

## 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><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> from historical and contemporary cultures</li> <li>• Expand discipline-specific dance vocabulary, terminology, skills, techniques, and symbols of dance</li> <li>• Demonstrate increased development and refinement of an articulate and expressive <b>body</b> through anatomically and developmentally sound movement principles</li> <li>• Express and embody a range of meanings, intents, emotions, and feelings using a variety of stimuli</li> <li>• Select, combine, and manipulate elements of dance to intentionally create a particular mood, meaning, or purpose</li> <li>• Demonstrate creative thinking and innovation through improvisation</li> <li>• Experiment with dance elements, principles, techniques, vocabulary, and symbols to create innovative movement and <b>movement phrases</b></li> <li>• Create and perform original movement motifs, phrases, and dance compositions that use dance elements.</li> <li>• Create and perform original movement motifs that use <b>choreographic forms and structures</b> and <b>choreographic devices</b> in large-group, small-group, and solo contexts</li> <li>• Sequence and organize movement phrases into choreographic forms and structures</li> <li>• Consider audience and venue while creating, 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>• the interplay of movement, sound, image, and form to convey meaning in dance</li> <li>• the role of performers 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, analyze, and assess dance techniques and works</li> <li>• Apply increasingly sophisticated creative and critical-thinking skills and processes in the exploration, design, creation, and refinement of dance compositions</li> <li>• Use the rehearsal process to refine technical, critical, and creative capacities</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 global issues</li> <li>• Express <b>personal voices</b>, cultural identities, perspectives, values, and emotions through dance and the language of 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>• Create dance compositions to reflect personal voices, stories, and values in connection with specific places, times, and contexts</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>• Explore the work habits of dance professionals and other people in related careers</li> <li>• Create personally meaningful bodies of <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 global 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>

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:** 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 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)
- **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 voices:** 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 forms:** structures associated with specific genres (e.g., ballet, jazz, 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

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