

BIG IDEAS

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

The rehearsal and performance processes of a **dance company** are transferable to career and personal contexts.

Choreographic works communicate ideas, emotions, and perspectives through movement, sound, costumes, lights, and set design.

Artistic choices clarify and enhance the choreographer's intent.

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"> Rehearse and perform choreographic works using a variety of dance elements, skills, and techniques from historical and contemporary cultures Embody dance vocabulary, terminology, skills, and techniques specific to the choreographic work Refine an articulate body as an instrument of expression Apply anatomically and developmentally sound movement principles Express a range of meanings, intents, and emotions through dance Recall, rehearse, and perform movement phrases both collaboratively and as an individual Enhance movement phrases with unique personal style Engage in appropriate risk taking to develop as a dance artist and express choreographic intent Combine and experiment with performance skills to clarify choreographic intent Consider audience, venue, and sense of place while composing, rehearsing, and performing Prepare physically and mentally for rehearsals and performances Engage in rehearsal and performance processes from a variety of choreographers Create, rehearse, and perform choreographic works that demonstrate an understanding of issues in a variety of personal, social, cultural, environmental, and historical contexts 	<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: mobility, stability, alignment, weight transfer, flexibility, strength, balance, coordination kinesthetic and spatial awareness safety protocols involving, for example, environment, biomechanics, clothing, and footwear procedures to prevent injury or harm to self and others rehearsal, performance, and improvisation skills 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

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 works • Apply creative and critical-thinking skills and processes in the exploration, design, creation, and refinement of choreographic works • Work co-operatively and collaboratively with an ensemble in rehearsal and performance to find a variety of solutions to challenges • Reflect on rehearsal and performance experiences to improve performance • Receive and apply constructive feedback on rehearsal and performance skills • Demonstrate an understanding of the role and contributions of ensemble members, including stage crew and design personnel <p>Communicating and documenting</p> <ul style="list-style-type: none"> • Use dance vocabulary to describe, document, and respond critically to rehearsals, compositions, and performances • Communicate and interpret ideas and emotions through the language of dance • Use dance to communicate and respond to local, regional, national, and global issues <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 inform practice • 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 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"> • contributions of key dance innovators in specific genres, contexts, time periods, and cultures • a range of or specialization in local and intercultural performers, movements, and genres • traditional and contemporary Aboriginal worldviews and cross-cultural perspectives communicated through movement and dance • history and theory of a dance technique, genre, and/or style, including their roles in historical and contemporary societies • the influence of social, cultural, historical, political, and personal context on a dance technique, genre, and/or style • 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

Big Ideas – Elaborations

- **risk taking:** making an informed choice to do something where unexpected outcomes are acceptable and serve as learning opportunities
- **dance company:** a performance-based ensemble

Curricular Competencies – 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)
- **risk taking:** making an informed choice to do something where unexpected outcomes are acceptable and serve as learning opportunities
- **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.
- **choreographers:** e.g., students, teachers, guest artists
- **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
- **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