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

**BIG IDEAS**

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| 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**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*  Explore and create   * 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   Reason and reflect   * 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** | *Students are expected to know the following:*   * **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** |

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**Learning Standards (continued)**

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| **Curricular Competencies** | **Content** |
| Communicate and document   * **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   Connect and expand   * 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 |  |