

Dance 11

Foundational Outcomes

Website References

Website references contained within this document are provided solely as a convenience and do not constitute an endorsement by the Department of Education of the content, policies, or products of the referenced website. The department does not control the referenced websites and subsequent links, and is not responsible for the accuracy, legality, or content of those websites. Referenced website content may change without notice.

Regional Education Centres and educators are required under the Department's Public School Programs Network Access and Use Policy to preview and evaluate sites before recommending them for student use. If an outdated or inappropriate site is found, please report it to <curriculum@novascotia.ca>.

© Crown copyright, Province of Nova Scotia, 2020

Prepared by the Department of Education and Early Childhood Development

This is the most recent version of the current curriculum materials as used by teachers in Nova Scotia.

The contents of this publication may be reproduced in part provided the intended use is for non-commercial purposes and full acknowledgment is given to the Nova Scotia Department of Education.

Dance 11

Students will be expected to

- 1.1 take learning risks within a dance context
 - 1.2 move in response to various stimuli
 - 1.3 develop and refine their vocabulary of dance movement and their creative expression through experiences with space, time, dynamics, and relationship
-
- 2.1 use movement vocabulary to interpret and communicate meaning
 - 2.2 experiment with a range of creative forms to create works in dance that express personal meaning
 - 2.3 improvise within a given structure
-
- 3.1 demonstrate techniques specific to one or more genres
 - 3.2 perform or interpret a given style or choreographic task
-
- 4.2 critically examine their own work and the work of others using criteria they have developed
 - 4.3 connect their dance experiences with their personal growth
 - 3.4 perform dance sequences that show smooth transitions between movement, varying in form, flow, and speed
 - 3.5 collaborate in the process of presenting dance, demonstrating personal preparedness, respect for others' contributions, and commitment to rehearsing
 - 3.6 demonstrate a working knowledge of safe warm-up and cool-down techniques
-
- 4.1 analyze and make decisions about structure, style, and meaning in dance
-
- 5.1 identify problems relating to their own work and address them by using effective problem-solving and decision-making strategies
-
- 6.1 compare and contrast the definitive styles of various genres in terms of the elements of movement
-
- 7.1 demonstrate an understanding of the relationship between personal identity and cultural heritage
 - 7.2 demonstrate an understanding of and respect for the richness of dance in local and global cultures
 - 7.4 demonstrate an understanding of cultural/historical influences on dance and dancers
 - 7.5 demonstrate an understanding of how dance celebrates, comments on, and influences issues and events in local and global contexts, both historical and present day