

## BIG IDEAS

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

Experiences in a **dance company** are transferable to personal, professional, and educational contexts.

Choreographic works communicate meaning through movement, sound, costumes, and set design.

Purposeful 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>• Create, rehearse, refine, and perform choreographic works for a variety of purposes</li> <li>• Rehearse and perform choreographic works using a variety of dance elements, skills, and techniques</li> <li>• Embody dance forms specific to the choreographic work</li> <li>• Explore the interplay of movement, sound, image, and form to convey meaning in dance</li> <li>• Develop and refine an articulate body as an instrument of expression</li> <li>• Express a range of intentions and emotions through dance</li> <li>• Recall, rehearse, and perform movement phrases both collaboratively and as an individual</li> <li>• Take <b>creative risks</b> to develop as an artist</li> <li>• Consider audience, venue, and <b>place</b> when composing, rehearsing, and performing</li> <li>• Demonstrate warm-up and cool-down procedures for rehearsals and performances</li> <li>• Engage in rehearsal and performance processes led by 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 interpret and analyze dance works</li> <li>• Reflect on rehearsal and performance experiences</li> <li>• Apply constructive feedback in 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 in a dance company</li> <li>• <b>rehearsal and performance skills</b></li> <li>• <b>technical</b> and <b>expressive skills</b></li> <li>• <b>stage etiquette</b></li> <li>• <b>elements of dance</b>, techniques, movement principles</li> <li>• compositional skills, <b>forms, and structures</b></li> <li>• <b>choreographic devices</b></li> <li>• <b>principles of design</b></li> <li>• anatomically and developmentally sound <b>movement principles</b></li> <li>• skills specific to a <b>technique, genre, or style</b></li> <li>• kinesthetic and spatial awareness</li> <li>• <b>safety protocols</b></li> <li>• <b>dance notation</b> and vocabulary</li> <li>• contributions of key dance innovators in specific genres, contexts, 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>Expand and apply technical vocabulary to describe, document, and respond critically to rehearsals, compositions, and performances</li> <li>Communicate the choreographer’s intent through the language of dance</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 <b>related fields</b></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>Make connections through dance with local, regional, and national issues and communities</li> <li>Consider personal safety, injury prevention, and physical health when planning, rehearsing, and performing</li> </ul>	