**Area of Learning: ARTS EDUCATION — Dance: Dance Technique and Performance Grade 11**

**BIG IDEAS**

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| Growth as a dancer requires perseverance, resilience, and risk taking. |  | Dancers collaborate through critical reflection, creative co-operation, and the exchange of ideas. |  | Dancers can enhance their technique and skills with experience in a variety of genres or through specialization. |  | Dance is an art form that combines the **language of dance** with the ability to create and perform. |  | **Aesthetic experiences** have the power to transform our perspective. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *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 ofgenres or styles from historical and contemporary cultures
* Develop and refine an articulate and expressive body through the application of anatomically and developmentally sound movement principles
* Explore the relationship between body conditioning and **somatic approaches** to technical and expressive skills
* Explore the interplay of movement, sound, image, and form used to convey meaning
* Express a range of meanings, intents, and emotions
* Select and combine dance elements and technical skills to intentionally convey a particular mood, meaning, or purpose
* Improvise to enhance technical concepts
* Perform simple and complex movement phrases in large-group, small-group, and solo contexts
* Consider audience and venue when composing, rehearsing, and performing

Reason and reflect* Describe, analyze, interpret, and evaluate dance techniques and artistic works using dance-specific language
 | *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, national, and intercultural performers and movements
* 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
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**Learning Standards (continued)**

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| **Curricular Competencies** | **Content** |
| * Refine dance concepts, technical skills, and performance
* Reflect on rehearsal and performance experiences
* Identify and apply constructive feedback to refine ideas and inspire innovation
* 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

Communicate and document* Use technical vocabulary to describe, document, and respond critically to dance experiences and performances
* Communicate and interpret ideas and emotions through dance
* Use dance to communicate about and respond to local, regional, and national issues
* Investigate cultural identity, perspectives, values, and emotions through dance

Connect and expand* 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
* Consider personal safety, injury prevention, and physical health when engaged in technical study, rehearsal, and performance
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