

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	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 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 <p>Reason and reflect</p> <ul style="list-style-type: none"> • 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 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • 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)

Curricular Competencies	Content
<p>Communicate and document</p> <ul style="list-style-type: none"> • 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 <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 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 	