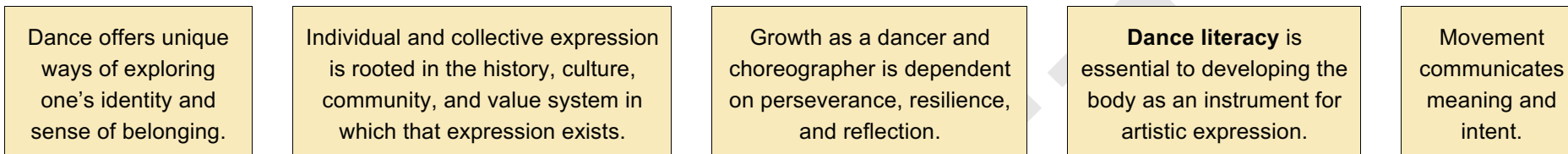


## BIG IDEAS



## 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>

Big Ideas – Elaborations

- **dance literacy:** the ability to read, write, notate, or otherwise communicate using dance language, vocabulary, and/or symbology

Curricular Competencies – Elaborations

- **genres or styles:** e.g., classical, contemporary, culturally specific
- **body:** the primary instrument of expression in dance
- **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:** includes creating, describing, and understanding any kind of human movement
- **movement phrases:** sequences of movement ordered to convey specific meaning or intent
- **choreographic devices:** methods applied to change or develop movement (e.g., level, dynamics, retrograde, repetition, body part)
- **personal voice:** a style of expression that conveys an individual's personality, perspective, or worldview
- **risk taking:** making an informed choice to do something where unexpected outcomes are acceptable and serve as learning opportunities
- **respond:** involves activities ranging from reflection to action
- **language of dance:** vocabulary, terminology, symbols, and non-verbal methods of communication that convey expression or meaning in dance
- **place:** any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity. The connection between people and place is foundational to First Peoples' perspectives of the world.
- **document:** involves activities that help students reflect on and demonstrate their learning (e.g., writing an essay or article, journaling, taking pictures, storyboarding, making video clips or audio-recordings, constructing new works, compiling a portfolio)
- **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)

Content – Elaborations

- **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
- **movement principles:** apply to alignment (mobility, stability, plumbline), weight transfer, flexibility, strength, balance, coordination
- **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)
- **dance notation:** the formal and informal written systems of symbols, shapes, and lines that represent body position and movement
- **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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