**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
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