

BIG IDEAS

Dance offers unique **aesthetic experiences** that explore identity, history, culture, and community.

The skills and processes of dance education are transferable to a variety of contexts.

Acquiring technical and creative proficiency in dance 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 movement, meaning, and intent.

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 • Purposefully select choreographic devices to expand technical and expressive possibilities • Select and combine dance elements to intentionally convey a particular mood, meaning, or purpose • Select and sequence movement phrases into choreographic forms and structures to express meaning or intent in dance compositions • Demonstrate innovation by improvising and taking creative risks • Consider audience and venue when composing, rehearsing, and performing 	<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, cultures, and periods • local, national, global, and intercultural performers, movements, and genres • traditional and contemporary First Peoples worldviews and cross-cultural perspectives communicated through movement and dance • history and theory of dance genres, including their role in historical and contemporary societies • ethics of cultural appropriation and plagiarism • safety protocols

Learning Standards (continued)

Curricular Competencies	Content
<p>Reason and reflect</p> <ul style="list-style-type: none"> Analyze and assess dance techniques and works using the language of dance Use the rehearsal process to refine technical, critical, and creative capacities Give, receive, and apply constructive feedback Demonstrate respect for self, others, audience, and place Demonstrate leadership skills in co-operative and collaborative contexts to find solutions to challenges <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 communicate about and respond to global 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 Create dance works to demonstrate an understanding of personal, social, cultural, or historical context 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 	