**Area of Learning: ARTS EDUCATION — Dance: Dance Technique and Performance Grade 10**

**BIG IDEAS**

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| Growth as a dancer requires perseverance, resilience, and  **risk taking**. |  | Dancers collaborate through critical reflection, creative co-operation, and the exchange of ideas. |  | Dance technique and performance skills are embodied and developed in a variety of genres or styles. |  | Dancers **create, perform, and respond** to dance as an art form. |  | **Aesthetic experiences** have the power to transform the way we see, think, and feel. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*  Explore and create   * Demonstrate **kinesthetic awareness** of dance elements and techniques * Explore specific or a variety ofgenres or styles from historical and contemporary cultures * Develop an articulate and expressive body through anatomically and developmentally sound movement principles * Explore the interplay of movement, sound, image, and form used to convey meaning in dance * Express a range of meanings, intents, and emotions * Select dance elements and technical skills to intentionally create a particular mood, meaning, or purpose * Experiment with dance elements, principles, techniques, vocabulary, and symbols to create innovative movement phrases * Perform movement phrases in large-group, small-group, and solo contexts * Consider audience and venue while composing, rehearsing, and performing   Reason and reflect   * Describe, analyze, interpret, and **respond** using dance-specific language * Refine dance concepts and technical skills * Reflect on rehearsal and performance experiences * Observe, generate, and apply constructive feedback * Demonstrate awareness of personal and social responsibility toward self, others, audience, and **place** * Reflect on the influences of social, cultural, historical, political, and personal context on dance | *Students are expected to know the following:*   * **elements of dance** * technical skills specific to a **technique**, **genre, or style** * anatomically and developmentally sound **movement principles** * kinesthetic and spatial awareness * bones, muscles, and joints * **safety protocols** * **rehearsal and performance skills** * **dance notation** * the role of dancers, choreographers, and audiences in a variety of contexts * contributions of key dance innovators in specific genres, contexts, periods, and cultures * local and intercultural performers * traditional and contemporary First Peoples worldviews and cross-cultural perspectives communicated through movement and dance * history and theory of a dance technique, genre, or style * ethics of **cultural appropriation** and plagiarism |

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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 dance experiences  and performances * Communicate and interpret ideas and emotions through the language of dance * Use dance to communicate and respond to local issues * Express cultural identity, perspectives, values, and emotions through dance   Connect and expand   * Demonstrate personal and social responsibility associated with creating, performing, and responding to dance, including movement, music, thematic, and costume choices * Explore First Peoples perspectives and knowledge, other **ways of knowing**, and local cultural knowledge to gain understanding through movement and dance * Explore educational, personal, and professional opportunities in dance or related fields * Make connections through dance with local, regional, and national issues and communities |  |