

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.
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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 or styles • Expand discipline-specific dance vocabulary, terminology, skills, techniques, and symbols of dance • Develop and refine an articulate and expressive body through anatomically and developmentally sound movement principles • Express a range of meanings, intents, and emotions using a variety of stimuli • Select, combine, and manipulate dance elements to intentionally create a particular mood, meaning, or purpose • Demonstrate creative thinking and innovation by using ideas inspired by improvisation • Experiment with dance elements, principles, techniques, vocabulary, and symbols to create innovative movement phrases • Perform movement motifs, phrases, and dance compositions in large-group, small-group, and solo contexts • Apply choreographic devices to create structure and form in dance compositions • Select choreographic forms and structures to clarify intent or meaning in dance compositions • 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 • anatomically and developmentally sound movement principles, including but not limited to: alignment, weight transfer, flexibility, strength, balance, coordination • choreographic forms and structures • choreographic devices • 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, global, 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 • Demonstrate respect for self, others, audience, and place <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 <p>Connecting and expanding</p> <ul style="list-style-type: none"> • Demonstrate increasingly sophisticated application of dance elements, principles, techniques, and language • Use personal voice to create dance compositions • Explore Aboriginal perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding through movement and dance • Use critical-thinking and problem-solving skills to inspire innovation • Explore the work habits of dance professionals and other people in related careers • Create personally meaningful dance works that demonstrate an understanding and appreciation of personal, social, cultural, environmental, and historical contexts • Make connections through dance to local, regional, and national issues and communities 	<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

Big Ideas – Elaborations

- **risk taking:** making an informed choice to do something where unexpected outcomes are acceptable and serve as learning opportunities
- **dance literacy:** the ability to read, write, notate, or otherwise communicate using dance language, vocabulary, and/or symbology

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:** includes creating, describing, and understanding any kind of human movement
- **genres or styles:** e.g., classical, contemporary, culturally specific
- **body:** the primary instrument of expression in dance
- **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)
- **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)
- **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)
- **respond:** involves activities ranging from reflection to action
- **personal voice:** a style of expression that conveys an individual's personality, perspective, or worldview
- **ways of knowing:** various beliefs about the nature of people's knowledge (e.g., Aboriginal, gender-related, subject/discipline specific, cultural, embodied, intuitive)
- **dance works:** dance experiences, activities, compositions, and performances

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
- **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
- **dance forms:** structures associated with specific genres, including but not limited to ballet, jazz, and social dance
- **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