

# Dance 11

*Foundational Outcomes*

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## Dance 11

The NS Arts Education Curricula offer discipline-specific courses that provide a grounding in the language, behaviours, and experiences unique to each of those disciplines. Creative and artistic pursuits are foundational to these courses. Learners will focus on the creative process, respond to their works and the works of others, learn the language of the discipline, make connections between theory and practice, pursue opportunities to engage with artists in the community, and more. To support learners in arts courses, foundational outcomes were selected with an emphasis on maintaining the integrity of each of the three unifying concepts. It is important to recognize that the concepts of *creative/productive*, *critical/responsive*, and *cultural/historical* are interrelated and can be developed most effectively as interdependent, rather than discrete, concepts. When learning experiences are designed to express these interrelationships, arts pursuits become relevant to real situations and learning becomes more meaningful. Teachers should exercise professional judgment in relation to the suggested foundational outcomes to ensure that learning opportunities are responsive to the needs of their learners.

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