

BIG IDEAS

Dance offers unique **aesthetic experiences** that explore our identity and sense of belonging and have the ability to effect change.

Dance is informed by the history, culture, and community in which it exists.

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

Artistic ability in dance is fully realized through a holistic relationship between body and mind.

Purposeful artistic choices by the dancer and choreographer enhance the aesthetic experience.

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"> • Explore, create, and perform movement motifs, phrases, and dance compositions in large-group, small-group, and solo contexts • Demonstrate kinesthetic awareness of dance elements and techniques in a variety of genres or styles • Develop and refine an articulate and expressive body • Express meaning, intent, and emotion in response to a variety of stimuli • Experiment with dance elements, principles, and techniques to create innovative movement phrases • Apply choreographic devices to expand technical and expressive possibilities • Select and combine dance elements to intentionally convey a particular mood, meaning, or purpose • Use choreographic forms and structures to clarify intent or meaning in dance compositions • Demonstrate innovation by improvising and taking creative risks • Consider audience and venue when composing, rehearsing, and performing <p>Reason and reflect</p> <ul style="list-style-type: none"> • Describe and interpret dance techniques and works using the language of dance • Reflect on rehearsal and performance experiences • Give, receive, and apply constructive feedback 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • elements of dance • skills specific to a technique, genre, or style • anatomically and developmentally sound movement principles • rehearsal and performance skills • choreographic forms and structures • choreographic devices • dance notation and vocabulary • dance forms • contributions of key dance innovators from a variety of genres • local, national, and intercultural performers and genres • traditional and contemporary First Peoples worldviews and cross-cultural perspectives communicated through movement and dance • ethics of cultural appropriation and plagiarism • safety protocols

Learning Standards (continued)

Curricular Competencies	Content
<ul style="list-style-type: none"> • Demonstrate respect for self, others, audience, and place • Demonstrate leadership skills in co-operative and collaborative contexts <p>Communicate and document</p> <ul style="list-style-type: none"> • Document and respond critically to dance experiences, compositions, and performances • Perform exercises, steps, combinations, and dance works • Use dance to respond to local, regional, and national issues • Express cultural identity, perspectives, and values through individual and group movement compositions <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 educational, personal, and professional opportunities in dance or related fields • Explore First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding through movement and dance • Consider personal safety, injury prevention, and physical health when planning, rehearsing, and performing choreography 	