

## 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><b>Exploring and creating</b></p> <ul style="list-style-type: none"> <li>• Demonstrate <b>kinesthetic awareness</b> and <b>conceptual knowledge</b> of dance elements and techniques in a variety of <b>genres and styles</b> from historical and contemporary cultures</li> <li>• Expand <b>composition skills</b> by selecting, combining, and manipulating dance elements to intentionally create a particular mood, meaning or intent</li> <li>• Express a range of meanings, intents, and emotions using a variety of stimuli</li> <li>• Demonstrate creative thinking by using ideas inspired by improvisation and movement exploration</li> <li>• Experiment with dance elements, principles, techniques, vocabulary, and symbols to create original movement phrases</li> <li>• Create and perform movement motifs, phrases, and dance compositions in large-group, small-group, and solo contexts</li> <li>• Select choreographic forms and structures to clarify intent or meaning in dance compositions</li> <li>• Select <b>production elements</b> to support the expression of intent and meaning in dance compositions</li> <li>• Use composition skills to create, rehearse, and perform a choreographed dance</li> <li>• Consider audience and venue while composing, rehearsing, and performing</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>• kinesthetic and spatial awareness</li> <li>• <b>choreographic forms and structures</b></li> <li>• <b>choreographic devices</b></li> <li>• <b>principles of design</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, 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>• Use the language of dance to describe, interpret, and analyze dance techniques and works</li> <li>• Apply creative and critical-thinking skills and processes in the exploration, design, creation, and refinement of dance compositions</li> <li>• Reflect on rehearsal and performance experiences</li> <li>• Give, receive, and apply constructive feedback on dance compositions</li> </ul> <p><b>Communicating and documenting</b></p> <ul style="list-style-type: none"> <li>• Use dance vocabulary to describe, document, and respond critically to dance experiences, compositions, and performances</li> <li>• Communicate and interpret ideas and emotions through the language of dance</li> <li>• Use dance to communicate and respond to local, regional, and national issues</li> <li>• Express personal voice, cultural identity, perspectives, values, and emotions through dance</li> <li>• Lead a group through rehearsals and performances of choreography</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>• Use critical-thinking and problem-solving skills to inspire innovation</li> <li>• Explore career possibilities in dance and related fields</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>• Create personally meaningful dance works that demonstrate an understanding and appreciation of personal, social, cultural, environmental, and/or historical contexts</li> <li>• Make connections through dance to local, regional, and national issues and communities</li> <li>• Consider personal safety, injury prevention, and physical health when engaged in planning, rehearsing, and performing choreography</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>• the influence of social, cultural, historical, political, and personal context on dance</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
- **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
- **genres and styles:** e.g., classical, contemporary, culturally specific
- **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)
- **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

Content – Elaborations

- **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)
- **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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