

BIG IDEAS

Choreographers use **dance literacy** and **composition skills** to expand choreographic forms and structures.

Purposeful artistic choices by the choreographer create and communicate meaning.

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

Dance is informed by the national 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 and techniques in a variety of genres and styles from historical and contemporary cultures • Expand composition skills by selecting, combining, and manipulating dance elements to intentionally create a particular mood, meaning or intent • Express a range of meanings, intents, and emotions using a variety of stimuli • Demonstrate creative thinking by using ideas inspired by improvisation and movement exploration • Experiment with dance elements, principles, techniques, vocabulary, and symbols to create original movement phrases • Create and perform movement motifs, phrases, and dance compositions in large-group, small-group, and solo contexts • Select choreographic forms and structures to clarify intent or meaning in dance compositions • Select production elements to support the expression of intent and meaning in dance compositions • Use composition skills to create, rehearse, and perform a choreographed dance • 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 interplay of movement, sound, image, and form to convey meaning in dance • the role of dancers, choreographers, and audiences in a variety of contexts • the influence of time and place on the emergence of dance forms • contributions of key dance innovators from a variety of genres, contexts, time periods, and cultures • a range of local, national, 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 techniques and works • Apply creative and critical-thinking skills and processes in the exploration, design, creation, and refinement of dance compositions • 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 dance experiences, compositions, and performances • Communicate and interpret ideas and emotions through the language of dance • Use dance to communicate and respond to local, regional, and national issues • Express personal voice, cultural identity, perspectives, values, and emotions through dance • Lead a group through rehearsals and performances of choreography <p>Connecting and expanding</p> <ul style="list-style-type: none"> • Demonstrate increasingly sophisticated application of dance elements, principles, techniques, and language • Use critical-thinking and problem-solving skills to inspire innovation • 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, regional, and national 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 • history and theory of a variety of dance genres, including their roles in historical and contemporary societies • 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 involving, for example, environment, biomechanics, clothing, and footwear • procedures to prevent injury or harm to self and others