

## BIG IDEAS

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

Individual and collective expression is rooted in the history, culture, community, and value system in which that expression exists.

Growth as a dancer and choreographer is dependent on perseverance, resilience, and reflection.

**Dance literacy** is essential to developing the body as an instrument for artistic expression.

Movement communicates meaning and intent.

## Learning Standards

Curricular Competencies	Content
<p><i>Students will be able to use creative processes to:</i></p> <p><b>Exploring and creating</b></p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of dance elements and techniques in a variety of <b>genres or styles</b> from historical and contemporary cultures</li> <li>• Develop an articulate <b>body</b> as an instrument of expression</li> <li>• Demonstrate <b>kinesthetic awareness</b> and <b>conceptual knowledge</b> of dance elements</li> <li>• Embody anatomically and developmentally sound movement principles</li> <li>• Develop a repertoire of discipline-specific dance vocabulary, terminology, skills, techniques, and symbols of dance</li> <li>• Express a range of meanings, intents, and emotions using a variety of stimuli</li> <li>• Combine dance elements, principles, techniques, vocabulary, and symbols to create innovative <b>movement phrases</b></li> <li>• Create movement phrases both collaboratively and as an individual</li> <li>• Apply <b>choreographic devices</b> to create structure and form in dance compositions</li> <li>• Create dance compositions to reflect <b>personal voice</b>, story, and values in connection with a specific place, time, and context</li> <li>• Create personally meaningful artistic works that demonstrate an understanding of issues in a variety of personal, social, cultural, environmental, and historical contexts</li> <li>• Engage in appropriate <b>risk taking</b> to develop as a dance artist and to express meaning</li> <li>• Consider audience and venue while composing, rehearsing, and performing</li> <li>• Identify ways in which dance can reflect and <b>respond</b> to social and environmental issues</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• elements of dance: <b>body, space, time, dynamics, relationships</b></li> <li>• skills specific to a <b>technique</b> or to a <b>genre or style</b></li> <li>• anatomically and developmentally sound <b>movement principles</b>, including but not limited to: alignment, weight transfer, flexibility, strength, balance, coordination</li> <li>• <b>choreographic forms and structures</b></li> <li>• <b>choreographic devices</b></li> <li>• <b>dance notation</b></li> <li>• the interplay of movement, sound, image, and form to convey meaning in dance</li> <li>• the role of dancers, choreographers, and audiences in a variety of contexts</li> <li>• the influence of time and place on the emergence of dance forms</li> <li>• contributions of key dance innovators from a variety of genres, contexts, time periods, and cultures</li> <li>• a range of local, national, global, and intercultural performers, movements, and genres</li> </ul>

Learning Standards (continued)

Curricular Competencies	Content
<p><b>Reasoning and reflecting</b></p> <ul style="list-style-type: none"> <li>Describe and respond to movement and artistic works using the <b>language of dance</b></li> <li>Apply creative and critical-thinking skills and processes in the exploration, design, creation, and refinement of dance compositions</li> <li>Work co-operatively and collaboratively to find a variety of solutions to challenges</li> <li>Reflect on rehearsal and performance experiences</li> <li>Receive and apply constructive feedback</li> <li>Demonstrate respect for self, others, audience, and <b>place</b></li> </ul> <p><b>Communicating and documenting</b></p> <ul style="list-style-type: none"> <li><b>Document</b>, share, and appreciate dance works and experiences in a variety of contexts</li> <li>Communicate and interpret ideas and emotions through the language of dance</li> <li>Use dance to communicate and respond to personal and social issues</li> <li>Express personal voice, cultural identity, perspectives, and values through individual and group movement compositions</li> </ul> <p><b>Connecting and expanding</b></p> <ul style="list-style-type: none"> <li>Demonstrate increasingly sophisticated application of dance elements, principles, techniques, and language</li> <li>Make connections between personal, social, and cultural identities</li> <li>Explore Aboriginal perspectives and knowledge, other <b>ways of knowing</b>, and local cultural knowledge to gain understanding through movement and dance</li> <li>Explore ways in which dance impacts cultures and societies</li> <li>Employ critical-thinking and problem-solving skills</li> <li>Apply knowledge and skills from other areas of learning in the planning, creating, interpreting, and analyzing of dance works</li> <li>Make personal and community connections through dance</li> </ul>	<ul style="list-style-type: none"> <li>traditional and contemporary Aboriginal worldviews and cross-cultural perspectives communicated through movement and dance</li> <li>history and theory of a variety of dance genres, including their roles in historical and contemporary societies</li> <li>personal and social responsibility associated with creating, performing, and responding to dance, including movement, music, thematic, and costume choices</li> <li>the ethics of <b>cultural appropriation</b> and plagiarism</li> <li>safety protocols involving, for example, environment, biomechanics, clothing, and footwear</li> <li>procedures to prevent injury or harm to self and others</li> </ul>