

BIG IDEAS

Dance literacy and composition skills are the building blocks of choreographic forms and structures.

Dance offers unique ways of exploring one's identity and sense of belonging.

Growth as a choreographer is dependent on perseverance, resilience, and **risk taking**.

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

The educated choreographer thinks critically, exchanges ideas, and works co-operatively and collaboratively.

Learning Standards

Curricular Competencies	Content
<p><i>Students will be able to use creative processes to:</i></p> <p>Exploring and creating</p> <ul style="list-style-type: none"> • Demonstrate kinesthetic awareness and conceptual knowledge of dance elements • Explore and experiment with dance elements individually and together • Express a range of meanings, intents, and emotions using a variety of stimuli • Select and combine dance elements to create movement phrases • Select production elements to support the expression of intent and meaning in dance compositions • Create and perform movement motifs, phrases, and dance compositions in large-group, small-group, and solo contexts • Use choreographic forms and structures to express intent and meaning in dance compositions • Consider audience and venue while composing, rehearsing, and performing 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • elements of dance: body, space, time, dynamics, relationships • skills specific to a technique or to a genre or style • kinesthetic and spatial awareness • choreographic forms and structures • choreographic devices • principles of design • dance notation • the role of dancers, choreographers, and audiences in a variety of contexts • contributions of key dance innovators from a variety of genres, contexts, time periods, and cultures • a range of local and intercultural performers, movements, and genres

Learning Standards (continued)

Curricular Competencies	Content
<p>Reasoning and reflecting</p> <ul style="list-style-type: none"> • Use the language of dance to describe, interpret, and analyze dance works • Apply creative and critical-thinking skills and processes in the exploration, design, and creation of dance compositions • Apply composition skills to create, repeat, and perform a choreographed dance that communicates an idea • Reflect on rehearsal and performance experiences • Give, receive, and apply constructive feedback on dance compositions <p>Communicating and documenting</p> <ul style="list-style-type: none"> • Use dance vocabulary to describe, document, and respond critically to rehearsals, compositions, and performances • Communicate and interpret ideas and emotions through the language of dance • Use dance to communicate and respond to local issues <p>Connecting and expanding</p> <ul style="list-style-type: none"> • Demonstrate application of dance elements, principles, techniques, and language • Use critical-thinking and problem-solving skills to expand movement vocabulary • Explore career possibilities in dance and related fields • Explore Aboriginal perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding through movement and dance • Create personally meaningful dance works that demonstrate an understanding and appreciation of personal, social, cultural, environmental, and/or historical contexts • Make connections through dance to local issues and communities • Consider personal safety, injury prevention, and physical health when engaged in planning, rehearsing, and performing choreography 	<ul style="list-style-type: none"> • traditional and contemporary Aboriginal worldviews and cross-cultural perspectives communicated through movement and dance • the influence of social, cultural, historical, political, and personal context on dance • personal and social responsibility associated with creating, performing, and responding to dance, including movement, music, thematic, and costume choices • the ethics of cultural appropriation and plagiarism • safety protocols including, for example, environment, biomechanics, clothing, and footwear • procedures to prevent injury or harm to self and others

Big Ideas – Elaborations

- **dance literacy:** the ability to read, write, notate, or otherwise communicate using dance language, vocabulary, and/or symbology
- **composition skills:** skills that guide a choreographer in the creation of a dance (e.g., selecting movement and motifs, phrasing, stating a theme, applying elements of dance and principles of design)
- **risk taking:** making an informed choice to do something where unexpected outcomes are acceptable and serve as learning opportunities

Curricular Competencies – Elaborations

- **kinesthetic awareness:** encompasses the body's abilities to coordinate motion and the body's awareness of where it is in time and space
- **conceptual knowledge:** creating, describing, and understanding any kind of human movement
- **production elements:** e.g., music, costume, props, lights, set design
- **ways of knowing:** various beliefs about the nature of people's knowledge (e.g., Aboriginal, gender-related, subject/discipline specific, cultural, embodied, intuitive)

Content – Elaborations

- **body:** the primary instrument of expression in dance; what the body is doing (e.g., whole or partial body action, types of movement, such as locomotor and non-locomotor)
- **space:** where the body is moving (e.g., place, level, direction, pathway, size/reach, shape)
- **time:** how the body moves in relation to time (e.g., beat/underlying pulse, tempo, rhythmic patterns)
- **dynamics:** how energy is expended and directed through the body in relation to time (quick/sustained), weight (strong/light), space (direct/indirect), and flow (free/bound)
- **relationships:** with whom or what the body is moving; movement happens in a variety of relationships (e.g., pairs, groups, objects, environments)
- **technique:** examples in modern dance: suspend, fall, breath, weight, oppositional pull, swing, contraction, spiral; examples in hip hop: grooving, isolations, rhythm, foot patterns, body rolls, freestyle; examples in ballet: positions of the feet and arms, turnout of the legs, barre and centre work, including plié, tendu, fondu, rond de jambe)
- **genre or style:** e.g., classical, contemporary, culturally specific
- **choreographic forms and structures:** the shape or structure of a dance; the orderly arrangement of thematic material (e.g., AB, ABA, rondo, canon, theme and variation, call and response, narrative)
- **choreographic devices:** methods applied to change or develop movement (e.g., level, dynamics, retrograde, repetition, body part)

Content – Elaborations

- **principles of design:** e.g., unity, variety, repetition, contrast, sequence, climax, proportion, harmony, balance, transition
- **dance notation:** the codified, symbolic representation of dance movement and form
- **cultural appropriation:** use of a cultural motif, theme, “voice,” image, knowledge, story, song, or drama, shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn

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