

## BIG IDEAS

Dance offers unique ways of exploring one's identity, sense of belonging, and ability to effect change.

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

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

**Dance literacy** is fully realized through a holistic relationship between body and mind.

Purposeful artistic choices by the dancer and choreographer enhance the clarity of the movement, meaning, or 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 <b>kinesthetic awareness</b> and <b>conceptual knowledge</b> of dance elements and techniques in a variety of <b>genres or styles</b></li> <li>• Expand discipline-specific dance vocabulary, terminology, skills, techniques, and symbols of dance</li> <li>• Develop and refine an articulate and expressive <b>body</b> through anatomically and developmentally sound movement principles</li> <li>• Express a range of meanings, intents, and emotions using a variety of stimuli</li> <li>• Select, combine, and manipulate dance elements to intentionally create a particular mood, meaning, or purpose</li> <li>• Demonstrate creative thinking and innovation by using ideas inspired by improvisation</li> <li>• Experiment with dance elements, principles, techniques, vocabulary, and symbols to create innovative <b>movement phrases</b></li> <li>• Perform movement motifs, phrases, and dance compositions in large-group, small-group, and solo contexts</li> <li>• Apply <b>choreographic devices</b> to create structure and form in dance compositions</li> <li>• Select <b>choreographic forms and structures</b> to clarify intent or meaning in dance compositions</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>• anatomically and developmentally sound movement principles, 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 <b>dance forms</b></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>• Use the <b>language of dance</b> 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</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>• Use dance vocabulary to describe, <b>document</b>, and <b>respond</b> 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 <b>personal voice</b>, cultural identity, perspectives, values, and emotions through dance</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 personal voice to create dance compositions</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>• Use critical-thinking and problem-solving skills to inspire innovation</li> <li>• Explore the work habits of dance professionals and other people in related careers</li> <li>• Create personally meaningful <b>dance works</b> that demonstrate an understanding and appreciation of personal, social, cultural, environmental, and historical contexts</li> <li>• Make connections through dance to local, regional, and national issues and communities</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>