**Area of Learning: ARTS EDUCATION — Dance: Dance Choreography Grade 10**

**BIG IDEAS**

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| Elements of dance and **compositional skills** are the foundation of choreography. |  | Dance offers unique ways of exploring our identity and sense of belonging. |  | Choreographers use the dancer’s body as an instrument to **translate movement ideas** from abstract to concrete. |  | Choreographers communicate through creative expression in dance. |  | Choreographers collaborate through critical reflection, creative co-operation, and the exchange of ideas. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*  Explore and create   * Explore, design, and create dance compositions * Demonstrate **kinesthetic awareness** of dance elements * Experiment with dance elements individually and collaboratively * Express a range of meanings, intents, and emotions using a variety of **stimuli** * Select and combine dance elements to create movement phrases * Explore how **production elements** support the expression of intent and meaning in dance compositions * Create and perform movement **motifs**, phrases, and dance compositions in large-group,  small-group, and solo contexts * Use choreographic forms and structures to express intent and meaning * Consider audience and venue while composing, rehearsing, and performing   Reason and reflect   * Use the language of dance to describe dance works and support personal interpretation of artistic intent * Develop composition skills to create, repeat, and perform a choreographed dance that communicates an idea * Reflect on rehearsal and performance experiences * Give, receive, and apply constructive feedback * Reflect on the influences of social, cultural, historical, political, and personal context on dance * Demonstrate respect for self, others, audience, and **place** | *Students are expected to know the following:*   * **elements of dance** * skills specific to a **technique**, **genre,  or style** * kinesthetic and spatial awareness * **choreographic forms and structures** * **choreographic devices** * **principles of design** * **dance notation** * the role of dancers, choreographers, and audiences in a variety of contexts * local and intercultural performers, movements, and genres * traditional and contemporary First Peoples worldviews and cross-cultural perspectives communicated through movement and dance * ethics of **cultural appropriation** and plagiarism * **safety protocols** |

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**Learning Standards (continued)**

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| **Curricular Competencies** | **Content** |
| Communicate and document   * Use technical vocabulary to describe, document, and respond to rehearsal processes, compositions, and performances * Express personal movement preferences, cultural identity, perspective, values, and emotions  in choreography * Use dance to communicate and respond to local issues * Anticipate audience impact and make **design choices**   Connect and expand   * Demonstrate application of dance elements, principles, techniques, and language * Create personally meaningful dance works * Explore contributions of key dance innovators from a variety of genres, contexts, periods,  and cultures * Explore First Peoples perspectives and knowledge, other **ways of knowing**, and local cultural knowledge to gain understanding through movement and dance * Make personal and community connections through dance * Consider personal safety, injury prevention, and physical health when planning, rehearsing,  and performing choreography |  |