

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
<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
<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 	

Big Ideas – Elaborations

- **dance company:** a performance-based ensemble

Curricular Competencies – Elaborations

- **creative risks:** make an informed choice to do something where unexpected outcomes are acceptable and serve as learning opportunities
- **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.
- **choreographers:** students, teachers, guest artists
- **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

- **rehearsal and performance skills:**
 - the technical, expressive, and cognitive skills necessary for learning, refining, and performing movement
 - Cognitive skills include preparedness, commitment, concentration, trust, co-operation, collaboration, application of feedback, willingness to explore, capacity to improve, movement acquisition, and memory.
- **technical:** the ability to reproduce movement accurately in relation to movement principles, elements of dance, and style
- **expressive skills:** 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
- **stage etiquette:** the accepted behaviours and attitude required throughout the production process, including auditions, rehearsals, and performances
- **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)
- **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
- **movement principles:** includes alignment, weight transfer, flexibility, strength, balance, coordination
- **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
- **safety protocols:** procedures to prevent injury or harm to self and others involving, for example, environment, biomechanics, clothing, and footwear
- **dance notation:** the codified, symbolic representation of dance movement and form
- **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