### Area of Learning: ARTS EDUCATION — Dance: Dance Conditioning

#### Big Ideas

- **Dance conditioning** for improved physical performance requires commitment, perseverance, and resilience.
- Knowing about the human body empowers dancers in their technical and artistic training.
- Personal fitness can be maintained or enhanced through participation in a variety of activities at different intensity levels.
- Dance is an art form that combines flexibility, strength, and endurance.
- Personal choices influence our mental, physical, and artistic well-being.

#### Learning Standards

<table>
<thead>
<tr>
<th>Curricular Competencies</th>
<th>Content</th>
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<tbody>
<tr>
<td><strong>Explore and create</strong></td>
<td>Students are expected to know the following:</td>
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<tr>
<td>• Participate in physical activities designed to maintain or enhance overall fitness and improve dance performance</td>
<td>- anatomical terminology</td>
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<tr>
<td>• Create and implement a personalized fitness program</td>
<td>- body conditioning</td>
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<td>• Demonstrate ways to train the muscular and cardiovascular systems</td>
<td>- anatomically and developmentally sound movement principles</td>
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<td>• Develop core support, turnout, and efficient use of the spine, arms, and legs to enhance dance movements and protect the body</td>
<td>- spatial and kinesthetic awareness</td>
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<td>• Develop and demonstrate appropriate exercise techniques for a variety of dance conditioning activities</td>
<td>- somatic approaches</td>
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<td>• Demonstrate ways to safely and effectively increase flexibility</td>
<td>- skeletal system, including bones and joints</td>
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<td>• Explore the relationship between body alignment and injury prevention</td>
<td>- different types of muscle, including cardiac and skeletal muscle</td>
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<tr>
<td><strong>Reason and reflect</strong></td>
<td>- different types and functions of connective tissue</td>
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<tr>
<td>• Identify and apply strategies for pursuing personal fitness and dance-related goals</td>
<td>- planes of movement</td>
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<tr>
<td>• Plan ways to overcome potential barriers to participation in dance conditioning activities</td>
<td>- movement actions</td>
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<tr>
<td>• Identify health messages from a variety of sources and describe their potential influences on health and well-being</td>
<td>- components of an exercise session</td>
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<tr>
<td>• Demonstrate awareness of personal and social responsibility toward self, others, and place</td>
<td>- components of fitness</td>
</tr>
<tr>
<td>• Identify and apply strategies for pursuing personal fitness and dance-related goals</td>
<td>- principles of fitness program design</td>
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<tr>
<td>• Plan ways to overcome potential barriers to participation in dance conditioning activities</td>
<td>- effects of different types of fitness activities on the body</td>
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<tr>
<td>• Identify health messages from a variety of sources and describe their potential influences on health and well-being</td>
<td>- influences of food choices and eating patterns on dance performance and overall health</td>
</tr>
<tr>
<td>• Demonstrate awareness of personal and social responsibility toward self, others, and place</td>
<td>- performance-enhancing supplements and drugs</td>
</tr>
<tr>
<td>• Identify and apply strategies for pursuing personal fitness and dance-related goals</td>
<td>- exercise safety and etiquette</td>
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## Area of Learning: ARTS EDUCATION — Dance: Dance Conditioning

### Grade 11

#### Learning Standards (continued)

<table>
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<tr>
<th>Curricular Competencies</th>
<th>Content</th>
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</table>
| **Communicate and document** |  - Identify and describe the relationships between healthy eating, overall health, and performance in dance conditioning activities  
  - Identify and describe how different types of fitness activities influence the muscular and cardiovascular systems |
| **Connect and expand** |  - Explore cultural perspectives, **ways of knowing**, and movements to enhance dance conditioning activities  
  - Consider personal safety, injury prevention and care, and physical health when engaged in dance conditioning activities |
### Big Ideas – Elaborations

- **Dance conditioning**: includes fitness activities such as aerobic movements, stretching, yoga, and strength training, as well as a variety of somatic approaches

### Curricular Competencies – Elaborations

- **Personalized fitness program**: incorporating a variety of activities to achieve fitness goals for dance
- **Muscular and cardiovascular systems**: for example, using interval training to train the anaerobic energy system
- **Sources**: for example, medical professionals, websites, magazine and TV advertisements, retail stores (e.g., vitamin/supplement stores)
- **Place**: any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity. The connection between people and place is foundational to First Peoples perspectives on the world.
- **Ways of knowing**: First Nations, Métis, Inuit, gender-related, subject/discipline-specific, cultural, embodied, intuitive

### Content – Elaborations

- **Anatomical terminology**: for example, joint movements (e.g., “flexion” and “extension” at the elbow in a biceps curl)
- **Body conditioning**: exercises or practices to maintain and improve physical fitness, including cardiovascular endurance, strength, and flexibility
- **Movement principles**: including but not limited to mobility, stability, alignment, weight transfer, flexibility, strength, balance, coordination
- **Kinesthetic awareness**: the body’s ability to coordinate motion and its awareness of where it is in time and space
- **Somatic approaches**: body-mind approaches that foster internal awareness and body connectivity
- **Bones and joints**: could include bones such as femur, humerus, tibia, and ulna, and joints such as shoulder, hip, elbow, knee, and ankle
- **Cardiac and skeletal muscle**:  
  - Cardiac muscle is the heart muscle.  
  - Skeletal muscles move the bones in the body and are part of the muscular system, which helps control body movement.
- **Connective tissue**:  
  - Tendons connect bones to muscle.  
  - Ligaments connect bone to bone.
- **Planes of movement**:  
  - Sagittal plane: vertical plane that divides the body into right and left sides; it is sometimes called the wheel plane  
  - Frontal plane: vertical plane that divides the body into front and back portions; it is sometimes called the door plane  
  - Transverse plane: horizontal plane that divides the body into upper and lower portions; it is sometimes called the table plane
Content – Elaborations

- **movement actions**: including but not limited to flexion, extension, hyperextension, pronation, supination, abduction, adduction, outward rotation, inward rotation
- **exercise session**: warm-up, exercise, cool-down
- **components of fitness**: including aerobic fitness, anaerobic fitness, muscle endurance, strength, power, flexibility, neuromuscular coordination, body composition, rest
- **principles of fitness program design**: includes training principles to enhance personal fitness levels, such as the FITT (Frequency, Intensity, Time, Type) principle, SAID (Specific Adaptation to Imposed Demands) principle, adaptation, specificity, individuality, reversibility, compensation, and progressive overload
- **effects of different types of fitness activities**: could include:
  - strengthening muscles and bones in activities where you have to move and/or control some type of weight (e.g., fitness circuits and/or jumping and landing)
  - strengthening heart and lungs in activities where you are moving at a fast pace (e.g., jogging or running) for periods of time (e.g., games, swimming, biking)
  - reducing stress and/or anxiety levels in activities where you can participate outside and/or elevate the heart rate
- **performance-enhancing supplements and drugs**: short- and long-term impacts of legal and illegal supplements and drugs (e.g., steroids, creatine, protein powder, weight-loss pills)
- **safety and etiquette**:
  - training practices (e.g., avoiding overtraining and dangerous practices)
  - breathing techniques (e.g., breathing out during exertion and breathing in during the “easy phase”)
  - spotting (e.g., helping others complete their repetitions in weight-training activities)