

BIG IDEAS

<p>Growth as a dancer requires perseverance, resilience, and risk taking.</p>	<p>Dancers collaborate through critical reflection, creative co-operation, and the exchange of ideas.</p>	<p>Dancers can refine their technique and skills with experience in a variety of genres or through specialization.</p>	<p>Dance is an art form that combines the language of dance with the ability to create and perform.</p>	<p>Aesthetic experiences have the power to transform our perspective.</p>
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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"> • Demonstrate kinesthetic awareness of dance elements and techniques • Explore specific or a variety of genres or styles from historical and contemporary cultures • Refine an articulate and expressive body through the application of anatomically and developmentally sound movement principles • Demonstrate the relationship between body conditioning and somatic approaches on technical and expressive skills • Express a range of meanings, intents, and emotions • Select, combine, and manipulate 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 <p>Reason and reflect</p> <ul style="list-style-type: none"> • Describe, analyze, interpret, and evaluate dance techniques and artistic works using dance-specific language • Refine dance concepts, technical skills, and performance 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • elements of dance • technical skills specific to a technique, genre, or style • anatomically and developmentally sound movement principles • kinesthetic and spatial awareness • the systems of the human body • body conditioning • somatic approaches • safety protocols • rehearsal and performance skills • dance notation • contributions of key dance innovators in specific genres, contexts, periods, and cultures • local, national, and 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 a dance technique, genre, or style • ethics of cultural appropriation and plagiarism

Learning Standards (continued)

Curricular Competencies	Content
<ul style="list-style-type: none"> • 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 <p>Communicate and document</p> <ul style="list-style-type: none"> • Use technical vocabulary to describe, document, and respond critically to dance experiences and performances • Communicate meaning and emotion with intention • Use dance to communicate about and respond to local, regional, and national issues • Express cultural identity, perspectives, values, and emotions through dance <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 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, national, and global issues and communities • Consider personal safety, injury prevention, and physical health when engaged in technical study, rehearsal, and performance 	