**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
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