Area of Learning: ARTS EDUCATION — Dance: Dance Technique and Performance

Grade 10

BIG IDEAS

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

Curricular Competencies

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 of genres 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

Content

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
## Learning Standards (continued)

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<thead>
<tr>
<th>Curricular Competencies</th>
<th>Content</th>
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<tbody>
<tr>
<td><strong>Communicate and document</strong></td>
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<tr>
<td>• Use technical vocabulary to describe, document, and respond to dance experiences and performances</td>
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<tr>
<td>• Communicate and interpret ideas and emotions through the language of dance</td>
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<td>• Use dance to communicate and respond to local issues</td>
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<tr>
<td>• Express cultural identity, perspectives, values, and emotions through dance</td>
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<td><strong>Connect and expand</strong></td>
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<tr>
<td>• Demonstrate personal and social responsibility associated with creating, performing, and responding to dance, including movement, music, thematic, and costume choices</td>
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<td>• Explore First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding through movement and dance</td>
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<td>• Explore educational, personal, and professional opportunities in dance or related fields</td>
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<td>• Make connections through dance with local, regional, and national issues and communities</td>
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