

## BIG IDEAS

Choreographers use dance elements and composition skills to create innovative choreography.

Artistic intent and meaning are communicated through choreography.

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 meaning in a variety of dance compositions</li> <li>Use composition skills to create, critically refine, rehearse, 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 and refine <b>composition skills</b> to convey a particular mood, meaning, or intent</li> <li>Consider the interplay of movement, sound, image, and form to convey meaning in dance</li> <li>Express and refine choreographic phrases by responding to <b>stimuli</b></li> <li>Manipulate dance elements, principles, techniques, vocabulary, and symbols to create and refine choreographic phrases and structures</li> <li>Create and perform movement motifs, phrases, dance compositions, and choreography in large-group, small-group, and solo contexts</li> <li>Select and combine choreographic forms, structures, and <b>production elements</b> to create meaning and express 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, interpret, and analyze dance works using discipline-specific language</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>anatomically and developmentally sound <b>movement principles</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 in a variety of contexts</li> <li>local, national, global, and intercultural performers, movements, and genres</li> <li>the influence of time and <b>place</b> on historical and contemporary dance forms</li> <li>innovative dancers and choreographers from a variety of genres, periods, and cultures</li> <li>traditional and contemporary First Peoples worldviews and cross-cultural perspectives communicated through movement and dance</li> <li>history and theory of a variety of dance genres</li> </ul>

Learning Standards (continued)

Curricular Competencies	Content
<p><b>Communicate and document</b></p> <ul style="list-style-type: none"> <li>• Document and respond critically to 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 values 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>• Use leadership skills to inspire innovation in dance</li> <li>• Explore educational, personal, and professional opportunities in dance or <b>related fields</b></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>• Consider personal safety, safety of others, injury prevention, and physical health when planning, rehearsing, and performing choreography</li> </ul>	<ul style="list-style-type: none"> <li>• ethics of <b>cultural appropriation</b> and plagiarism</li> <li>• <b>safety protocols</b></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:** movement, music, theme, costume
- **related fields:** for example, artistic production, financial management, marketing, design
- **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
- **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 of 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