**Area of Learning: ARTS EDUCATION — Dance: Dance Foundations Grade 12**

**BIG IDEAS**

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| Dance offers unique **aesthetic experiences** that explore identity, history, culture,  and community. |  | The skills and processes of dance education are transferable to a variety of contexts. |  | Acquiring technical and creative proficiency in dance 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 movement, meaning, and intent. |

**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** * Purposefully select choreographic devices to expand technical and expressive possibilities * Select and combine dance elements to intentionally convey a particular mood, meaning, or purpose * Select and sequence movement phrases into choreographic forms and structures  to express meaning or intent in dance compositions * Demonstrate innovation by improvising and taking **creative risks** * Consider audience and venue when composing, rehearsing, and performing | *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, cultures, and periods * local, national, global, and intercultural performers, movements, and genres * traditional and contemporary First Peoples worldviews and cross-cultural perspectives communicated through movement and dance * history and theory of dance genres, including their role in historical and contemporary societies * ethics of **cultural appropriation** and plagiarism * **safety protocols** |

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**Learning Standards (continued)**

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| **Curricular Competencies** | **Content** |
| Reason and reflect   * Analyze and assess dance techniques and works using the **language of dance** * Use the rehearsal process to refine technical, critical, and creative capacities * Give, receive, and apply constructive feedback * Demonstrate respect for self, others, audience, and **place** * Demonstrate leadership skills in co-operative and collaborative contexts to find solutions to challenges   Communicate and document   * **Document** and **respond** critically to dance experiences, compositions,  and performances * Perform exercises, steps, combinations, and dance works * Use dance to communicate about and respond to global 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 * Create **dance works** to demonstrate an understanding of personal, social, cultural,  or historical context * 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 |  |