

## BIG IDEAS

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

Personal voice of the choreographer is developed to explore issues of identity and belonging, as well as the ability to effect change.

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

Dance is informed by the global 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 and refine <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 by responding to a combination 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 movement phrases and structures</li> <li>• Create and perform movement motifs, phrases, dance compositions, and choreography in large-group, small-group, and solo contexts</li> <li>• Select and combine production elements to create meaning and express intent</li> <li>• Select choreographic forms and structures to clarify intent or 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>• anatomically and developmentally sound movement principles, including but not limited to: alignment, weight transfer, flexibility, strength, balance, coordination</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> </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 the creation, rehearsal, and performance 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 personal voice to create dance compositions</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> </ul>	<ul style="list-style-type: none"> <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> <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>