and as an individual</li> <li>• Explore the influences of <b>context</b> on a dance technique, <b>genre, or style</b></li> <li>• Take creative risks to develop as a dance artist and express choreographic intent</li> <li>• Consider audience, venue, and <b>place</b> while composing, rehearsing, and performing</li> <li>• Engage physically and mentally to prepare for and recover from rehearsals and performances</li> <li>• Engage in rehearsal and performance processes with a variety of <b>choreographers</b></li> </ul> <p><b>Reason and reflect</b></p> <ul style="list-style-type: none"> <li>• Use the language of dance to describe, interpret, and analyze dance works</li> <li>• Work co-operatively and collaboratively with an ensemble in rehearsal and performance</li> <li>• Reflect on rehearsal and performance experiences</li> <li>• Apply constructive feedback on rehearsal and performance skills</li> <li>• Demonstrate an awareness of self, audience, and <b>others</b> during rehearsals and performances</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• roles and responsibilities within a dance company</li> <li>• <b>rehearsal and performance skills</b></li> <li>• <b>technical and expressive skills</b></li> <li>• <b>stage etiquette</b></li> <li>• <b>elements of dance</b></li> <li>• <b>techniques and movement principles</b></li> <li>• <b>compositional skills, forms, and structures</b></li> <li>• <b>choreographic devices</b></li> <li>• <b>principles of design</b></li> <li>• kinesthetic and spatial awareness</li> <li>• <b>safety protocols</b></li> <li>• <b>dance notation</b></li> <li>• contributions of key dance innovators in specific genres, contexts, periods, and cultures</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> </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 critically to rehearsals, compositions, and performances</li> <li>• Communicate ideas and emotions related to the choreographer’s intent</li> </ul> <p><b>Connect and expand</b></p> <ul style="list-style-type: none"> <li>• Demonstrate personal and social responsibility associated with creating, performing, and responding to dance, including movement, music, thematic, and costume choices</li> <li>• Explore educational, personal, and professional opportunities in dance or related fields</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>• Connect with local issues and communities through dance</li> <li>• Consider personal safety, injury prevention, and physical health when planning, rehearsing, and performing choreography</li> </ul>	

Big Ideas – Elaborations

- **risk taking:** making an informed choice to do something where unexpected outcomes are acceptable and serve as learning opportunities
- **dance company:** a performance-based ensemble

Curricular Competencies – Elaborations

- **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)
- **context:** for example, personal, social, cultural, environmental, and historical contexts
- **genre, or style:** for example, classical, contemporary, culturally specific
- **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.
- **choreographers:** for example, students, teachers, guest artists
- **others:** including stage crew and design personnel
- **ways of knowing:** First Nations, Métis and Inuit, gender-related, subject/discipline-specific, cultural, embodied, intuitive

Content – Elaborations

- **rehearsal and performance skills:** the technical, expressive, and cognitive skills necessary for learning, refining, and performing movement
- **technical:** the ability to reproduce movement accurately in relation to movement principles, elements of dance, and style
- **expressive skills:** includes projection, focus, confidence, musicality, spatial awareness, facial expression, sensitivity to other dancers, dynamics, and embodiment of the elements of dance to communicate the style or choreographic intent
- **stage etiquette:** the accepted behaviours and attitudes required throughout the production process, including auditions, rehearsals, and performances

## 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)
- **techniques:** 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
- **movement principles:** including but not limited to alignment, weight transfer, flexibility, strength, balance, coordination
- **compositional skills, 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
- **safety protocols:** procedures to prevent injury or harm to self and others, involving, for example, environment, biomechanics, clothing, and footwear
- **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