

BIG IDEAS

Dance offers unique ways of exploring identities, histories, cultures, communities, and value systems.

Skills and processes of dance education are transferable to career and personal contexts.

Technical and creative proficiency in dance requires 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 movement, meaning and 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"> • Demonstrate kinesthetic awareness and conceptual knowledge of dance elements and techniques in a variety of genres or styles from historical and contemporary cultures • Expand discipline-specific dance vocabulary, terminology, skills, techniques, and symbols of dance • Demonstrate increased development and refinement of an articulate and expressive body through anatomically and developmentally sound movement principles • Express and embody a range of meanings, intents, emotions, and feelings using a variety of stimuli • Select, combine, and manipulate elements of dance to intentionally create a particular mood, meaning, or purpose • Demonstrate creative thinking and innovation through improvisation • Experiment with dance elements, principles, techniques, vocabulary, and symbols to create innovative movement and movement phrases • Create and perform original movement motifs, phrases, and dance compositions that use dance elements. • Create and perform original movement motifs that use choreographic forms and structures and choreographic devices in large-group, small-group, and solo contexts • Sequence and organize movement phrases into choreographic forms and structures • Consider audience and venue while creating, 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 • the interplay of movement, sound, image, and form to convey meaning in dance • the role of performers 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, analyze, and assess dance techniques and works • Apply increasingly sophisticated creative and critical-thinking skills and processes in the exploration, design, creation, and refinement of dance compositions • Use the rehearsal process to refine technical, critical, and creative capacities • 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 global issues • Express personal voices, cultural identities, perspectives, values, and emotions through dance and the language of dance <p>Connecting and expanding</p> <ul style="list-style-type: none"> • Demonstrate increasingly sophisticated application of dance elements, principles, techniques, and language • Create dance compositions to reflect personal voices, stories, and values in connection with specific places, times, and contexts • Explore Aboriginal perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding through movement and dance • Explore the work habits of dance professionals and other people in related careers • Create personally meaningful bodies of dance works that demonstrate an understanding and appreciation of personal, social, cultural, environmental, and historical contexts • Make connections through dance to global 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