**Area of Learning: ARTS EDUCATION — Dance: Dance Choreography Grade 11**

**BIG IDEAS**

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| Choreography is created using elements of dance and compositional skills. |  | Choreographers make purposeful artistic choices to create and communicate meaning. |  | Choreographers use a dancer’s body through which to **translate movement ideas**. |  | Danceengages us in artistic works from multiple perspectives. |  | 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 a variety of dance compositions * Use composition skills to create, rehearse, refine, and perform a choreographed dance * Demonstrate **kinesthetic awareness** of dance elements and techniques in a variety  of genres and styles * Expand **composition skills** to convey a particular mood, meaning, or intent * Explore the interplay of movement, sound, image, and form in response to a variety  of **stimuli** * Generate ideas through improvisation and movement exploration * Create original movement phrases by experimenting with dance elements, principles, techniques, vocabulary, and symbols * Create and perform movement motifs, phrases, and dance compositions in  large-group, small-group, and solo contexts * Select choreographic forms, structures, and **production elements** to communicate intent in dance compositions * Consider audience and venue when composing, rehearsing, and performing   Reason and reflect   * Describe and analyze dance works using discipline-specific language * Reflect on rehearsal and performance experiences * Give, receive, and apply constructive feedback | *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 * local, national, and intercultural performers, movements, and genres * the influence of time and **place** on the emergence of historical and contemporary dance forms * innovative dancers and choreographers from a variety of genres and cultures * traditional and contemporary First Peoples worldviews and cross-cultural perspectives communicated through movement and dance * history of a variety of dance 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   * Describe and document rehearsal processes, dance experiences, compositions,  and performances using technical vocabulary * Communicate and interpret ideas and emotions through dance * Use dance to communicate about and respond to local, regional, and  national issues * Express personal experiences, cultural identity, and perspectives through dance * Anticipate the impact of **design choices** on the audience and others   Connect and expand   * Demonstrate and refine the application of dance elements, principles, techniques,  and language * Explore First Peoples perspectives and knowledge, other **ways of knowing**, and local cultural knowledge to gain understanding through movement and dance * Create innovative dance works to demonstrate an understanding of a **variety  of contexts** * Consider personal safety, injury prevention, and physical health when planning, rehearsing, and performing choreography |  |