

BIG IDEAS

Dance offers unique ways of exploring our identity and sense of belonging.

Individual and collective expression is rooted in history, culture, community, and values.

Growth as a dancer and choreographer requires perseverance, resilience, and reflection.

The body is an instrument for artistic expression in dance.

Traditions, perspectives, worldviews, and stories are shared through **aesthetic experiences**.

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"> • Demonstrate dance elements and techniques in a variety of historical and contemporary genres or styles • Develop an articulate body as an instrument of expression • Explore the interplay of movement, sound, image, and form to convey meaning • Express meaning, intent, and emotion through movement • Select dance elements, principles, techniques, vocabulary, and symbols to create innovative movement phrases • Create and perform movement phrases both collaboratively and as an individual • Use choreographic devices to generate movement • Take creative risks to explore personal preferences in executing and creating movement • Consider audience and venue while composing, rehearsing, and performing <p>Reason and reflect</p> <ul style="list-style-type: none"> • Describe and respond to movement and artistic works using the language of dance • Reflect on rehearsal and performance experiences • Receive and apply constructive feedback • 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 • anatomically and developmentally sound movement principles • rehearsal and performance skills • choreographic forms and structures • choreographic devices • dance notation and vocabulary • kinesthetic awareness • the role of dancers, choreographers, and audiences in a variety of contexts • contributions of key dance innovators from a variety of genres, contexts, periods, and cultures • traditional and contemporary First Peoples worldviews and cross-cultural perspectives communicated through movement and dance • history and theory of a variety of genres • 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"> • Document, share, and appreciate dance works and experiences in a variety of contexts • Perform exercises, steps, combinations, and dance works in a variety of contexts • Develop strategies to communicate and interpret ideas and emotions through dance • Use dance to communicate and respond to personal and social issues • Express personal movement preferences, cultural identity, perspectives, and values through individual and group movement compositions <p>Connect and expand</p> <ul style="list-style-type: none"> • Demonstrate personal and social responsibility associated with creating, performing, and responding to dance, including movement, music, thematic, and costume choices • Explore a range of local, national, global, and intercultural performers, movements, and genres • Explore First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding through movement and dance • Explore ways in which dance impacts cultures and societies • Make personal and community connections through dance 	