**Area of Learning: ARTS EDUCATION — Dance: Dance Technique and Performance Grade 12**

**BIG IDEAS**

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| Growth as a dancer requires perseverance, resilience, and risk taking. |  | Dancers collaborate through critical reflection, creative co-operation, and the exchange of ideas. |  | Dancers can refine their technique and skills with experience in a variety of genres or through specialization. |  | Dance is an art form that combines the **language of dance** with the ability to create and perform. |  | **Aesthetic experiences** have the power to transform our perspective. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*  Explore and create   * Demonstrate **kinesthetic awareness** of dance elements and techniques * Explore specific or a variety ofgenres or styles from historical and contemporary cultures * Refine an articulate and expressive body through the application of anatomically and developmentally sound movement principles * Demonstrate the relationship between body conditioning and **somatic approaches** on technical and expressive skills * Express a range of meanings, intents, and emotions * Select, combine, and manipulate dance elements and technical skills  to intentionally convey a particular mood, meaning, or purpose * Improvise to enhance technical concepts * Perform simple and complex movement phrases in large-group,  small-group, and solo contexts * Consider audience and venue when composing, rehearsing,  and performing   Reason and reflect   * Describe, analyze, interpret, and evaluate dance techniques and  artistic works using dance-specific language * Refine dance concepts, technical skills, and performance | *Students are expected to know the following:*   * **elements of dance** * technical skills specific to a **technique**, **genre, or style** * anatomically and developmentally sound **movement principles** * kinesthetic and spatial awareness * the systems of the human body * **body conditioning** * somatic approaches * **safety protocols** * **rehearsal and performance skills** * **dance notation** * contributions of key dance innovators in specific genres, contexts, periods, and cultures * local, national, and 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 a dance technique, genre, or style * ethics of **cultural appropriation** and plagiarism |

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**Learning Standards (continued)**

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| **Curricular Competencies** | **Content** |
| * Reflect on rehearsal and performance experiences * Identify and apply constructive feedback to refine ideas and inspire innovation * Demonstrate awareness of personal and social responsibility toward  self, others, audience, and **place** * Reflect on the influences of social, cultural, historical, political,  and personal context on dance   Communicate and document   * Use technical vocabulary to describe, document, and respond critically  to dance experiences and performances * Communicate meaning and emotion with intention * Use dance to communicate about and respond to local, regional,  and national issues * Express cultural identity, perspectives, values, and emotions  through dance   Connect and expand   * Demonstrate personal and social responsibility associated with creating, performing, and responding to dance, including movement, music, thematic, and costume choices * Explore First Peoples perspectives and knowledge, other **ways of knowing**, and local cultural knowledge to gain understanding through movement and dance * Explore educational, personal, and professional opportunities in dance  or **related fields** * Make connections through dance with local, national, and global issues and communities * Consider personal safety, injury prevention, and physical health when engaged in technical study, rehearsal, and performance |  |