

# Dance 25-5

Submitted By:  
Chinook's Edge School Division No. 73

Submitted On:  
Jun. 22, 2015

# **Board Motion**

Motion Conclusion

Motion Date

Motion Number

Motions

## Course Basic Information

|                             |   |
|-----------------------------|---|
| <b>Course Name</b>          | Dance 25  |
| <b>Credit Number</b>        | 5   |
| <b>Hours of Instruction</b> | 125.00 hrs  |
| <b>Implementation Dates</b> | 9/1/2015 - 8/31/2019  |
| <b>Proposal Type</b>        | Authorization   |
| <b>Development Type</b>     | Acquired  |
| <b>Designed Grade Level</b> | Grade 10<br>Grade 11<br>Grade 12  |
| <b>Acknowledgment</b>       | This locally developed course series has been developed in collaboration with Edmonton Catholic Schools and Calgary Board of Education. Edmonton Public Schools acknowledges the contributions of the staff of the three Districts. |
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| <p><b>Course Description</b></p>  | <p>Dance 15-25-35 provides opportunities for students who would like to pursue dance beyond the Alberta Physical Education Program of Studies. It also offers students the opportunity to study dance as an integral part of fine and performing arts programs. This course series is intended to provide students with the foundations of dance. It is designed to foster in students an understanding and appreciation of, curiosity about, and a lifelong interest in dance. It is also designed to expose learners to a broad range of artistic and aesthetic experiences from a variety of dance genres and traditions. In Dance 15-25-35, students will have the opportunity to develop:</p> <ul style="list-style-type: none"> <li>• physical, social and emotional skills;</li> <li>• technical proficiency;</li> <li>• contemporary and historical appreciation; and</li> <li>• positive self-concepts.</li> </ul> <p>Teachers who wish to view a version of Dance 15-25-35 that displays specific outcomes in a sequence can download it from LDComs. This 'teacher-friendly' version is located in the "Assessment" section of LDComs for this course.</p> |
| <p><b>Course Prerequisite</b></p> | <p>Dance 15 has no prerequisite</p> <p>Dance 15 is the prerequisite for Dance 25</p> <p>Dance 25 is the prerequisite for Dance 35</p>   |

# Philosophy

The Ministerial Order on Student Learning (#001/2013) states that “the fundamental goal of education in Alberta is to inspire all students to achieve success and fulfillment, and reach their full potential by developing the competencies of Engaged Thinkers and Ethical Citizens with an Entrepreneurial Spirit, who contribute to a strong and prosperous economy and society”. Dance education provides students with the opportunity to develop many of the competencies and qualities outlined in this ministerial order. Dance education fosters communication, creative expression, innovation, self-discipline, collaboration and team work. It encourages students to take risks in exploring ways to be creative and achieve excellence, to solve problems and to think critically. Dance engages students intellectually, emotionally, socially and physically. Dance education encourages students to explore their own identity, develop self-awareness and deepen their appreciation of diverse perspectives, contributing to the development of ethical citizenship.

Dance has been integral to social, religious, and ceremonial functions of many cultures throughout history. Dance links the body, mind and emotions. This integration provides students with opportunities to further personal and social growth, which encourages well-being and contributes to building respectful, compassionate community through collaboration and team work.

Dance meets a basic human need. It helps to fulfill the need for communication, recreation and expression of feelings, moods, ideas and talents. Dance is part of many socialization processes and through dance, students are enabled to explore cultural diversity and multiculturalism.

# Rationale

Dance 15-25-35 is intended to provide opportunities for students who would like to pursue dance beyond the Alberta Physical Education Program of Studies. It also offers students the opportunity to study dance as an integral part of fine and performing arts programs. Dance 15-25-35 is designed for students beginning their study of dance and who have had little or no experience with dance upon entry into this course series.

Dance 15-25-35 is intended to provide students with knowledge about dance and the opportunity to develop:

- physical, social and emotional skills;
- technical proficiency;
- contemporary and historical appreciation; and
- positive self-concepts.

The goal of this course series is to foster in students an understanding and appreciation of, curiosity about, and a lifelong interest in dance. It is designed to expose learners to a broad range of artistic and aesthetic experiences from a variety of disciplines. This course series also contributes to preparing students for a range of exciting and rewarding careers in the arts, as well as careers in which they can draw upon the skills, knowledge and attitudes acquired through dance.

# Learner Outcomes

The aim of the Dance 15-25-35 course series is articulated through four general outcomes. These four general outcomes serve as the foundation of the Dance 15-25-35 course series and identify what students are expected to know and be able to do upon completion of the course series. The general outcomes are interrelated and interdependent.

Each general outcome is elaborated with a set of specific outcomes. Achievement of the specific outcomes enables students to develop and demonstrate the four general outcomes. Each specific outcome is to be addressed.

Specific outcomes are developmentally appropriate, building upon and making connections to prior learning throughout the Dance 15-25-35 course series. Depending on the learning context and developmental needs of students, specific outcomes may be delivered individually, in an integrated manner, or as groups of outcomes.

Dance 15-25-35 is designed to expose learners to a broad range of artistic, aesthetic experiences from a variety of dance disciplines. Teachers may select from, but are not limited to, the following genres to meet the general and specific outcomes:

- Jazz
  
- Hip Hop
  
- Tap
  
- Modern/Contemporary
  
- Ballet
  
- World Dance
  
- Theatre Dance

# General Outcomes

- 1 Students will develop the foundations of dance.**
- 2 Students will acquire competency through a variety of dance genres and traditions.**
- 3 Students will develop self-expression, creativity and communication through dance.**
- 4 Students will understand and appreciate dance.**

## Specific Learner Outcomes

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| <b>1 Students will develop the foundations of dance.</b>   | <b>15-5 25-5 35-5</b> |
| 1.1 use proper attire and basic etiquette  | X                     |
| 1.2 model and explain dance attire and etiquette   | X                     |
| 1.3 use proper performance etiquette in a variety of contexts  | X                     |
| 1.4 recognize and repeat the components of a basic warm-up   | X                     |
| 1.5 demonstrate the components of a warm-up  | X                     |
| 1.6 lead warm-ups  | X                     |
| 1.7 use safe dance practices in the dance environment  | X                     |
| 1.8 use safe dance practices in the dance environment  | X                     |
| 1.9 use and explain the importance of safe dance practices in the dance environment  | X                     |
| 1.10 recognize the relationship between music and movement   | X                     |
| 1.11 identify and apply the relationship between music and movement  | X                     |
| 1.12 analyze the dynamic relationship between a variety of movement and music  | X                     |
| 1.13 replicate correct body alignment and posture  | X                     |
| 1.14 use correct body alignment and posture  | X                     |
| 1.15 incorporate and analyze correct body alignment and posture  | X                     |
| <b>2 Students will acquire competency through a variety of dance genres and traditions.</b>                                  | <b>15-5 25-5 35-5</b> |
| 2.1 replicate the techniques of stationary, travelling, turning and steps of elevation as appropriate in select dance genres | X                     |
| 2.2 identify patterns of and perform technical sequences of stationary, travelling, turning and steps of elevation           | X                     |

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| 2.3 analyze and create combinations using technical sequences of stationary, travelling, turning and steps of elevation | X |
| 2.4 replicate basic arm and foot positions for select dance genres  | X |
| 2.5 use a variety of basic arm and foot positions for select dance genres   | X |
| 2.6 use complex arm and foot positions for a variety of dance genres  | X |
| 2.7 use repetition and other simple memorization strategies for learning and performing                                 | X |
| 2.8 identify and use a variety of strategies for learning and performing  | X |
| 2.9 select and use a variety of strategies to enhance learning and performance  | X |
| 2.10 identify and use basic dance terminology   | X |
| 2.11 use genre-specific dance terminology   | X |
| 2.12 incorporate and apply dance terminology  | X |
| 2.13 examine the factors that contribute to a quality performance   | X |
| 2.14 apply factors that contribute to a quality performance   | X |
| 2.15 perform and critique factors that contribute to a quality performance  | X |
| 2.16 reflect on their own dance compositions in order to improve them   | X |
| 2.17 analyze their own dance compositions in order to improve them  | X |
| 2.18 evaluate their own dance compositions in order to improve them   | X |

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| <b>3 Students will develop self-expression, creativity and communication through dance.</b> | <b>15-5 25-5 35-5</b> |
| 3.1 recognize and respond to various choreography   | X                     |
| 3.2 examine and respond to choreography   | X                     |
| 3.3 critique and evaluate aspects of choreography   | X                     |
| 3.4 identify and share how dance is a means of communication                                | X                     |

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| 3.5 perform dance movements that communicate a message  | X |
| 3.6 create dance movements that communicate a message   | X |
| 3.7 share how movement, music and costumes communicate a message                                | X |
| 3.8 explain and use movement, music and costumes to communicate a message                       | X |
| 3.9 demonstrate and explain how movement, music, and costumes effectively communicate a message | X |
| 3.10 improvise using basic movements  | X |
| 3.11 improvise using a variety of movement patterns   | X |
| 3.12 improvise using complex structures   | X |
| 3.13 explore and experiment with imagination, mood and expression in movement                   | X |
| 3.14 explain the importance of imagination, mood, and expression in movement                    | X |
| 3.15 use imagination, mood and expression in movement   | X |
| 3.16 identify choreographic tools and compositional elements                                    | X |
| 3.17 apply choreographic tools and compositional elements                                       | X |
| 3.18 create movement sequences and analyze choreographic tools and compositional elements       | X |
| 3.19 observe and describe dance experiences   | X |
| 3.20 analyze and interpret dance experiences  | X |
| 3.21 evaluate dance experiences   | X |

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| <b>4 Students will understand and appreciate dance.</b>  | <b>15-5 25-5 35-5</b> |
| 4.1 explore the role of dance in society   | X                     |
| 4.2 explain the role and impact of dance in society  | X                     |
| 4.3 analyze and draw conclusions about the role and impact of dance in society                   | X                     |
| 4.4 demonstrate an appreciation for excellence in dance, as a performer                          | X                     |
| 4.5 demonstrate an appreciation for excellence in dance, both as a critical viewer and performer | X                     |

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| 4.6 use critical analysis skills to enhance appreciation for excellence in dance, both as a viewer and performer                   | X |
| 4.7 identify the significance of dance as a reflection of cultural identity  | X |
| 4.8 explain the significance of dance as a reflection of cultural identity   | X |
| 4.9 investigate and analyze the significance of dance as a reflection of cultural identity   | X |
| 4.10 research and share historical aspects of dance  | X |
| 4.11 explain the historical aspects of dance   | X |
| 4.12 analyze the historical development of dance   | X |
| 4.13 identify how contemporary and historical figures have influenced dance  | X |
| 4.14 analyze how contemporary and historical figures have influenced dance   | X |
| 4.15 evaluate the contributions of contemporary and historical dance figures   | X |
| 4.16 examine career opportunities in dance   | X |
| 4.17 identify and compare a variety of career opportunities in dance   | X |
| 4.18 evaluate a variety of career opportunities in dance   | X |
| 4.19 demonstrate awareness of self and dance and share how the study of dance influences personal and artistic development         | X |
| 4.20 explore the connection between self and dance and explain how the study of dance influences personal and artistic development | X |
| 4.21 make personal connections to dance and analyze how the study of dance influences personal and artistic development            | X |

# Facilities or Equipment

## Facility

There are no special facilities or spaces required to teach this course. A standard school gymnasium or performance auditorium are suitable spaces in which to implement this course.

## Equipment

There is no special equipment required to teach this course; however, a gymnasium or performance area with a barre and full length mirrors would be optimal for teaching this course.

# Learning Resources

A wide range of resources may be used to meet the outcomes of this course series ; should align with criteria outlined in GI.AR - Teaching and Learning Resources and I Safe, Caring and Respectful Learning Environments.

# Others

## Identification of Controversial or Sensitive Course Content

It is expected that all issues and texts that may be controversial or sensitive be discussed with the school administration prior to their coverage in class.

## Identification of Safety Components

All Chinook's Edge School Division No. 73 procedures will be followed if students are taken off campus (re: planning, parental permission, risk assessment, etc.)

Chinook's Edge School Division No. 73 **Administrative Procedure 2-09 - Field Trips & Excursions**.

## Significant Overlap with Provincial Curriculum

There is no significant overlap with any provincially approved courses.

# Assessment

The primary purpose of assessment is to improve student learning and provide valid and reliable information to students and parents/guardians about student progress related to Alberta programs of study and locally developed courses of study. Student achievement and growth related to all locally developed courses is to be assessed, evaluated and reported in accordance with the following provincial and District requirements:

- School Act
- Guide to Education
- Teaching Quality Standard Applicable to the Provision of Basic Education in Alberta (Ministerial Order #016/97)
- GK.BP Student Assessment, Achievement and Growth, and
- GKB.AR Standards for Evaluation

This locally developed course must be delivered and assessed by a teacher possessing a valid Alberta Teaching Certificate.

## Course Evaluation and Monitoring

The Associate Superintendent, Learning Services, in collaboration with the school Principal, will evaluate and monitor the course(s) to ensure that all requirements (by Alberta Education, by the developing school board, and by Chinook's Edge School Division No. 73) are met. The school Principal will supervise the course implementation at the school level.

Course pre-requisites, copyright privileges, and conditions listed by the developing board will be adhered to.

## Appendix I

1 Dance 15-25-35 Apr23\_2015 (1).docx

# Appendix II

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