

Draft Fine Arts - Dance Kindergarten to Grade 6 Curriculum

Dance (optional)

Dance is both a physical activity and a mode of artistic expression in which ideas are expressed and shared. It is an art form in which the dancer is the instrument and movement is the medium. As students cultivate and refine dance skills and techniques, they develop both verbal and non-verbal communication through which they can create, present, appreciate, respond, and connect to the world around them. Creative movement and dance is developed through purposeful engagement with the elements of dance, choreographic forms, devices, and principles. Through creative processes, students learn that individual and collaborative dance fosters the expression of ideas, feelings, and experiences. Cultural literacy in dance is gained through the exploration of historical and contemporary dance forms and traditions.

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	Kindergarten			Grade 1			Grade 2		
Organizing Idea	Foundational Elements and Principles: Dance literacy is developed through knowledge and application of foundational elements and principles.								
Guiding Question	How can an understanding of the body contribute to dance?			What is the connection between body and movement?			How can awareness of body and movement contribute to dance?		
Learning Outcome	Children explore how the body relates to movement.			Students examine how the body can influence movement in dance.			Students examine the capabilities of body and movement through dance.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	<p>Body, as an element of dance, includes</p> <ul style="list-style-type: none"> body parts relationships to space, people, and objects balance <p>Body parts can move in isolation or as a whole.</p> <p>Shapes can be created with the body by adjusting</p> <ul style="list-style-type: none"> levels, including high and low size, including small and big position of body parts <p>A body can move in personal space (self space) or in shared space (general space).</p>	<p>Body is an element of dance.</p>	<p>Use dance vocabulary related to movement of different levels and sizes.</p> <p>Experiment with different ways to balance the body.</p> <p>Experiment with how the body can create shapes.</p> <p>Experiment with moving the body in relation to space, people, and objects.</p> <p>Experiment with movement in personal and shared spaces.</p> <p>Demonstrate that body parts can move in isolation or as a whole.</p>	<p>The way the body moves varies among all people.</p> <p>Body, as an element of dance, includes</p> <ul style="list-style-type: none"> body parts relationships to space, people, and objects balance <p>Different body parts can be used to balance the body.</p> <p>Safe dance practices for the body can include</p> <ul style="list-style-type: none"> warm-up and cool-down activities moving through general space with an awareness for self and others 	<p>The body is unique to each individual.</p>	<p>Experiment with moving the body in relation to space, people, and objects.</p> <p>Participate in a variety of dance activities to warm up and cool down the body.</p> <p>Identify ways to safely use various body parts as a base for balancing.</p> <p>Use different body parts and body sections when responding through movement.</p> <p>Reflect on the strengths of one's own body movements.</p>	<p>Planning movements ahead of time helps the body move intentionally.</p> <p>A dancer can learn to intentionally start and stop body movements by</p> <ul style="list-style-type: none"> counting beats aloud or internally following music or other auditory cues <p>Various stimuli, including images or text, can be used to direct or inspire intentional movement.</p>	<p>The body moves intentionally in dance.</p>	<p>Create a movement phrase within a set number of beats.</p> <p>Demonstrate how to maintain a steady beat through a movement phrase.</p> <p>Plan and practise a movement phrase before sharing it with an audience.</p> <p>Respond with movement to various kinds of stimuli.</p> <p>Use counting as a way to direct when movements should begin and end.</p>

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	<p>The body can move using various pathways, including</p> <ul style="list-style-type: none"> • zigzag, curved, and straight • directions • levels • speeds <p>The body can move to a steady beat.</p> <p>The body can travel from one place to another (locomotor).</p> <p>The body can move in personal space and not travel (non-locomotor).</p>	<p>A body can be moving or still.</p>	<p>Experiment with how the body can move with various directions, pathways, levels, and speeds.</p> <p>Demonstrate locomotor and non-locomotor movements.</p> <p>Practise moving the body to a steady beat.</p> <p>Describe movements of self and others.</p>	<p>Balanced movements can be performed individually or with others.</p> <p>Objects or props can aid balanced movements.</p> <p>Balancing the body may be required to create a shape in stillness.</p>	<p>Balance of the body in dance is important for safety and creative movement.</p>	<p>Explore movements that would require balance.</p> <p>Use people, props, or objects to support balanced movements.</p>	<p>Strength, flexibility, and safety are promoted through warm-ups, cool-downs, and awareness of the body.</p>	<p>Dance requires an awareness of physical safety when moving individually and with others.</p>	<p>Participate in warm-up and cool-down activities for the body.</p> <p>Discuss how to solve problems or challenges related to moving safely within general space.</p>
	<p>Moving safely in dance requires awareness of</p> <ul style="list-style-type: none"> • personal space • self in relation to other dancers <p>Safe practices for the body include warm-ups and cool-downs.</p>	<p>Body control is important for safety.</p>	<p>Participate in body warm-ups and cool-downs.</p> <p>Demonstrate how to move safely within a dance space.</p>	<p>Bodies can create shapes while moving or still.</p> <p>Formations for a dance can incorporate many bodies to create shapes, including circles and lines.</p> <p>Shapes can be created with the body by adjusting</p> <ul style="list-style-type: none"> • levels, including high and low • size, including small and big • position of body parts 	<p>Shapes can be created with the body, individually or with others.</p>	<p>Observe how the body can form shapes when moving or still.</p> <p>Create shapes while still or moving.</p> <p>Create body shapes individually and with others.</p> <p>Experience how to create and sustain circle and line formations when dancing in a group.</p> <p>Investigate how changing the size, level, or position of the body can create shapes.</p>	<p>Symmetrical body shapes are created through body positions.</p> <p>Maintaining symmetrical formations when dancing in circles and lines requires awareness of other dancers.</p> <p>The body can create shapes individually, with others, or with objects to reflect various positions (prepositions).</p>	<p>Movement can be used to create symmetrical body shapes.</p>	<p>Create symmetrical body shapes independently and with others.</p> <p>Sustain dance formations while moving in groups.</p>

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				<p>Movement can occur in personal space (self space) or in shared space (general space).</p> <p>The body can travel from one place to another (locomotor).</p> <p>The body can move in personal space and not travel (non-locomotor).</p> <p>Movement can occur to a steady beat.</p> <p>Counting beats aloud can help direct when a movement should begin and end.</p> <p>Movement speed can be fast or slow.</p> <p>The body can move using various pathways, including</p> <ul style="list-style-type: none"> • zigzag, curved, and straight • direction • levels • sizes 	<p>Movement can be performed individually or in groups.</p>	<p>Differentiate between self space and general space.</p> <p>Respond to vocabulary related to movement.</p> <p>Explore locomotor and non-locomotor movements.</p> <p>Investigate the various ways in which the body can move.</p> <p>Recognize and demonstrate how to move to a steady beat.</p> <p>Reproduce movements of others as a way to develop movement skills in dance.</p>	<p>Intentional movement of the body can communicate ideas.</p> <p>The meaning of a movement or dance can be enhanced by incorporating</p> <ul style="list-style-type: none"> • props • music • facial expressions • costumes <p>Locomotor and non-locomotor movements can communicate meaning.</p> <p>Narrative is a choreographic form that uses story to give meaning to movements.</p>	<p>Movement conveys meaning in dance.</p>	<p>Create movement phrases that express feelings or ideas.</p> <p>Describe how movements can convey meaning.</p> <p>Reflect on artistic choices in communicating an intended meaning.</p>

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				<p>Movement can communicate thoughts, feelings, and ideas.</p> <p>Dancers can choose how to move the body in order to communicate an idea.</p> <p>Movements can include facial expressions, posture, and gestures.</p> <p>Music and props can inspire movement.</p> <p>Movements can convey the actions of animals, people, and the environment.</p>	<p>Movement is used to communicate and express oneself through dance.</p>	<p>Discuss how certain movements can communicate feelings.</p> <p>Share thoughts and feelings about the movement ideas of oneself and others.</p> <p>Identify various ways to represent animals, people, or the environment through movement.</p> <p>Respond with movement to music and props.</p>	<p>Practise or experience can influence an individual's capabilities in dance.</p> <p>Exploring various ways the body can move can reveal new skills and discoveries.</p> <p>Creative risks can include trying new and unfamiliar movements.</p>	<p>Movement in dance can improve through practice, exploration, and experience.</p>	<p>Build movement fluency and skills through exploration and experience.</p> <p>Take creative risks when exploring movement and dance.</p> <p>Observe live or recorded dance performances as an inspiration for talking about and experiencing dance.</p>
							<p>Movement phrases can be performed within a certain number of beats.</p> <p>Counting beats aloud or internally can help direct when a movement should begin and end.</p> <p>Movement phrases can be short or long.</p>	<p>Movements can be combined to create phrases in dance.</p>	<p>Combine individual movements into long and short phrases.</p> <p>Practise counting beats when executing movements.</p> <p>Recognize how many beats a movement phrase can last.</p>

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Organizing Idea	Creating and presenting: Ideas can be represented through movement and dance that draw upon foundational knowledge.								
Guiding Question	How is an idea in dance created?			How can idea be expressed in dance?			How can a message be represented through movement?		
Learning Outcome	Children explore and present ideas through movement.			Students construct ideas through the exploration of movement patterns.			Students experiment with how message can be expressed in and through dance.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	<p>An idea in dance can be created and presented individually or in groups.</p> <p>An idea in dance is developed through the movement of body through personal space or shared space.</p> <p>An idea in dance can be created and presented using</p> <ul style="list-style-type: none"> body shapes of different sizes, levels, and positions locomotor and non-locomotor movements various body parts moving individually or together at the same time pathways, levels, speed, and directions music props costumes <p>Participating as an audience member or a dancer includes expectations or rules (artistic protocols and etiquette).</p> <p>An idea in dance can be presented to a small audience or a large audience.</p>	<p>Communicating an idea in dance involves creating and presenting.</p> <p>An idea in dance can communicate feelings and preferences.</p>	<p>Experiment with various ways to express ideas through movement.</p> <p>Create movement individually or in groups.</p> <p>Share interests, feelings, and preferences related to movement and dance.</p> <p>Collaborate with others in the creation and presentation of a dance idea.</p> <p>Participate as a performer and an audience member in a variety of dance experiences.</p> <p>Recognize how to follow expectations or rules when participating as an audience member and a performer.</p>	<p>Phrases in dance can be created by combining movements.</p> <p>Dance ideas can be expressed using</p> <ul style="list-style-type: none"> body shapes of different sizes, levels, and positions locomotor and non-locomotor movements stillness and balance various body parts moving individually or together at the same time pathways, levels, speed, force, and direction music props costumes <p>Inspiration for a dance idea can come from</p> <ul style="list-style-type: none"> other dancers and dances stories artworks and images imagination the environment props music or sounds costumes <p>Artistic choices can help clarify an idea in dance and can be related to how and where the body moves.</p>	<p>An idea in dance can be expressed through movement.</p> <p>A dancer is an individual who can create, appreciate, and perform dance.</p>	<p>Respond to a variety of inspirations when generating an idea for dance.</p> <p>Demonstrate how an idea can be expressed by creating shapes with the body.</p> <p>Experiment with the degree of control needed for balanced movements.</p> <p>Create movement phrases to express an idea.</p> <p>Experiment with artistic choices when representing ideas through movement.</p>	<p>Verbal communication of a message can be expressed through lyrics or vocal sounds.</p> <p>Non-verbal communication of a message can be communicated through the body and movement, including</p> <ul style="list-style-type: none"> body language, gestures, and facial expressions locomotor and non-locomotor movements body shapes, sizes, and levels use of stillness and balance pathways and directions weight and energy body positioning, including proximity <p>Feelings can be represented through a dancer's movements.</p> <p>Non-verbal communication requires an awareness of moving the body safely through personal and shared spaces.</p>	<p>A message can be communicated verbally and non-verbally through dance.</p> <p>A message conveyed through movement and dance can communicate feelings and experiences.</p>	<p>Investigate how a message can be communicated non-verbally through movement.</p> <p>Create movement phrases to convey a message.</p> <p>Explore the use of movements in communicating an intended message.</p> <p>Represent mood or feelings through movement.</p>

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	Observing and participating in a variety of dances can help develop movement ideas, including <ul style="list-style-type: none"> • folk dance • circle dance • line dance 							

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	<p>Inspiration for a dance idea can come from</p> <ul style="list-style-type: none"> • other dancers • stories • artworks or images • imagination • the environment • music <p>Movement ideas can be learned by following and mirroring others.</p> <p>Shadowing is imitating and following the movements of another dancer from behind.</p> <p>Mirroring is imitating and following the movements of another dancer by facing each other.</p> <p>Ideas that are shared within a safe learning environment can foster collaboration and cooperation.</p>	<p>An artistic idea in dance can be unique, shared, or borrowed.</p> <p>Experiences with dance can generate ideas for creating movement.</p>	<p>Practise sharing and accepting ideas in the creation and presentation of movement and dance.</p> <p>Experiment with movement ideas using techniques, including mirroring and shadowing.</p> <p>Create movement ideas in response to a variety of inspirations.</p>	<p>Ideas in dance can reflect feelings, interests, and preferences.</p> <p>Brainstorming is the process of generating ideas.</p> <p>Collaboration is required to share dance spaces and to perform dances in groups.</p> <p>Observing and participating in a variety of dances, including folk dance, circle dance, and line dance, can help develop movement ideas.</p> <p>Movement ideas can be learned by following and mirroring others.</p> <p>Shadowing is imitating and following the movements of another dancer from behind.</p> <p>Mirroring is imitating and following the movements of another dancer by facing each other.</p> <p>Participating as an audience member or a dancer includes expectations or rules (artistic protocols and etiquette).</p> <p>An idea in dance can be presented to a small or large audience.</p>	<p>An idea in dance can come from brainstorming and collaboration.</p>	<p>Collaborate with others when generating and representing movement ideas.</p> <p>Explore personal space and shared space needed for small- and large-group dance experiences.</p> <p>Participate as an audience member and a performer in a variety of dance experiences.</p> <p>Recognize how to follow expectations or rules when participating as an audience member and a performer.</p>	<p>A message in dance can be generated, sent, received, and interpreted.</p> <p>Performances can be informal events, including dance classes.</p> <p>Performances can be formal events, including dance concerts or productions.</p> <p>Structure in a dance can help an audience know when the dance begins and ends.</p> <p>Choreographic forms, including narrative, can be used to structure communication of a message.</p> <p>Practising dance movements before performing for an audience can help clarify roles and refine skills and movement.</p> <p>Expectations for participating in dance, known as artistic protocols and etiquette, can change depending on the context in which the dance is experienced.</p>	<p>The sharing of a message involves the dancer and the audience</p> <p>Audience members can feel differently about a dance presentation.</p>	<p>Create movement that incorporates a clear beginning and end.</p> <p>Rehearse dances before performing for an audience.</p> <p>Analyze how movement communicates messages.</p> <p>Participate as an audience member and a performer in a variety of dance experiences.</p> <p>Demonstrate an understanding of artistic protocols and etiquette within dance experiences.</p>

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				<p>Practice can help create a clear beginning and ending to a dance or movement phrase.</p> <p>Practising dance skills and movements can involve repetition.</p>	<p>Developing an idea in dance may take practice.</p> <p>Problems or challenges related to practising dance can be solved by asking for help.</p>	<p>Extend movement skills to include clear beginnings and endings.</p> <p>Identify ways to solve movement problems or challenges.</p> <p>Rehearse dance ideas before performing for an audience.</p>	<p>Creative processes can help develop a message and can include</p> <ul style="list-style-type: none"> • practice • generating an idea • giving and receiving feedback • reflection <p>Generating an idea may involve creative thinking and problem solving.</p>	<p>Development of a message in dance can involve creative processes.</p> <p>Messages can be clearly communicated when movements are combined with a purpose.</p>	<p>Apply creative processes when creating movement.</p> <p>Discuss how the purposeful use of movement can strengthen communication of a message.</p> <p>Reflect on personal strengths and areas for growth as a dancer.</p>

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	Kindergarten			Grade 1			Grade 2		
Organizing Idea	Appreciation: Recognizing beauty, goodness, and truth in dance can be developed by understanding the complexity and richness of great works of dance, the artists who create and perform them, and the historical and cultural contexts from which they originate.								
Guiding Question	What is the function of dance in local communities?			What function did dance serve in ancient China, ancient Egypt, and prehistoric times?			How might cultures from the past and present contribute to an appreciation of dance?		
Learning Outcome	Children examine the function of dance in the lives of individuals.			Students investigate the function of dance in ancient times and present day.			Students investigate culture in relation to dance from ancient Greece and present day. Students examine culture through First Nations, Métis, and Inuit dance.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	People participate in dance for a variety of reasons, including <ul style="list-style-type: none"> to celebrate life events to be creative to be entertained cultural expression The function of dance can be to invent new ways of expressing oneself.	Dance can have a specific function in the lives of individuals.	Share personal experiences with dance. Describe where dance can be experienced.	From ancient times to present, dance communicates ways of life, including <ul style="list-style-type: none"> spiritual and religious beliefs ways of war healing culture 	Dance can have a specific function in a community.	Discuss where dance can be experienced in a community. Share a personal experience with dance.	Experiences with dance can include learning about dances from the past and the people who created and performed them. Ancient Greeks valued dance and believed that it was the most beautiful part of life. Ancient Greek dance was inspired by gods and goddesses. The god Dionysus valued fast and lively dance, whereas the god Apollo valued slow and ceremonial dance. The formations and pathways of dances in ancient Greece included the circle, line, and serpentine. Circle dances, known as ring dances, were commonly performed in ancient Greece, with dancers holding hands as they danced around a musician. Singing was an important part of dance in ancient	Culture is what people do and a way of thinking. Dances from various times and places can be representative of a culture.	Demonstrate movement that reflects slow and energetic styles as related to ancient Greek gods. Participate in dances using formations used in ancient Greek dance. Examine ancient Greek dance as an inspiration for talking about and creating dance.

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				<p>Dance is depicted in ancient carvings and other records, including</p> <ul style="list-style-type: none"> • India, 9000 years ago • Egypt, 6000 years ago • China, 3000 years ago <p>The function of a dance communicates a particular style.</p> <p>The Chinese Dragon Dance is used during festivals and celebrations as a way to welcome good luck to a community.</p> <p>The purpose of tumbling and acrobatics in ancient Chinese dance was to reflect military training of warriors.</p> <p>Ancient Egyptians loved music and dance, and used them for entertainment and celebrations.</p> <p>Dance formations in prehistoric times and ancient Egypt included</p> <ul style="list-style-type: none"> • circle • line • procession • serpentine <p>Egyptian dances performed in circles helped dancers move in unison and to the same beat.</p>	<p>Ancient societies used dance for a variety of functions.</p> <p>Knowledge about people who lived a long time ago can be learned through dance.</p>	<p>Explore movement using Egyptian formations.</p> <p>Observe various styles of dance as an inspiration for talking about and creating dance.</p>	<p>Greece and is still used in dance performances today.</p> <p>First Nations powwow dances can be performed to honor and demonstrate a connection to land.</p> <p>Inuit drum dances are cultural practices that are practised for a variety of reasons.</p> <p>First Nations, Métis, and Inuit dance is holistic in nature and can have individual and collective benefits, including</p> <ul style="list-style-type: none"> • social well-being • physical health • spiritual connection • emotional and mental well-being • intellectual development <p>Métis jigging reflects cultural styles related to French-Canadian and Scottish dance.</p>	<p>Culture can be revealed through First Nations, Métis, and Inuit dances.</p> <p>First Nations, Métis, and Inuit dances can establish a sense of community and well-being among participants.</p>	<p>Observe a variety of First Nations, Métis, and Inuit dances as an inspiration for talking about dance.</p> <p>Observe a variety of Métis jigs and compare the movements to French-Canadian and Scottish dances.</p> <p>Discuss how dance experiences can benefit individuals or communities.</p>

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	Grade 3			Grade 4		
Organizing Idea	Foundational Elements and Principles: Dance literacy is developed through knowledge and application of foundational elements and principles.					
Guiding Question	What are the roles of time and force in dance?			How can time and force influence movement execution?		
Learning Outcome	Students evaluate time and force as it relates to quality of movement.			Students analyze time and force in relation to the elements of dance.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	<p>Time is measured by how many beats a movement or stillness lasts in dance.</p> <p>Speed refers to how fast or slow the body moves through space.</p> <p>Rhythm includes the pulse or constant, even beat also known as the underlying beat.</p> <p>Movement patterns can include quick or slow steps performed in a sequence, which are often repetitive.</p> <p>Time can be explored in relation to various stimuli, including music, instruments, or the spoken word.</p> <p>Counting aloud or internalizing the number of beats in a movement pattern or dance can help a dancer know when to start and stop a movement.</p>	<p>Time is an element of dance that refers to the speed and rhythm of movement.</p>	<p>Alter movement by varying speed and responding to different rhythms.</p> <p>Demonstrate how to move to a steady beat at various speeds.</p> <p>Experience counting beats silently or aloud to direct movement.</p> <p>Identify the number of beats in various movement patterns.</p> <p>Participate in dances that are performed to music or the spoken word.</p> <p>Respond to various stimuli in the exploration of time in dance.</p>	<p>Time can determine when a movement begins or ends.</p> <p>Duration of a movement can change when force or speed is applied.</p> <p>Duration of a movement, phrase, pattern, or dance, can be short, long, or medium and include pauses and stillness.</p> <p>The speed of a movement can be performed</p> <ul style="list-style-type: none"> • quickly for a short time • slowly for a long time • to gradually get faster • to gradually get slower <p>Duration of a movement can create meaning in dance.</p>	<p>Time is the duration of a movement or dance.</p>	<p>Demonstrate how to begin and end a movement pattern or phrase within an allotted time.</p> <p>Combine movement phrases or patterns of varying durations to form a movement sequence.</p> <p>Discuss how the duration of a movement can create meaning.</p> <p>Identify how the duration of a movement can be influenced by force or speed.</p>

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	<p>Concepts of time can be combined with other elements of dance, including</p> <ul style="list-style-type: none"> • space: place, size, levels, directions, pathways, and focus • body: body parts; relationships; shapes, including symmetry and asymmetry; and balance • force: energy, weight, and flow 	<p>Time can be explored in relation to other elements of dance.</p>	<p>Combine element of time with other elements of dance in movement exploration.</p>	<p>The duration of a dance usually has a relationship to the duration of auditory stimuli that accompany it.</p> <p>Auditory stimuli can influence how a dancer moves, including</p> <ul style="list-style-type: none"> • music • spoken text • instrument sounds • vocal sounds <p>Timing refers to moving to the beat of the music and moving in relation to other dancers, including</p> <ul style="list-style-type: none"> • before or after one another • in unison <p>Dance steps may have specific movements and timing, as seen in the basic triple step, including</p> <ul style="list-style-type: none"> • waltz – has a slow-quick-quick step pattern • polka – has a quick-quick-slow step pattern • schottische – three steps and a hop <p>Movement and timing can vary across styles of dance, including</p> <ul style="list-style-type: none"> • jazz • ballet • hip hop • social dance • folk dance 	<p>Time can determine how a dancer moves in relation to a tempo, a metre, an accent, or a rhythm.</p>	<p>Apply movements to the rhythm of music or spoken texts.</p> <p>Explore various stimuli as a means to direct movement.</p> <p>Observe a variety of styles and genres of dance to experience how a dancer moves in relation to tempo, metre, accent, or rhythm.</p> <p>Experience how changes in tempo, metre, or accent may influence the duration of a movement.</p> <p>Identify how accents can be illustrated using movement.</p> <p>Recognize the timing required to successfully execute movements in unison or sequentially.</p> <p>Sustain a steady beat when executing movement patterns.</p>

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	<p>Force is an element of dance that includes energy and weight.</p> <p>Force has energy that can be described using qualities, including</p> <ul style="list-style-type: none"> • smooth or sustained energy that is continuous • sharp energy that produces force through sudden movements and ends quickly, including slash, punch, jump, or kick <p>Movements executed with strong weight require more muscular force.</p> <p>Movements executed with light weight require little muscular force.</p> <p>Applying force to locomotor and non-locomotor movements requires</p> <ul style="list-style-type: none"> • a warm-up to prepare muscles • body control • awareness for safe movement practices <p>Music qualities can direct how a movement is performed, including</p> <ul style="list-style-type: none"> • accents • patterns • speed • dynamics 	<p>Force is the amount of energy the body uses and releases in dance.</p>	<p>Differentiate between smooth and sharp energy.</p> <p>Discuss the importance of awareness for others when applying force, speed, and change of direction during movement along various pathways and in various formations.</p> <p>Identify how the quality of a movement can vary when strong or light weight is applied.</p> <p>Participate in warm-ups that prepare the body's muscles for executing force.</p> <p>Perform movements that reflect the qualities of energy in various pieces of music.</p>	<p>Force influences the quality of a movement when energy, weight, and flow of movement are applied.</p> <p>Energy of movements, including smooth, swiny, shaky, and sharp qualities, can be executed with weight and speed.</p> <p>Weight can be described as</p> <ul style="list-style-type: none"> • passive or heavy, when the body gives into gravity • active and energetic movement against gravity <p>Varying the weight and speed of movements creates various movement energies, including</p> <ul style="list-style-type: none"> • sharp • smooth • swiny, involving a drop into gravity, including swing, sway, or rock • shaky, which creates force through vibratory movements, including wiggle, vibrate, or bounce <p>Force requires muscle strength to execute certain movements or to support the weight of another dancer.</p> <p>Force, as an element of dance, can create flow movements described as</p> <ul style="list-style-type: none"> • bound-flow movements, which are rigid and can be stopped easily • free-flow movements, which are fluid and not easily stopped 	<p>Force is the push-pull relationship between a dancer and gravity.</p>	<p>Observe how force can be used to support the weight of others.</p> <p>Combine weight, energy, and speed in the exploration of movement possibilities.</p> <p>Explore movements that require passive or active weight.</p> <p>Use dance vocabulary to describe the quality of a movement when force is applied.</p> <p>Identify the amount of force the body requires for certain movements.</p> <p>Experiment with bound-flow and free-flow movements.</p> <p>Explore how to isolate force to specific body parts.</p>

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	<p>Force can communicate feelings and ideas when applied to locomotor and non-locomotor movements.</p> <p>When applied to movement, force can intensify or emphasize parts of a movement, pattern, or phrase.</p>	<p>Force can communicate meaning through movement.</p>	<p>Investigate how meaning can be communicated when force is applied to locomotor and non-locomotor movements.</p> <p>Observe a variety of dances to investigate how movement qualities can change when force is applied.</p> <p>Experience how a force can emphasize a movement.</p>	<p>Force is felt in the muscles and is engaged by contracting the muscles.</p> <p>The contraction of muscles is required to execute movement and maintain balance in dance.</p> <p>Warm-ups and cool-downs assist in preparing the body for dance.</p> <p>When applied to movement, force can highlight or reinforce parts of a movement, pattern, or phrase.</p> <p>Force is used in movement through sustained and percussive flow.</p> <p>Percussive flow is seen in movements that have sharp, sudden, and short bursts of energy.</p> <p>Sustained flow is seen in movements that are slow, smooth, continuous, and even.</p>	<p>Force is not visible, but its effects can be observed through movement.</p>	<p>Describe how force can be used to highlight a movement.</p> <p>Experience various dance styles that use sustained and percussive flows of energy.</p> <p>Recognize the role of muscle contraction in executing certain movements.</p> <p>Participate in regular warm-ups and cool-downs in dance.</p>

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	Grade 3			Grade 4		
Organizing Idea	Creating and presenting: Ideas can be represented through movement and dance that draw upon foundational knowledge.					
Guiding Question	How can message in dance reflect what we value and understand?			How can a narrative contribute to creating and presenting movement and dance?		
Learning Outcome	Students represent message through artistic choices related to the elements of dance.			Students use narrative as a structure for organizing movements in dance.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	<p>Intentional artistic choices are made by dancers to express a message using</p> <ul style="list-style-type: none"> • locomotor and non-locomotor movements • space, including use of proximity, levels, size, direction, and pathways • body, including body parts; body shapes; balance; and relationships to other dancers, including prepositions • body shapes and balance • force • speed <p>Movement ideas are shared effectively when they have a clear beginning and end.</p> <p>Choreographic forms can structure how a message is conveyed in dance, including</p> <ul style="list-style-type: none"> • AB (binary form) • ABA (ternary form) 	<p>Dancers intentionally choose ways to effectively share a message.</p> <p>The elements of dance can be combined in an infinite number of ways to create a message through movement.</p>	<p>Make informed artistic choices to share a message through dance.</p> <p>Evaluate the effectiveness of artistic choices in communicating a message through movement.</p> <p>Explore movements within a variety of choreographic forms.</p> <p>Create a dance phrase that can be repeated and has a clear beginning and ending.</p> <p>Experiment with movement possibilities when the elements of dance are combined with locomotor and non-locomotor movements.</p>	<p>A narrative in dance may or may not represent a sequence of events in the order in which they happened.</p> <p>The elements of dance can be used to structure a narrative through</p> <ul style="list-style-type: none"> • movement patterns or phrases • an entire dance • stillness, including tableau, where bodies create shapes to create an image <p>A narrative can be structured using various dance styles, which can include</p> <ul style="list-style-type: none"> • ballet • creative dance • folk and social dance <p>Choreographic forms can give structure to a narrative, including</p> <ul style="list-style-type: none"> • AB (binary form) • ABA (ternary form) • ABC (suite), which has three contrasting sections • narrative that follows a storyline <p>Inspiration for a narrative may come from a variety of sources.</p>	<p>A narrative in dance can be illustrated as a partial or whole representation.</p> <p>A narrative can be factual or fictitious.</p>	<p>Experiment with various ways to structure a narrative in dance.</p> <p>Construct a narrative based on an inspiration.</p> <p>Create movement patterns or phrases that can illustrate a part of a narrative.</p>

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	<p>Messages can represent a variety of things, including ideas, experiences, or feelings.</p> <p>A message in dance can be created in response to a variety of stimuli.</p> <p>The clarity of a message communicated through movement and dance can be enhanced by</p> <ul style="list-style-type: none"> • moving to a steady beat • planning movement patterns • practising movement skills • combining movements with a purpose <p>The circle is a symbol that can communicate messages in dance, including unity.</p> <p>In powwow dances, the spiritual centre of the powwow is the circle where</p> <ul style="list-style-type: none"> • unity and equality of participants is valued • everyone can see each other in the circle • there is no leader and everyone follows <p>The Round Dance is social dance often held by First Nations communities, where participants move in a clockwise direction in a circle to the beat of a drum while holding hands.</p> <p>Creative processes can help develop and clarify a message in dance, including</p> <ul style="list-style-type: none"> • reflection • giving and receiving feedback • refinement • rehearsal 	<p>A message is at the centre of communication in dance.</p> <p>Messages can represent what a dancer means to communicate through movement.</p> <p>An audience can receive and interpret a message communicated through dance.</p>	<p>Respond to a variety of stimuli in the creation of movement and dance.</p> <p>Experience and discuss the significance of a Round Dance.</p> <p>Participate as an audience member and as a performer in a variety of dance experiences.</p> <p>Practise giving and receiving feedback with others.</p> <p>Rehearse movements and dance before performing for an audience.</p>	<p>Points of view or perspectives can reflect</p> <ul style="list-style-type: none"> • ideas or knowledge • feelings • experiences • culture • beliefs <p>Force can intensify, elaborate, or highlight the way that movements communicate perspectives, ideas, or feelings.</p> <p>Facial expressions, body posture, and movement can contribute to how a narrative is expressed in dance.</p>	<p>A narrative can communicate points of view or perspectives of an individual or group.</p> <p>The way in which the elements of dance are applied to movement can convey ideas, feelings, and perspectives.</p>	<p>Create movement patterns that reflect a point of view or perspective.</p> <p>Share and replicate movement ideas with others.</p>

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				<p>A dancer and ensemble can shape a narrative through their movements, reactions, thoughts, and ideas.</p> <p>Narrative in dance can be enhanced by demonstrating the relationship between</p> <ul style="list-style-type: none"> • a dancer and the movement of others, including meeting and parting • a dancer and the music • a dancer and an object <p>Auditory, physical, or visual cues can direct when movements for a narrative begin or end.</p> <p>Auditory cues can be given by the teacher or choreographer and can include</p> <ul style="list-style-type: none"> • movement directions • feedback in the moment • counting beats aloud • directing when to start or stop a movement or dance <p>Visual cues can include the use of formations, pathways, and directions.</p> <p>Physical cues can be given in dance through focus, facial expressions, and contact with other dancers.</p> <p>Expression of a narrative in dance can be refined by applying creative processes.</p>	<p>A narrative in dance can be shaped by the dancer or ensemble.</p>	<p>Collaborate with others when generating and representing a narrative through dance.</p> <p>Make artistic choices when exploring how to represent narrative in dance.</p> <p>Present narratives as an ensemble.</p> <p>Discuss solutions to movement problems encountered when representing a narrative in dance.</p> <p>Respond to various auditory, visual, or physical cues when dancing.</p>

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	Grade 3			Grade 4		
Organizing Idea	Appreciation: Recognizing beauty, goodness, and truth in dance can be developed by understanding the complexity and richness of great works of dance, the artists who create and perform them, and the historical and cultural contexts from which they originate.					
Guiding Question	How can an understanding of culture contribute to learning about dance in ancient Rome and New France?			What is the role of culture in shaping dance from medieval Europe, medieval Islam, and Alberta?		
Learning Outcome	Students compare and contrast dance cultures of the past with modern-day dance.			Students relate how culture is reflected in dance across various times and places.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	<p>From historical times to today, cultures may have valued dance for ritual or cultural expression, entertainment, and learning.</p> <p>Folk dance is a dance form that reflects the lives, traditions, or customs of a group of people from a specific country, region, or culture.</p> <p>Folk dance and social dance can function as a means of participation, entertainment, and cultural expression.</p> <p>Using vocabulary related to dance can contribute to and guide discussions about dance.</p> <p>Artistic protocols and etiquette may change based on the community, culture, presentation, and location of a dance performance.</p>	<p>Dance can be valued differently across cultures throughout history.</p> <p>An artistic community is a venue for artistic expression within various cultures.</p>	<p>Describe how dance can be valued in one's life and culture.</p> <p>Participate in a variety of folk and social dances.</p> <p>Use dance vocabulary when responding to and discussing dance performances.</p> <p>Demonstrate artistic protocols and etiquette in various dance experiences.</p>	<p>Culture can be enhanced when members of a dance community participate, communicate, engage, and share responsibilities.</p> <p>Vocabulary related to dance can be used to objectively describe movement.</p> <p>The culture of an artistic community can support the caring and respectful inclusion of all participants.</p> <p>Perspectives can be developed by experiencing the dances of other individuals, including folk dance and social dance.</p>	<p>When communities unite through the arts, culture can be learned.</p> <p>The culture of an artistic community is about shared ways of being together and reaching common goals.</p>	<p>Participate as a performer and an audience member in an artistic community.</p> <p>Demonstrate how artistic roles and responsibilities contribute to a sense of community.</p>

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	<p>Wealthy people in ancient Rome did not dance, but instead hired lower-class people to dance for them.</p> <p>Dance in ancient Rome reflected Greek culture, including celebrating Mars, the god of war, where dancers would carry a shield and wear a full set of armor while they danced.</p> <p>Some dances in ancient Rome had protocols that specified who could dance, when dances were performed, and who the dances were performed for.</p> <p>Pantomime was considered a popular form of dance in ancient Rome.</p> <p>Pantomime is non-verbal style of communicating dramatic stories using gestures, music, costumes, and masks.</p> <p>Dance formations and pathways in ancient Rome can include</p> <ul style="list-style-type: none"> • <i>choral</i> • <i>line</i> • <i>circular</i> • <i>processional</i> 	<p>Ancient Roman culture was reflected through dance traditions and beliefs.</p> <p>Dance was used as a means of entertainment, cultural adornment, or as a status symbol in ancient Rome.</p>	<p>Create movement and dance within formations and pathways common to dance in ancient Rome.</p> <p>Explore pantomime as a dance form.</p>	<p>First Nations, Métis, and Inuit dance can</p> <ul style="list-style-type: none"> • represent cultural stories and traditions • show gratitude and reverence • demonstrate reciprocity • mimic elements of the natural world, including animals and water • reflect spirituality • contribute to healing <p>First Nations, Métis, and Inuit dance is holistic in nature and can have individual and collective benefits, including</p> <ul style="list-style-type: none"> • social well-being • physical health • spiritual connection • emotional and mental well-being • intellectual development <p>First Nations, Métis, and Inuit dances can reflect the history and traditions of communities that are indigenous to Alberta, and can include</p> <ul style="list-style-type: none"> • Métis <ul style="list-style-type: none"> – <i>jigging</i> – <i>square dance</i> • First Nations <ul style="list-style-type: none"> – <i>round dance</i> – <i>powwow dances</i> <p>Dances in Alberta can reflect the history and traditions of communities and other areas of the world and can include</p> <ul style="list-style-type: none"> • <i>French-Canadian dances</i> • <i>Ukrainian dance</i> • <i>Irish dance</i> 	<p>Dance in Alberta can reflect the culture of those who came before us and those who live here now.</p>	<p>Discuss examples of knowledge that First Nations, Métis, and Inuit can share through dance.</p> <p>Observe a variety of dances found in Alberta.</p>

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	<p>First Nations dances in New France reflected the traditions, ceremony, and rituals of the people who lived on the land for hundreds of years prior to European settlement.</p> <p>European settlers introduced many folk dances, styles, and traditions to New France, including</p> <ul style="list-style-type: none"> • jigging • the Pavane • la ronde • the menuet • le quadrille • la danse de la Galette • square dance (les contredanses en carré) <p>People in New France valued dance for the significance, meaning, and function that it had in their lives, and it could be performed by anyone.</p>	<p>Dance in New France reflected a combination of culture and traditions.</p>	<p>Observe a variety of cultural dances as an inspiration for talking about dance.</p> <p>Participate in a variety of dances from New France.</p>	<p>Pagan dances were performed in relation to rituals or ceremonies that celebrated gods.</p> <p>Common dances performed in medieval Europe can include</p> <ul style="list-style-type: none"> • <i>Midsummer Night's Eve dance</i> • <i>the roundel, a slow dance performed in a circle</i> • <i>the carole, a circle dance performed in mid-summer festivals</i> • <i>the farandole, a lively dance where dancers form a chain by linking hands</i> • <i>the cushion dance, where a dancer drops a cushion in front of a dance partner as an invitation to dance</i> <p>The Catholic Church in medieval Europe disapproved of certain kinds of dance, including pagan dances.</p> <p>Religious (sacred) dances in medieval Europe were performed as part of rituals and ceremonies and can include</p> <ul style="list-style-type: none"> • <i>liturgical dance as a form of movement used to pray and worship</i> • <i>May dances performed on May 1 or during mid-summer celebrations</i> • <i>Dance of Death, known as the Dance Macabre</i> • <i>dance epidemics, such as the Tarantella, were performed with the belief that it could cure diseases</i> <p>Non-religious (secular) dance was a part of court life in many medieval kingdoms and could include</p> <ul style="list-style-type: none"> • dances that were a form of entertainment at gatherings • dances that were a source of fun and relaxation for participants • dances of the noble courts, which included <i>Basse/Saltarello</i> <p>Attitudes toward dance varied</p>	<p>Culture was revealed through dances of the middle ages.</p> <p>Dances in the middle ages may have reflected religious beliefs.</p>	<p>Participate in various medieval dances.</p> <p>Discuss the purpose of various dances in medieval times.</p>

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				<p>among different places within medieval Muslim communities.</p> <p>During medieval times, Muslim men and women were divided into two groups for dancing—one for men and one for women.</p> <p>Muslim dances included the <i>Whirling Dervish</i>, which is characterized by fast movements and spinning.</p> <p>The Silk Road provided a means for the spread of Islam to Spain and western Europe.</p> <p><i>Flamenco dance</i> originated in India and was inspired to some extent by Arabic music and culture.</p>		

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	Grade 5			Grade 6		
Organizing Idea	Foundational Elements and Principles: Dance literacy is developed through knowledge and application of foundational elements and principles.					
Guiding Question	How can improvisation contribute to how a dance is structured?			How can improvisation broaden dance experiences and knowledge?		
Learning Outcome	Students examine the function of improvisation in dance.			Students evaluate improvisation as a means to organize and combine movement ideas.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	<p>Dancing to various kinds of music, to text, or with partners can enhance experiences with improvisation.</p> <p>Improvisation is a technique to structure a movement phrase, sequence, or entire dance.</p> <p>Choreographic forms that can incorporate improvised sections include</p> <ul style="list-style-type: none"> • ABACAD (recurring theme) • call and response <p>Improvised movement phrases that have a clear beginning and ending contribute to the structure of the dance idea.</p>	<p>Improvisation is the spontaneous creation of movement.</p>	<p>Explore movement ideas based on guided or free improvisation.</p> <p>Observe dances that use improvisation as a choreographic tool.</p> <p>Use improvisation within a choreographic form.</p> <p>Incorporate a clear beginning and ending in improvised movements.</p> <p>Explore how call and response can be used to generate improvised movements.</p>	<p>Improvisation draws upon the use of the elements of dance and variations in body, space, time, and force.</p> <p>Parts or whole sections of dance can be improvised using choreographic forms, including</p> <ul style="list-style-type: none"> • ABACA (recurring theme) • broken form that combines unrelated ideas • chance dance, where movements are created by responding to a stimuli like the roll of a die or an image <p>Improvisation does not require a dance idea to be performed the same way multiple times.</p> <p>Improvisations may not be interpreted in the way the dancer intended.</p>	<p>Improvisation is a choreographic method used for creating, representing, and interpreting dance.</p>	<p>Combine movement ideas using the elements of dance.</p> <p>Demonstrate an understanding of vocabulary related to the elements of dance and choreographic forms.</p> <p>Structure and share improvisations within a variety of choreographic forms.</p>

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	<p>The elements of dance can be applied to movements that are improvised.</p> <p>Ideas expressed through improvisation can include anything a dancer wants to express.</p> <p>Improvisation in dance can involve taking creative risks in the generation of movement ideas.</p> <p>Creative risks can include</p> <ul style="list-style-type: none"> • working individually or in groups • trying unfamiliar or new techniques • working outside one's comfort zone <p>Improvisation can occur in response to</p> <ul style="list-style-type: none"> • external stimuli, including music, props, images, sounds, texts, and artworks • internal stimuli, including preferences for movements, emotions, and thoughts <p>Music components can direct improvised movements, including</p> <ul style="list-style-type: none"> • beat • rhythm • metre • accent • dynamics • forms <p>Warm-up activities in dance can include improvisational techniques.</p>	<p>Improvisation is a method of generating ideas in dance.</p>	<p>Combine the elements of dance in the creation of improvised movement.</p> <p>Share and demonstrate movement ideas discovered through improvisation.</p> <p>Respond to a variety of stimuli in the improvisation of a dance idea.</p> <p>Discuss how various stimuli can direct or influence movement.</p> <p>Use vocabulary related to the elements of dance when discussing improvised movements.</p> <p>Participate in warm-ups and cool-downs as part of the process of preparing the body for expression.</p>	<p>Improvisation in dance is spontaneous and requires thinking quickly in the moment.</p> <p>Problem-solving skills can be applied in the moment to avoid errors in dance formations, timing, or execution of movements.</p> <p>Thinking ahead while improvising movements can contribute to well-sequenced movements.</p>	<p>Improvisation is responding and adapting appropriately to the unknown, to the environment, and to unexpected situations.</p>	<p>Apply problem-solving skills when moving individually and in groups.</p> <p>Discuss challenges related to improvising movements individually and in groups.</p>

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	<p>Improvisation is a skill that draws upon memory recall and problem solving in the moment.</p> <p>Improvisation is a form of dance that</p> <ul style="list-style-type: none"> • builds confidence and skills for performance • allows exploration of new movements without the pressure to perform. 	<p>Improvisation uses a creative process to create and refine movement ideas.</p>	<p>Practise receiving constructive feedback to clarify improvisations in dance.</p> <p>Discuss benefits and challenges related to improvising movements individually and in groups.</p> <p>Participate in improvisation to refine movement skills and ideas.</p>	<p>Improvisation can happen individually, with partners, or in groups.</p> <p>Contact improvisation occurs when one dancer explores the elements of dance with another dancer.</p> <p>Contact improvisation requires collaboration and physical contact between dancers.</p> <p>Improvisation includes opportunities to experiment and explore different techniques in a non-judgemental atmosphere.</p> <p>Improvisation can result in the discovery of new movement ideas.</p>	<p>Improvisation fosters social interaction and development of perspectives.</p>	<p>Observe contact improvisation in dance.</p> <p>Collaborate in the creation and refinement of movements and dance.</p> <p>Share and demonstrate new movement ideas discovered during improvisations with other dancers.</p>

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Organizing Idea	Creating and presenting: Ideas can be represented through movement and dance that draw upon foundational knowledge.					
Guiding Question	How can narrative in dance contribute to understanding diverse stories and experiences?			How can intention strengthen communication of movement ideas?		
Learning Outcome	Students represent narrative based on a variety of inspirations and through the application of artistic choices.			Students express intention as an integral part of artistic expression in dance.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	<p>The structure of a narrative in dance can include a beginning, problem, and resolution.</p> <p>A narrative told through dance can be similar to the structure of a narrative in text.</p> <p>Narrative can be represented individually or collectively.</p> <p>Choreographic forms can give a narrative structure, including</p> <ul style="list-style-type: none"> • ABA (ternary) • narrative • ABACAD (recurring theme) <p>Dance styles and genres from across history can be used to represent a narrative.</p> <p>Narrative in dance can be enhanced by demonstrating the relationship between dancers using</p> <ul style="list-style-type: none"> • flocking • contact improvisation • mirroring • tableau • groups moving opposite to each other • space, including proximity • movement and facial expression 	<p>A narrative in dance can describe past and present events and can be used to invent future possibilities.</p>	<p>Perform dances based on a narrative in various styles, in various genres, and from different time periods.</p> <p>Create sections of improvised movements within a given choreographic form.</p> <p>Collaborate to create a narrative that includes a beginning, problem, and resolution.</p>	<p>Structure and organization in dance is achieved through</p> <ul style="list-style-type: none"> • choreographic forms • a clear beginning, middle, and end • collaboration • cues from other dancers, music, or stimuli • rehearsal and performance processes including use of on- and off-stage areas <p>Repetition, contrast, and emphasis can help structure movement ideas.</p> <p>Some dances are structured intentionally to highlight features of a dance or dancers, including solos, duets, or small and large ensembles.</p>	<p>Intention becomes evident to the dancer and audience when dances have structure and organization.</p>	<p>Choose how to structure a movement idea, phrase, or dance.</p> <p>Incorporate a clear beginning, middle, and end into dance ideas.</p> <p>Demonstrate how to follow cues when rehearsing and performing dance.</p> <p>Collaborate when on and off stage during rehearsals and performances.</p> <p>Rehearse movement ideas and dances prior to sharing with an audience.</p> <p>Participate as a dancer and as an audience member in a variety of dance experiences.</p>

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	<p>A theme or concept can help shape the narrative that a dancer wants to express.</p> <p>Narratives in dance can be based on</p> <ul style="list-style-type: none"> • imagination • personal experiences • stories, legends, and myths • poetry • historical or cultural events <p>A narrative in dance is represented in diverse ways and can provide connections to culture and history.</p> <p>Narrative in First Nations, Métis, and Inuit dances can originate from the land, including the</p> <ul style="list-style-type: none"> • wind • water • soil • animals • plants 	<p>A narrative in dance can communicate knowledge and understandings about the world.</p>	<p>Explore how narratives are expressed through First Nations, Métis, or Inuit movement and dance.</p> <p>Share a narrative that is based on a theme or concept.</p>	<p>Intention can be communicated in dance through planned or improvised choreography.</p> <p>Dance can intentionally communicate meaning in the way that movements are executed and organized.</p> <p>Movements executed with intention may be symbolic of mood, character, or theme.</p> <p>Movement can intentionally and symbolically represent meaning through</p> <ul style="list-style-type: none"> • the use of space, including proximity, direction, levels, size, and pathways • gestures and postures • facial expressions • force, weight, and flow • creating shapes with the body • stillness and balance <p>Styles of dance can be appreciated for the intentional use of dance steps, sequences, or stylistic features.</p> <p>A variety of stimuli can be used to focus intention.</p> <p>Music, as a stimulus for dance, can be chosen to highlight movement possibilities.</p>	<p>Intention refers to what a dancer means to express.</p> <p>Intention can be linked to the purposeful creation, expression, or appreciation of dance.</p>	<p>Create and perform dances based on a variety of inspirations.</p> <p>Experiment with how the elements of dance can be used symbolically.</p> <p>Explore various styles of movement and dance.</p> <p>Respond to a variety of stimuli in the creation and exploration of movement and dance ideas.</p>

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	<p>Artistic choices related to the elements of dance can be used by a dancer to revise and reimagine how a narrative is expressed.</p> <p>Parts of a narrative in dance may be excluded, leaving the audience to assume what happened before and after the narrative was presented.</p> <p>Presenting dance to an audience can include considerations about</p> <ul style="list-style-type: none"> the selection, sequencing, addition, or omission of movements the use of props the choice of music <p>Creative processes related to developing a narrative in dance can include</p> <ul style="list-style-type: none"> generation of an idea problem solving receiving feedback reflection 	<p>A narrative in dance can take an audience on a journey by entertaining and persuading.</p> <p>A narrative in dance may be perceived by an audience in a way that differs from what the dancer intended.</p>	<p>Make artistic choices in the development of a narrative.</p> <p>Evaluate the effectiveness of artistic choices when communicating a narrative in dance.</p> <p>Practise giving and receiving feedback in the creation of a narrative in dance.</p> <p>Participate as an audience member and as a performer in dance.</p>	<p>A dancer's artistic intention can be enhanced or refined by</p> <ul style="list-style-type: none"> viewing the dances of other dancers practising movement skills participating in dance activities and warm-ups that prepare the body for expression creative processes <p>The creative process can be enhanced by taking creative risks, including</p> <ul style="list-style-type: none"> working with various partners trying unfamiliar or new movements or skills implementing feedback working outside one's comfort zone <p>Learning a new dance skill or movement takes practice.</p> <p>Artistic intention involves the process of decision making, problem solving, and reflection in the creation of dance.</p>	<p>A dancer's intention may emphasize process over product.</p>	<p>Practise movement skills to strengthen artistic expression in dance.</p> <p>Participate in regular warm-up and cool-down activities in dance.</p> <p>Create and present dance for enjoyment.</p> <p>Create movement and dance ideas with the intention to explore new skills or movements.</p> <p>Describe how feedback was incorporated to clarify or enhance artistic intention.</p> <p>Evaluate the effectiveness of artistic choices when communicating intention in dance.</p>

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	Grade 5			Grade 6		
Organizing Idea	Appreciation: Recognizing beauty, goodness, and truth in dance can be developed by understanding the complexity and richness of great works of dance, the artists who create and perform them, and the historical and cultural contexts from which they originate.					
Guiding Question	How was societal change reflected in dance during colonial Canada, the Renaissance, and the Protestant Reformation?			How did societal change influence dance during the Enlightenment, French Revolution, and throughout the history of the United States of America?		
Learning Outcome	Students investigate how change influenced dance throughout history.			Students relate change to historical events and appreciation of dance practices.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	<p>Change that occurred in societies of the past has influenced how dance is performed and shared today.</p> <p>European dances were introduced to the Canadian landscape with the arrival of settlers from France in the 1500s and Britain in the 1600s, and can include</p> <ul style="list-style-type: none"> • <i>folk dance</i> • <i>en rond rouette, circle, and partner dances</i> • <i>ballet</i> • <i>longways dances and square dances</i> <p>First Nations and Inuit traditional cultural practices and traditional dances were banned by the Canadian government.</p> <p>First Nations, Métis, and Inuit continued to practise traditional dances in secret as an act of resistance.</p> <p>Some traditional First Nations dances were modified to align with European styles of dance and can include</p> <ul style="list-style-type: none"> • men's fancy dance • women's fancy dance • women's fancy shawl dance <p>Métis jigging is a dance form of French-Canadian, Scottish, and First Nations origins.</p> <p>Settlers danced in their new Canadian and Albertan communities for a variety of reasons, including</p> <ul style="list-style-type: none"> • to feel connected to their homeland 	<p>Dance has changed over time as communities and cultures have evolved.</p> <p>New dance forms can emerge based on the blending of cultural dance practices.</p>	<p>Explain how dance was used by European settlers in Canada.</p> <p>Experience traditional dances from colonial Canada.</p> <p>Examine the similarities and differences between dance steps within various cultures.</p>	<p>Appreciation can shape individual artistry, curiosity, and engagement in dance.</p> <p>Responses to and appreciation for dance can reflect personal preferences and perspectives.</p> <p>Appreciation of dance can change with experience and inform future decisions regarding participation as a dancer and as an audience member.</p> <p>Artistic traditions have changed over time to reflect popular (pop) culture as a form of expression from the people for the people.</p>	<p>Appreciation of movement and dance can change through active reflection and experience with dance.</p>	<p>Investigate how popular culture from the past and present may influence appreciation of dance.</p> <p>Use dance vocabulary when responding to or sharing opinions about dance.</p>

Draft Fine Arts - Dance Kindergarten to Grade 6 Curriculum

	Grade 5			Grade 6		
	<ul style="list-style-type: none"> to socialize with other members of the community to have fun to pass along cultural traditions and a sense of place to younger generations 					
	<p>The Renaissance era was about all people bettering themselves through education, literature, science, and the arts.</p> <p>Jugglers from the Middle Ages transitioned into dancers and were highly sought after as dance masters.</p> <p>Dance masters instructed the nobility on dance steps, posture, and etiquette.</p> <p>Choral circle dances were choreographed into double lines and influenced the creation of ballet as a style of dance.</p> <p>The Renaissance is responsible for modern-day dances such as</p> <ul style="list-style-type: none"> ballet jazz ballroom dance <p>Queen Elizabeth I enjoyed dance and encouraged English country dances in her court.</p> <p>European courts participated in a variety of dances, which can include</p> <ul style="list-style-type: none"> <i>basse danse</i> <i>pavane</i> <i>galliard</i> <i>volta</i> <i>tarantella</i> <p>During the Protestant Reformation, some religious groups opposed dance because of its non-religious (secular) nature.</p> <p>Social dancing was forbidden in some societies during the Protestant Reformation.</p>	<p>Dance went through a significant change during the Renaissance and the Protestant Reformation.</p>	<p>View and participate in dances inspired by the Renaissance era.</p> <p>Discuss the implications that banning dance could have in society.</p>	<p>Stylistic features and functions of dance from ancient societies influenced the evolution and creation of dance forms during the Enlightenment.</p> <p>The Enlightenment saw the emergence of ballet as a valued art form, separate from opera and theatre.</p> <p>During the Enlightenment, ballet used narrative and music to communicate stories.</p> <p>Marie Salle was the first notable female ballet dancer to wear ballet slippers and a shortened skirt in order to perform more-complex ballet moves.</p> <p>Ballet evolved from a social dance of the French royal courts, characterized by graceful arm and upper body movements, to being a timeless art form performed on a stage.</p> <p>Ballet d'action was a popular form of dance during the French Revolution and was characterized by movements that conveyed character and emotion.</p> <p>Dance during the French Revolution expressed narratives related to equality, freedom, and brotherhood.</p>	<p>The way in which dance is understood and appreciated today has changed throughout history.</p>	<p>Observe different types of ballet as an inspiration for talking about and creating dance.</p>

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	Grade 5			Grade 6		
				<p>Before the colonization of the United States of America, the Indigenous people had rich and historical traditions of dance that continue to be celebrated today.</p> <p>As the United States of America became colonized, people brought with them a large and varied tradition of dance, which became known as folk dance.</p> <p>During the Harlem Renaissance, social dancing became a way for the Black community to come together and celebrate being with one another.</p> <p>The fusion of African and European dance traditions formed dances, such as the <i>Lindy Hop</i>, in which dance partners separated to improvise movements in an individualized manner.</p> <p>The <i>Lindy Hop</i> became a dance culture enjoyed by many races of people and that influenced the creation of other popular dance forms, including the <i>jive</i>, <i>jitterbug</i>, and <i>boogie woogie</i>.</p>	<p>Dance traditions existed prior to the colonization of the United States of America, and evolved as more people came to the land.</p>	<p>Experience various dances that emerged from the United States of America.</p>