

## BIG IDEAS

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**.

Dance engages us in artistic works from multiple perspectives.

Choreographers collaborate through critical reflection, creative co-operation, and the exchange of ideas.

## Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p><b>Explore and create</b></p> <ul style="list-style-type: none"> <li>• Explore a variety of dance compositions</li> <li>• Use composition skills to create, rehearse, refine, and perform a choreographed dance</li> <li>• Demonstrate <b>kinesthetic awareness</b> of dance elements and techniques in a variety of genres and styles</li> <li>• Expand <b>composition skills</b> to convey a particular mood, meaning, or intent</li> <li>• Explore the interplay of movement, sound, image, and form in response to a variety of <b>stimuli</b></li> <li>• Generate ideas through improvisation and movement exploration</li> <li>• Create original movement phrases by experimenting with dance elements, principles, techniques, vocabulary, and symbols</li> <li>• Create and perform movement motifs, phrases, and dance compositions in large-group, small-group, and solo contexts</li> <li>• Select choreographic forms, structures, and <b>production elements</b> to communicate intent in dance compositions</li> <li>• Consider audience and venue when composing, rehearsing, and performing</li> </ul> <p><b>Reason and reflect</b></p> <ul style="list-style-type: none"> <li>• Describe and analyze dance works using discipline-specific language</li> <li>• Reflect on rehearsal and performance experiences</li> <li>• Give, receive, and apply constructive feedback</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• <b>elements of dance</b></li> <li>• skills specific to a <b>technique, genre, or style</b></li> <li>• kinesthetic and spatial awareness</li> <li>• <b>choreographic forms and structures</b></li> <li>• <b>choreographic devices</b></li> <li>• <b>principles of design</b></li> <li>• <b>dance notation</b></li> <li>• the role of dancers, choreographers, and audiences</li> <li>• local, national, and intercultural performers, movements, and genres</li> <li>• the influence of time and <b>place</b> on the emergence of historical and contemporary dance forms</li> <li>• innovative dancers and choreographers from a variety of genres and cultures</li> <li>• traditional and contemporary First Peoples worldviews and cross-cultural perspectives communicated through movement and dance</li> <li>• history of a variety of dance genres</li> <li>• ethics of <b>cultural appropriation</b> and plagiarism</li> <li>• <b>safety protocols</b></li> </ul>

Learning Standards (continued)

Curricular Competencies	Content
<p><b>Communicate and document</b></p> <ul style="list-style-type: none"> <li>• Describe and document rehearsal processes, dance experiences, compositions, and performances using technical vocabulary</li> <li>• Communicate and interpret ideas and emotions through dance</li> <li>• Use dance to communicate about and respond to local, regional, and national issues</li> <li>• Express personal experiences, cultural identity, and perspectives through dance</li> <li>• Anticipate the impact of <b>design choices</b> on the audience and others</li> </ul> <p><b>Connect and expand</b></p> <ul style="list-style-type: none"> <li>• Demonstrate and refine the application of dance elements, principles, techniques, and language</li> <li>• Explore First Peoples perspectives and knowledge, other <b>ways of knowing</b>, and local cultural knowledge to gain understanding through movement and dance</li> <li>• Create innovative dance works to demonstrate an understanding of a <b>variety of contexts</b></li> <li>• Consider personal safety, injury prevention, and physical health when planning, rehearsing, and performing choreography</li> </ul>	

Big Ideas – Elaborations

- **translate movement ideas:** requires dance literacy, which is the ability to read, write, notate, or otherwise communicate using dance language, vocabulary, and/or symbols

Curricular Competencies – Elaborations

- **kinesthetic awareness:** the body’s ability to coordinate motion and its awareness of where it is in time and space
- **composition skills:** skills that guide a choreographer in the creation of a dance (e.g., selecting movement and motifs, phrasing, stating a theme, applying elements of dance and principles of design)
- **stimuli:** the starting point for creating movement; stimuli for dance compositions can be auditory, visual, ideational/thematic, tactile, or kinesthetic
- **production elements:** for example, music, costume, props, lights, set design
- **design choices:** for example, movement, music, theme, costume
- **ways of knowing:** First Nations, Métis, Inuit, gender-related, subject/discipline-specific, cultural, embodied, intuitive
- **variety of contexts:** personal, social, cultural, environmental, or historical contexts

## 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)
- **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
- **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)
- **choreographic devices:** methods applied to change or develop movement (e.g., level, dynamics, retrograde, repetition, body part)
- **principles of design:** unity, variety, repetition, contrast, sequence, climax, proportion, harmony, balance, transition
- **dance notation:** the codified, symbolic representation of dance movement and form
- **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.
- **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