

## LOCALLY DEVELOPED COURSE OUTLINE

Dance15-3

Dance15-5

Dance25-3

Dance35-3

Submitted By:

**Red Deer Catholic Regional Division No. 39**

Submitted On:

**Dec. 18, 2015**

## Course Basic Information

<u>Outline Number</u>	<u>Hours</u>	<u>Start Date</u>	<u>End Date</u>	<u>Development Type</u>	<u>Proposal Type</u>	<u>Grades</u>
15-3	62.50	02/01/2016	08/31/2019	Acquired	Authorization	G10 G11 G12
15-5	125.00	02/01/2016	08/31/2019	Acquired	Reauthorization	G10 G11 G12
25-3	62.50	02/01/2016	08/31/2019	Acquired	Authorization	G10 G11 G12
35-3	62.50	02/01/2016	08/31/2019	Acquired	Authorization	G10 G11 G12

## Course Description

Dance 15 25 35 - (3) 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 - (3), students will have the opportunity to develop:

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

Teachers who wish to view a version of Dance 15 25 35 - (3) 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.

## **Course Prerequisites**

Dance 15-(3) has no prerequisite

Dance 15-(3) is the prerequisite for Dance 25-(3)

Dance 25-(3) is the prerequisite for Dance 35-(3)

## Sequence Introduction (formerly: 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 fulfilment, 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.

## **Student Need (formerly: Rationale)**

The Dance 15-25-35 - (3) 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 - (3) 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 - (3) 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.

## Scope and Sequence (formerly: Learner Outcomes)

The aim of the Dance 15-25-35 - (3) course series is articulated through four general outcomes. These four general outcomes serve as the foundation of the Dance 15-25-35 - (3) 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 - (3) 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 - (3) 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

## **Guiding Questions (formerly: General Outcomes)**

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



## Learning Outcomes (formerly: Specific Outcomes)

<b>1 Students will develop the foundations of dance.</b>	<b>15-3 15-5 25-3 35-3</b>
1.1 use proper attire and basic etiquette	X
1.2 model and explain dance attire and etiquette	
1.3 use proper performance etiquette in a variety of contexts	
1.4 recognize and repeat the components of a basic warm-up	X
1.5 demonstrate the components of a warm-up	
1.6 lead warm-ups	
1.7 use safe dance practices in the dance environment	X
1.8 use safe dance practices in the dance environment	
1.9 use and explain the importance of safe dance practices in the dance environment	
1.10 recognize the relationship between music and movement	X
1.11 identify and apply the relationship between music and movement	
1.12 analyze the dynamic relationship between a variety of movement and music	
1.13 replicate correct body alignment and posture	X
1.14 use correct body alignment and posture	
1.15 incorporate and analyze correct body alignment and posture	

<b>2 Students will develop the foundations of dance.</b>	<b>15-3 15-5 25-3 35-3</b>
2.1 use proper attire and basic etiquette	X
2.2 model and explain dance attire and etiquette	X
2.3 use proper performance etiquette in a variety of contexts	X

2.4 recognize and replicate the components of a basic warm-up	X
2.5 demonstrate the components of a warm up	X
2.6 lead warm-ups	X
2.7 use safe dance practices in the dance environment	X
2.8 use and understand safe dance practices in the dance environment	X
2.9 use and explain the importance of safe dance practices in the dance environment	X
2.10 recognize the relationship between music and movement	X
2.11 identify and apply the relationship between music and movement	X
2.12 apply the relationship between a variety of movements and music	X
2.13 replicate correct body alignment and posture	X
2.14 use correct body alignment and posture	X
2.15 identify and incorporate correct body alignment and posture	X

<b>3 Students will acquire competency through a variety of dance genres and traditions.</b>	<b>15-3 15-5 25-3 35-3</b>
3.1 replicate the techniques of stationary, travelling, turning and steps of elevation as appropriate in select dance genres	X
3.2 identify patterns of and perform technical sequences of stationary, travelling, turning and steps of elevation	
3.3 analyze and create combinations using technical sequences of stationary, travelling, turning and steps of elevation	
3.4 replicate basic arm and foot positions for select dance genres	X
3.5 use a variety of basic arm and foot positions for select dance genres	
3.6 use complex arm and foot positions for a variety of dance genres	

3.7 use repetition and other simple memorization strategies for learning and performing	X
3.8 identify and use a variety of strategies for learning and performing	
3.9 select and use a variety of strategies to enhance learning and performance	
3.10 identify and use basic dance terminology	X
3.11 use genre-specific dance terminology	
3.12 incorporate and apply dance terminology	
3.13 examine the factors that contribute to a quality performance	X
3.14 apply factors that contribute to a quality performance	
3.15 perform and critique factors that contribute to a quality performance	
3.16 reflect on their own dance compositions in order to improve them	X
3.17 analyze their own dance compositions in order to improve them	
3.18 evaluate their own dance compositions in order to improve them	

<b>4 Students will acquire competency through a variety of dance genres and traditions.</b>	<b>15-3 15-5 25-3 35-3</b>
4.1 replicate the techniques of stationary, travelling, turning and steps of elevation as appropriate in select dance genres	X
4.2 identify and use the techniques of stationary, travelling, turning and steps of elevation as appropriate in select dance genres	X
4.3 identify patterns of and perform technical sequences of stationary, travelling, turning and steps of elevation	X
4.4 replicate basic arm and foot positions for select dance genres	X
4.5 use basic arm and foot positions for select dance genres	X

4.6 use a variety of basic arm and foot positions for a variety of dance genres	X
4.7 use repetition and other simple memorization strategies for learning and performing	X
4.8 identify and use strategies for learning and performing	X
4.9 identify and use a variety of strategies to enhance learning and performing	X
4.10 identify and use basic dance terminology	X
4.11 use genre-specific dance terminology	X
4.12 apply dance terminology	X
4.13 recognize the factors that contribute to a quality performance	X
4.14 identify the factors that contribute to a quality performance	X
4.15 apply factors that contribute to a quality performance	X
4.16 reflect on their own dance compositions in order to improve them	X
4.17 modify their own dance compositions in order to improve them	X
4.18 analyze their own dance compositions in order to improve them	X

<b>5 Students will develop self-expression, creativity and communication through dance.</b>	<b>15-3 15-5 25-3 35-3</b>
5.1 recognize and respond to various choreography	X
5.2 examine and respond to choreography	
5.3 critique and evaluate aspects of choreography	
5.4 identify and share how dance is a means of communication	X
5.5 perform dance movements that communicate a message	
5.6 create dance movements that communicate a message	
5.7 share how movement, music and costumes communicate a message	X

5.8 explain and use movement, music and costumes to communicate a message	
5.9 demonstrate and explain how movement, music, and costumes effectively communicate a message	
5.10 improvise using basic movements	X
5.11 improvise using a variety of movement patterns	
5.12 improvise using complex structures	
5.13 explore and experiment with imagination, mood and expression in movement	X
5.14 explain the importance of imagination, mood, and expression in movement	
5.15 use imagination, mood and expression in movement	
5.16 identify choreographic tools and compositional elements	X
5.17 apply choreographic tools and compositional elements	
5.18 create movement sequences and analyze choreographic tools and compositional elements	
5.19 observe and describe dance experiences	X
5.20 analyze and interpret dance experiences	
5.21 evaluate dance experiences	

<b>6 Students will develop self-expression, creativity and communication through dance.</b>	<b>15-3 15-5 25-3 35-3</b>
6.1 recognize and respond to various choreography	X
6.2 examine and respond to choreography	X
6.3 critique aspects of choreography	X
6.4 recognize and share how dance is a means of communication	X
6.5 identify dance movements that communicate a message	X
6.6 perform dance movements that communicate a message	X
6.7 share how movement, music and costumes communicate a message	X

6.8 experiment with how movement, music and costumes communicate a message	X
6.9 explain and use movement, music and costumes to communicate a message	X
6.10 improvise using basic movements	X
6.11 improvise using a variety of movements	X
6.12 improvise using a variety of movement patterns	X
6.13 explore and experiment with imagination, mood and expression in movement	X
6.14 experiment with imagination, mood and expression in movement	X
6.15 use imagination, mood and expression in movement	X
6.16 recognize choreographic tools and compositional elements	X
6.17 identify choreographic tools and compositional elements	X
6.18 apply choreographic tools and compositional elements	X
6.19 observe and describe dance experiences	X
6.20 analyze dance experiences	X
6.21 interpret dance experiences	X

<b>7 Students will understand and appreciate dance.</b>	<b>15-3 15-5 25-3 35-3</b>
7.1 recognize the role of dance in society	X
7.2 explore the role of dance in society	X
7.3 explain the role and impact of dance in society	X
7.4 express an appreciation for excellence in dance, as a performer	X
7.5 express an appreciation for excellence in dance, both as a viewer and performer	X
7.6 express an appreciation for excellence in dance, both as a critical viewer and performer	X
7.7 recognize the significance of dance as a reflection of cultural identity	X

7.8 identify the significance of dance as a reflection of cultural identity	X
7.9 use critical analysis skills to enhance appreciation for excellence in dance, both as a viewer and performer	X
7.10 research and share historical aspects of dance	X
7.11 identify the historical aspects of dance	X
7.12 explain the significance of dance as a reflection of cultural identity	X
7.13 recognize how contemporary and historical figures have influenced dance	X
7.14 recognize how contemporary and historical figures have influenced dance	X
7.15 examine the historical development of dance	X
7.16 research career opportunities in dance	X
7.17 identify and compare a variety of career opportunities in dance	X
7.18 evaluate the contributions of contemporary and historical dance figures	X
7.19 recognize the connection between self and dance and share how the study of dance influences personal and artistic development	X
7.20 explore the connection between self and dance and explain how the study of dance influences personal and artistic development	X
7.21 examine a variety of career opportunities in dance	X

<b>8 Students will understand and appreciate dance.</b>	<b>15-3 15-5 25-3 35-3</b>
8.1 explore the role of dance in society	X
8.2 explain the role and impact of dance in society	
8.3 analyze and draw conclusions about the role and impact of dance in society	
8.4 demonstrate an appreciation for excellence in dance, as a performer	X

8.5 demonstrate an appreciation for excellence in dance, both as a critical viewer and performer	
8.6 use critical analysis skills to enhance appreciation for excellence in dance, both as a viewer and performer	
8.7 identify the significance of dance as a reflection of cultural identity	X
8.8 explain the significance of dance as a reflection of cultural identity	
8.9 investigate and analyze the significance of dance as a reflection of cultural identity	
8.10 research and share historical aspects of dance	X
8.11 explain the historical aspects of dance	
8.12 analyze the historical development of dance	
8.13 identify how contemporary and historical figures have influenced dance	X
8.14 analyze how contemporary and historical figures have influenced dance	
8.15 evaluate the contributions of contemporary and historical dance figures	
8.16 examine career opportunities in dance	X
8.17 identify and compare a variety of career opportunities in dance	
8.18 evaluate a variety of career opportunities in dance	
8.19 demonstrate awareness of self and dance and share how the study of dance influences personal and artistic development	X
8.20 explore the connection between self and dance and explain how the study of dance influences personal and artistic development	
8.21 make personal connections to dance and analyze how the study of dance influences personal and artistic development	



# Facilities or Equipment

## Facility

This course must be delivered in a facility that meets all District health and safety requirements, including Board Policies and District Regulations HF.BP - Safe, Caring and Respectful Learning Environments and HF.AR – Safe, Caring and Respectful Learning Environments.

Additional considerations 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; and
- Access to water.

### Facilities:

Dance Studio

## Equipment

A range of equipment may be used to support the delivery of this course. Please refer to Board Policies and District Regulations HF.BP – Safe, Caring and Respectful Learning Environments, HF.AR – Safe, Caring and Respectful Learning Environments and AE.BB.BP - Wellness of Students and Staff for more information.

## Learning and Teaching 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, HF.F Caring and Respectful Learning Environments and HF.AR – Safe, Caring and Respe Learning Environments.

## **Sensitive or Controversial Content**

Occasionally issues of a sensitive or controversial nature may be encountered or explored. Teachers are advised to use their discretion and take the needs of individual students and the local community context into consideration when addressing sensitive or controversial topics or issues.

## **Issue Management Strategy**

### **Health and Safety**

Safety components for this course are similar to those expected with Provincial Drama/Physical Education/Arts courses and the criteria outlined in District Regulations HF.BP: Safe, Caring and Respectful Learning Environments, HF.AR – Safe, Caring and Respectful Learning Environments and AEBB.BP: Wellness of Students and Staff.

## **Risk Management Strategy**

### **Statement of Overlap with Existing Programs**

There is no significant overlap with any provincially approved courses.

# Student 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 Approval Implementation and Evaluation

