

BIG IDEAS

Dance offers unique ways of exploring our identity and sense of belonging.

Individual and collective expression is rooted in history, culture, community, and values.

Growth as a dancer and choreographer requires perseverance, resilience, and reflection.

The body is an instrument for artistic expression in dance.

Traditions, perspectives, worldviews, and stories are shared through **aesthetic experiences**.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Explore and create</p> <ul style="list-style-type: none"> • Demonstrate dance elements and techniques in a variety of historical and contemporary genres or styles • Develop an articulate body as an instrument of expression • Explore the interplay of movement, sound, image, and form to convey meaning • Express meaning, intent, and emotion through movement • Select dance elements, principles, techniques, vocabulary, and symbols to create innovative movement phrases • Create and perform movement phrases both collaboratively and as an individual • Use choreographic devices to generate movement • Take creative risks to explore personal preferences in executing and creating movement • Consider audience and venue while composing, rehearsing, and performing <p>Reason and reflect</p> <ul style="list-style-type: none"> • Describe and respond to movement and artistic works using the language of dance • Reflect on rehearsal and performance experiences • Receive and apply constructive feedback • Demonstrate respect for self, others, audience, and place 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • elements of dance • skills specific to a technique, genre, or style • anatomically and developmentally sound movement principles • rehearsal and performance skills • choreographic forms and structures • choreographic devices • dance notation and vocabulary • kinesthetic awareness • the role of dancers, choreographers, and audiences in a variety of contexts • contributions of key dance innovators from a variety of genres, contexts, periods, and cultures • traditional and contemporary First Peoples worldviews and cross-cultural perspectives communicated through movement and dance • history and theory of a variety of genres • ethics of cultural appropriation and plagiarism • safety protocols

Learning Standards (continued)

Curricular Competencies	Content
<p>Communicate and document</p> <ul style="list-style-type: none"> • Document, share, and appreciate dance works and experiences in a variety of contexts • Perform exercises, steps, combinations, and dance works in a variety of contexts • Develop strategies to communicate and interpret ideas and emotions through dance • Use dance to communicate and respond to personal and social issues • Express personal movement preferences, cultural identity, perspectives, and values through individual and group movement compositions <p>Connect and expand</p> <ul style="list-style-type: none"> • Demonstrate personal and social responsibility associated with creating, performing, and responding to dance, including movement, music, thematic, and costume choices • Explore a range of local, national, global, and intercultural performers, movements, and genres • Explore First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding through movement and dance • Explore ways in which dance impacts cultures and societies • Make personal and community connections through dance 	

Big Ideas – Elaborations

- **aesthetic experiences:** emotional, cognitive, or sensory responses to works of art

Curricular Competencies – Elaborations

- **genres or styles:** for example, classical, contemporary, culturally specific
- **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)
- **creative risks:** make an informed choice to do something where unexpected outcomes are acceptable and serve as learning opportunities
- **respond:** through activities ranging from reflection to action
- **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 on the world.
- **document:** through 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)
- **ways of knowing:** First Nations, Métis, and Inuit, gender-related, subject/discipline-specific, cultural, embodied, intuitive

Content – Elaborations

- **elements of dance:** body, space, time, dynamics, relationships
 - 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/bounded)
 - relationships: with whom or what the body is moving; movement happens in a variety of relationships (e.g., pairs, groups, objects, environments)

Content – Elaborations

- **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:** for example, classical, contemporary, culturally specific
- **movement principles:** including but not limited to alignment, weight transfer, flexibility, strength, balance, coordination
- **rehearsal and performance skills:** the technical, expressive, and cognitive skills necessary for learning, refining, and performing movement:
 - Technical skill is the ability to reproduce movement accurately in relation to movement principles, elements of dance, and style.
 - Expressive skills include but are not limited to projection, focus, confidence, musicality, spatial awareness, facial expression, sensitivity to other dancers, dynamics, and embodiment of the elements of dance to communicate the style or choreographic intent.
 - Cognitive skills include but are not limited to preparedness, commitment, concentration, trust, co-operation, collaboration, application of feedback, willingness to explore, capacity to improve, movement acquisition, and memory.
- **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)
- **dance notation:** the formal and informal written systems of symbols, shapes, and lines that represent body position and movement
- **kinesthetic awareness:** the body’s ability to coordinate motion and its awareness of where it is in time and space
- **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
- **safety protocols:** procedures to prevent harm or injury to self and others, including, for example, environment, biomechanics, clothing, and footwear