

BIG IDEAS

Experiences in a **dance company** are transferable to personal, professional, and educational contexts.

Choreographic works communicate meaning through movement, sound, costumes, and set design.

Artistic choices enhance the choreographer's intent.

Through dance we can communicate ideas, challenge opinions, and inspire change.

Active participation in the arts is essential to building culture, expressing personal identity, and gaining insight into the human experience.

Learning Standards

| Curricular Competencies | Content |
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| <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"> • Create, rehearse, refine, and perform choreographic works for a variety of purposes and contexts • Rehearse and perform choreographic works using a variety of dance elements, skills, and techniques from historical and contemporary cultures • Embody dance forms specific to the choreographic work • Refine an articulate body as an instrument of expression • Express a range of meanings, intentions, and emotions through dance • Recall, rehearse, and perform movement phrases both collaboratively and as an individual • Enhance movement phrases with unique personal style • Take creative risks to develop as an artist • Combine and experiment with performance skills • Consider audience, venue, and place when composing, rehearsing, and performing • Demonstrate warm-up and cool-down procedures for rehearsals and performances • Engage in rehearsal and performance processes led by a variety of choreographers | <p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • roles and responsibilities in a dance company • rehearsal and performance skills • technical and expressive skills • stage etiquette • elements of dance, techniques, movement principles • compositional skills, forms, and structures • choreographic devices • principles of design • anatomically and developmentally sound movement principles • skills specific to a technique, genre, or style • kinesthetic and spatial awareness • safety protocols • dance notation and vocabulary • contributions of key dance innovators in specific genres, periods, and movements • traditional and contemporary First Peoples worldviews and cross-cultural perspectives communicated through movement and dance • ethics of cultural appropriation and plagiarism |

Learning Standards (continued)

| Curricular Competencies | Content |
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| <p>Reason and reflect</p> <ul style="list-style-type: none"> • Use the language of dance to analyze and reflect on dance works • Analyze the interplay of movement, sound, image, and form to convey meaning • Reflect on rehearsal and performance experiences to improve performance • Apply constructive feedback in rehearsals and performances <p>Communicate and document</p> <ul style="list-style-type: none"> • Expand and refine dance vocabulary to describe, document, and respond critically to rehearsals, compositions, and performances • Communicate and interpret the choreographer’s intent through the language of dance <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 • Make connections through dance with local, national, and global issues and communities • Consider personal safety, injury prevention, and physical health when planning, rehearsing, and performing choreography | |