

BIG IDEAS

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

| Curricular Competencies | Content |
|---|--|
| <p><i>Students are expected to be able to do the following:</i></p> <p>Explore and create</p> <ul style="list-style-type: none"> • 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 <p>Reason and reflect</p> <ul style="list-style-type: none"> • Describe and interpret dance techniques and works using the language of dance • Reflect on rehearsal and performance experiences • Give, receive, and apply constructive feedback | <p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • 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 |

Learning Standards (continued)

| Curricular Competencies | Content |
|---|---------|
| <ul style="list-style-type: none"> • Demonstrate respect for self, others, audience, and place • Demonstrate leadership skills in co-operative and collaborative contexts <p>Communicate and document</p> <ul style="list-style-type: none"> • 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 <p>Connect and expand</p> <ul style="list-style-type: none"> • 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 | |

Big Ideas – Elaborations

- **aesthetic experiences:** emotional, cognitive, or sensory responses to works of art
- **Artistic ability in dance:** 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
- **movement phrases:** sequences of movement ordered to convey specific meaning or intent
- **creative risks:** making an informed choice to do something where unexpected outcomes are acceptable and serve as learning opportunities
- **language of dance:** vocabulary, terminology, symbols, and non-verbal methods of communication that convey expression or meaning in dance
- **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.
- **Document:** involves activities that help students reflect on and demonstrate their learning (e.g., writing an essay or article, journaling, taking pictures, storyboarding, making video clips or audio-recordings, constructing new works, compiling a portfolio)
- **respond:** involves activities ranging from reflection to action
- **ways of knowing:** First Nations, Métis, Inuit, gender-related, subject/discipline-specific, cultural, embodied, intuitive

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
- **movement principles:** including but not limited to mobility, stability, alignment, weight transfer, flexibility, strength, balance, coordination
- **rehearsal and performance skills:** the technical, expressive, and cognitive skills necessary for learning, refining, and performing movement:
 - Technical skill is the ability to reproduce movement accurately in relation to movement principles, elements of dance, and style.
 - Expressive skills include but are not limited to projection, focus, confidence, musicality, spatial awareness, facial expression, sensitivity to other dancers, dynamics, and embodiment of the elements of dance to communicate the style or choreographic intent.
 - Cognitive skills include but are not limited to preparedness, commitment, concentration, trust, co-operation, collaboration, application of feedback, willingness to explore, capacity to improve, movement acquisition, and memory.
- **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)
- **dance notation:** the formal and informal written systems of symbols, shapes, and lines that represent body position and movement
- **dance forms:** structures associated with specific genres, including but not limited to ballet, jazz, and social dance
- **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