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

**BIG IDEAS**

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| Dance offers unique **aesthetic experiences** that explore our identity and sense of belonging and have the ability to effect change. |  | Dance is informed by the history, culture, and community in which it exists. |  | Growth as a dancer and choreographer requires perseverance, resilience, and  risk taking. |  | **Artistic ability in dance** is fully realized through a holistic relationship between body and mind. |  | Purposeful artistic choices by the dancer and choreographer enhance the aesthetic experience. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*  Explore and create   * Explore, create, and perform movement motifs, phrases, and dance compositions  in large-group, small-group, and solo contexts * Demonstrate **kinesthetic awareness** of dance elements and techniques in a variety  of genres or styles * Develop and refine an articulate and expressive body * Express meaning, intent, and emotion in response to a variety of stimuli * Experiment with dance elements, principles, and techniques to create innovative  **movement phrases** * Apply choreographic devices to expand technical and expressive possibilities * Select and combine dance elements to intentionally convey a particular mood,  meaning, or purpose * Use choreographic forms and structures to clarify intent or meaning in dance compositions * Demonstrate innovation by improvising and taking **creative risks** * Consider audience and venue when composing, rehearsing, and performing   Reason and reflect   * Describe and interpret dance techniques and works using the **language of dance** * 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** * anatomically and developmentally sound **movement principles** * **rehearsal and performance skills** * **choreographic forms and structures** * **choreographic devices** * **dance notation** and vocabulary * **dance forms** * contributions of key dance innovators from  a variety of genres * local, national, and intercultural performers 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** |
| * Demonstrate respect for self, others, audience, and **place** * Demonstrate leadership skills in co-operative and collaborative contexts   Communicate and document   * **Document** and **respond** critically to dance experiences, compositions, and performances * Perform exercises, steps, combinations, and dance works * Use dance to respond to local, regional, and national issues * Express 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 educational, personal, and professional opportunities in dance or related fields * Explore First Peoples perspectives and knowledge, other **ways of knowing**, and local cultural knowledge to gain understanding through movement and dance * Consider personal safety, injury prevention, and physical health when planning, rehearsing, and performing choreography |  |