



Locally Developed Courses

Dance

For the 2023-2024 School Year

Introduction to the Dance Course Sequence

Subject: Fine Arts - Discipline: Dance

Dance has a rich and varied history that spans thousands of years in all cultures and societies, and it continues to serve a myriad of important purposes in today's world. Dance 15-25-35 is designed for students who are beginning their study of dance and have little or no experience with dance upon entry into this course sequence. This course sequence is intended to provide learners with a broad range of artistic and aesthetic experiences in a variety of dance genres. Through the exploration of dance, students are encouraged to take creative risks to achieve their artistic goals. The overall goal of Dance 15-25-35 is to foster an understanding and appreciation of, curiosity about, and a lifelong interest in dance.

Student Need

Dance 15-25-35 provides an opportunity for students to pursue dance beyond the Alberta Physical Education Program of Studies and gain experience in a variety of dance genres. This course sequence provides opportunities for students to develop a variety of competencies and qualities. Students in Dance 15-25-35 develop their critical thinking, creative thinking and problem-solving skills. As well, Dance 15-25-35 fosters communication, creative expression, innovation, self-discipline, collaboration and teamwork.

In Dance 15-25-35, students have opportunities to develop:

- physical, social and emotional skills
- technical proficiency in a variety of dance genres
- understanding and appreciation of dance as an art form
- positive self-concepts

Dance 15-25-35 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.

Course in the Dance Course Sequence

Dance 15 (LDC1413)

Through the exploration of various dance genres and styles, students in Dance 15 develop basic genre-specific skills and techniques to demonstrate dance movements and phrases. Students create basic dance phrases incorporating elements of composition and explore self-expression through movement. In Dance 15, students explore the evolution of dance and the reciprocal relationship between dance and the societal context in which dance works are created. As well, students consider both the transferable skills acquired through dance studies and possible dance-related careers.

The facility should provide the physical resources to accommodate all the goals of the curriculum. These would include:

- adequate flooring (sprung or resilient wood floors)
- air quality (ventilation and temperature control)
- space (at least 90 square feet per student recommended)
- shatterproof mirrors

Prerequisites: None

Versions Available: (Each version must be locally approved by Board Motion prior to offering to students.)

Credit Level	First School Year	Last School Year
3	2023-2024	2026-2027
5	2023-2024	2026-2027

Dance 25 (LDC2413)

In Dance 25, students develop increasingly complex skills and techniques in a variety of dance genres and styles. Students apply choreographic devices to the creation of dance phrases and analyze how artistic elements enhance communication and self-expression. The influence of dance in various societal, cultural, historical and contemporary contexts is examined in this course. Students in Dance 25 also consider the impact of various dance figures, both in present-day and historical contexts. Career opportunities in dance are explored and students relate these to their skills and interests.

The facility should provide the physical resources to accommodate all the goals of the curriculum. These would include:

- adequate flooring (sprung or resilient wood floors)
- air quality (ventilation and temperature control)
- space (at least 90 square feet per student recommended)
- shatterproof mirrors

Prerequisites:

- All of the following:
 - Dance 15 (LDC1413)
- 1 of the following:
 - Dance (Six-Year) 15 (LDC1029)
 - Dance 15 (LDC1413)

Versions Available: (Each version must be locally approved by Board Motion prior to offering to students.)

Credit Level	First School Year	Last School Year
3	2023-2024	2026-2027
5	2023-2024	2026-2027

Dance 35 (LDC3413)

In Dance 35, students extend and apply their knowledge of complex skills and techniques to a variety of dance genres and styles. Students apply their knowledge of elements of composition and choreographic tools to create a basic dance composition. In this course, students evaluate their use of artistic elements in order to effectively communicate intention. Students also analyze how societies and cultures influence dance in various historical and present-day contexts. In Dance 35, students apply a reflective and analytical process to the examination of dance-related career pathways.

The facility should provide the physical resources to accommodate all the goals of the curriculum. These would include:

- adequate flooring (sprung or resilient wood floors)
- air quality (ventilation and temperature control)
- space (at least 90 square feet per student recommended)
- shatterproof mirrors

Prerequisites:

- All of the following:
 - Dance 25 (LDC2413)
- 1 of the following:
 - Dance (Six-year) 25 (LDC2029)
 - Dance 25 (LDC2413)

Versions Available: (Each version must be locally approved by Board Motion prior to offering to students.)

Credit Level	First School Year	Last School Year
3	2023-2024	2026-2027
5	2023-2024	2026-2027

Curriculum Outline

Curriculum Elements		Dance 15-3	Dance 15-5	Dance 25-3	Dance 25-5	Dance 35-3	Dance 35-5
1	Topic Dance literacy is developed through knowledge and application of foundational elements and principles.	✓	✓	✓	✓	✓	✓
1.1	General Outcome In what ways can exploring dance foundations expand movement skills and techniques?	✓	✓				
1.1.1	Specific Outcome model, at a basic level, safe practices in the dance environment.	✓	✓				
1.1.2	Specific Outcome demonstrate components of a basic warm-up.	✓	✓				
1.1.3	Specific Outcome model, at a basic level, body alignment, as it applies to specified dance genres.	✓	✓				
1.1.4	Specific Outcome demonstrate movements in response to dance vocabulary prompts.	✓	✓				
1.1.5	Specific Outcome model, at a basic level, dance movements, such as stationary and traveling movements, turning, and steps of elevation in various genres.	✓	✓				
1.1.6	Specific Outcome model basic choreography in specified dance genres.	✓	✓				
1.2	General Outcome How can the elements of composition guide the choreographic process when creating basic dance phrases?	✓	✓				
1.2.1	Specific Outcome describe and explore the elements of composition.	✓	✓				
1.2.2	Specific Outcome create basic dance phrases using improvisational exercises, techniques and compositional elements.	✓	✓				
1.2.3	Specific Outcome identify the elements of composition used in the choreography of specified dance genres.	✓					
1.2.4	Specific Outcome describe the elements of composition used in the choreography of specified dance genres.		✓				
1.3	General Outcome How can modelling dance foundations expand movement skills and techniques?			✓	✓		

Curriculum Elements		Dance 15-3	Dance 15-5	Dance 25-3	Dance 25-5	Dance 35-3	Dance 35-5
1.3.1	Specific Outcome model safe practices in the dance environment.			✓	✓		
1.3.2	Specific Outcome model genre-specific warm-ups.			✓	✓		
1.3.3	Specific Outcome model body alignment, as it applies to specified dance genres.			✓	✓		
1.3.4	Specific Outcome demonstrate and describe movements in response to dance vocabulary prompts.			✓	✓		
1.3.5	Specific Outcome model dance phrases, including stationary and traveling movements, turning, and steps of elevation, in various dance genres.			✓	✓		
1.3.6	Specific Outcome model choreography in specified dance genres.			✓			
1.3.7	Specific Outcome model choreography in a variety of dance genres.				✓		
1.4	General Outcome How can the elements of composition be applied within the choreographic process when creating dance phrases?			✓	✓		
1.4.1	Specific Outcome apply the elements of composition to dance phrases.			✓	✓		
1.4.2	Specific Outcome create dance phrases using improvisational exercises, techniques and compositional elements, in specified dance genres.			✓			
1.4.3	Specific Outcome create dance phrases using improvisational exercises, techniques and compositional elements, in a variety of dance genres.				✓		
1.4.4	Specific Outcome describe how the elements of composition affect choreography in specified dance genres.			✓			
1.4.5	Specific Outcome explain how the elements of composition affect choreography in a variety of dance genres.				✓		
1.5	General Outcome How can the modelling and explanation of dance foundations enhance movement skills and techniques?					✓	✓
1.5.1	Specific Outcome model and explain safe practices in the dance environment.					✓	✓

Curriculum Elements		Dance 15-3	Dance 15-5	Dance 25-3	Dance 25-5	Dance 35-3	Dance 35-5
1.5.2	Specific Outcome lead genre-specific warm-ups.					✓	✓
1.5.3	Specific Outcome model body alignment, as it applies to a variety of dance genres.					✓	✓
1.5.4	Specific Outcome apply knowledge of dance vocabulary to demonstrate movements in specified genres.					✓	
1.5.5	Specific Outcome apply knowledge of dance vocabulary to demonstrate a variety of genre-specific movements.						✓
1.5.6	Specific Outcome model dance phrases, including stationary and traveling movements, turning, and steps of elevation, in various dance genres.					✓	
1.5.7	Specific Outcome model complex dance phrases, including stationary and traveling movements, turning, and steps of elevation, in various dance genres.						✓
1.5.8	Specific Outcome apply knowledge of genre-specific techniques to performance of choreography in specified dance genres.					✓	
1.5.9	Specific Outcome apply knowledge of genre-specific techniques to performance of choreography in a variety of dance genres.						✓
1.6	General Outcome How can analysis and reflection be used to guide artistic choices when creating a dance composition?					✓	✓
1.6.1	Specific Outcome apply the elements of composition and choreographic tools to dance phrases.					✓	✓
1.6.2	Specific Outcome create a basic dance composition, applying knowledge of improvisational exercises, techniques and compositional elements.					✓	✓
1.6.3	Specific Outcome explain how the elements of composition are used in various choreography.					✓	
1.6.4	Specific Outcome analyze how the elements of composition are used in various choreography.						✓
2	Topic Exploring various forms of communication enables artistic expression and personal growth.	✓	✓	✓	✓	✓	✓

Curriculum Elements		Dance 15-3	Dance 15-5	Dance 25-3	Dance 25-5	Dance 35-3	Dance 35-5
2.1	General Outcome How can artistic elements be used to communicate and express emotions and intent?	✓	✓				
2.1.1	Specific Outcome describe relationships between music and movement.	✓	✓				
2.1.2	Specific Outcome describe how dance can communicate meaning.	✓	✓				
2.1.3	Specific Outcome describe artistic elements that contribute to a dance performance.	✓	✓				
2.1.4	Specific Outcome relate mood and expression to dance movements.	✓	✓				
2.2	General Outcome How can the study of dance influence self-expression and personal growth?	✓	✓				
2.2.1	Specific Outcome identify ways that dance influences self-expression and personal growth.	✓					
2.2.2	Specific Outcome examine ways that dance influences self-expression and personal growth.		✓				
2.3	General Outcome How can artistic elements be used to improve communication and expression?			✓	✓		
2.3.1	Specific Outcome model and explain relationships between music and movement.			✓	✓		
2.3.2	Specific Outcome communicate meaning through dance movements.			✓	✓		
2.3.3	Specific Outcome explain artistic elements that contribute to a dance performance.			✓			
2.3.4	Specific Outcome analyze artistic elements that contribute to a dance performance.				✓		
2.3.5	Specific Outcome model ways to apply mood and expression to dance movements.			✓	✓		
2.4	General Outcome How can self-reflection contribute to growth in dance?			✓	✓		
2.4.1	Specific Outcome reflect on new learnings from dance experiences.			✓	✓		

Curriculum Elements		Dance 15-3	Dance 15-5	Dance 25-3	Dance 25-5	Dance 35-3	Dance 35-5
2.5	General Outcome How can artistic elements be analyzed to improve communication and expression?					✓	✓
2.5.1	Specific Outcome apply movements to a variety of musical selections.					✓	
2.5.2	Specific Outcome analyze and apply movements to a variety of musical selections.						✓
2.5.3	Specific Outcome refine and perform dance movements to communicate meaning.					✓	✓
2.5.4	Specific Outcome analyze artistic elements that contribute to a dance performance.					✓	
2.5.5	Specific Outcome evaluate artistic elements that contribute to a dance performance.						✓
2.5.6	Specific Outcome refine application of mood and expression in dance movements.					✓	✓
2.6	General Outcome How can self-reflection and analysis influence artistic growth in dance?					✓	✓
2.6.1	Specific Outcome analyze and relate dance experiences to artistic growth.					✓	✓
3	Topic An appreciation of dance is fostered by exploring dance in various societal, cultural, historical and contemporary contexts.	✓	✓	✓	✓	✓	✓
3.1	General Outcome In what ways are dance, society and culture interconnected?	✓	✓				
3.1.1	Specific Outcome describe the relationship between dance, society and culture.	✓	✓				
3.2	General Outcome How can an understanding of dance be enhanced by examining various dance figures?		✓				
3.2.1	Specific Outcome examine a variety of present-day and historical dance figures.		✓				
3.3	General Outcome In what ways has dance had an influence in societal, cultural, historical and contemporary contexts?			✓	✓		

Curriculum Elements		Dance 15-3	Dance 15-5	Dance 25-3	Dance 25-5	Dance 35-3	Dance 35-5
3.3.1	Specific Outcome describe the influence of dance in various societal, cultural, historical and contemporary contexts.			✓			
3.3.2	Specific Outcome explain the influence of dance in various societal, cultural, historical and contemporary contexts.				✓		
3.4	General Outcome In what ways have individuals, both in the past and present, influenced dance?				✓		
3.4.1	Specific Outcome explain how present-day and historical dance figures have influenced dance.				✓		
3.5	General Outcome In what ways have societies and cultures had an influence on dance in historical and contemporary contexts?					✓	✓
3.5.1	Specific Outcome explain how societies and cultures have influenced dance in various historical and contemporary contexts.					✓	
3.5.2	Specific Outcome analyze how societies and cultures have influenced dance in various historical and contemporary contexts.						✓
3.6	General Outcome In what ways have various individuals influenced the evolution of dance through their contributions?						✓
3.6.1	Specific Outcome analyze the contributions of present-day and historical dance figures to the evolution of dance.						✓
4	Topic Exploring transferable skills and career opportunities promotes personal growth and lifelong learning.	✓	✓	✓	✓	✓	✓
4.1	General Outcome How can the skills acquired through the study of dance help to prepare for a variety of careers?	✓	✓				
4.1.1	Specific Outcome identify dance-related careers.	✓					
4.1.2	Specific Outcome describe dance-related careers.		✓				
4.1.3	Specific Outcome describe transferable skills acquired through dance studies.		✓				

Curriculum Elements		Dance 15-3	Dance 15-5	Dance 25-3	Dance 25-5	Dance 35-3	Dance 35-5
4.2	General Outcome How can dance studies help to develop skills that can be utilized in different careers?			✓	✓		
4.2.1	Specific Outcome describe a variety of career opportunities in dance.			✓			
4.2.2	Specific Outcome examine a variety of career opportunities in dance.				✓		
4.2.3	Specific Outcome relate transferable skills they have developed through dance to career pathways.				✓		
4.3	General Outcome How can a reflective and analytical process be applied to career planning?					✓	✓
4.3.1	Specific Outcome relate potential dance career pathways to future career plans.					✓	✓
4.3.2	Specific Outcome reflect on how transferable skills developed through dance may benefit them in future professional endeavours.						✓