



ECOLE SECONDAIRE
HANDSWORTH
SECONDARY SCHOOL



Course: Dance 9

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BIG IDEAS

Identity is explored, expressed, and impacted through dance experiences.

Dance provides opportunities to gain insight into perspectives and experiences of people from a variety of times, places, and cultures.

Collaborative dance experiences can build community and nurture relationships with others.

Dance uses a unique sensory language for creating and communicating.

Course Description:

The primary goal of **Dance 9** is to provide students with opportunities to experience, understand, and value the art of dance while developing their dance technical skills and performance skills. Students will be immersed in jazz, ballet, contemporary dance, and hip hop and/or street dance. The basic elements of choreographing will be introduced to promote self-advocacy, confidence, and creativity. Students will discover the vibrant dance culture in Vancouver and develop an appreciation for the arts through the study of various dance styles. Students will participate in our bi-annual performances of "Hands Up". Dance will enhance students' intellectual, social, emotional, and physical growth. This course will hopefully make them feel connected to the larger fine arts community at Handsworth.

Curricular Competencies – What the student will do...

Exploring and creating

- Select and combine the elements of dance to intentionally create a particular mood, meaning, or purpose
- Create movement phrases both collaboratively and as an individual, using ideas inspired by imagination, inquiry, and purposeful play
- Explore relationships between identity, place, culture, society, and belonging through movement experiences
- Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to dance
- Create personally meaningful bodies of artistic works that demonstrate an understanding and appreciation of social, cultural, environmental, and historical contexts
- Take creative risks to experience and express thoughts, emotions, and meaning

Reasoning and reflecting

- Describe, interpret, and evaluate how dancers and choreographers use the elements of dance and choreographic structures to create and communicate ideas
- Develop and refine ideas, movement, and technical skills to improve the quality of performance pieces
- Receive, offer, and apply constructive feedback



Curricular Competencies – What the student will do...

Communicating and documenting

- Adapt and apply learned skills, understandings, and processes for use in new contexts and for different purposes and audiences
- Compose, interpret, and expand ideas using symbolism, imagery, and elements
- Revise, refine, analyze, and document creative works and experiences to enhance presentation in a variety of ways

Connecting and expanding

- Reflect on works of art and creative processes to make connections to personal learning and experiences
- Demonstrate respect for themselves, others, and the audience
- Collaborate through reciprocal relationships during creative processes
- Demonstrate increasingly sophisticated application and/or engagement of curricular content

Content – What the student will know...

- Dance elements, techniques, and vocabulary to create mood and convey ideas, including but not limited to: body, space, dynamics, time, relationships, form, and movement principles
- Choreographic devices and notation
- Choreographic choices that impact clarity of intent and purpose
- Compositional devices, forms, and structures of dance
- Processes, materials, movements, technologies, strategies, and techniques to support creative works
- The roles of performers and audiences in a variety of contexts
- Traditional and contemporary Aboriginal worldviews and cross-cultural perspectives communicated through movement and dance
- Contributions of innovative artists from a variety of genres, communities, times, and places
- Personal and social responsibility associated with creating, performing, and responding in dance
- The ethics of cultural appropriation and plagiarism

Summative Assessments – What the student will understand...

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| <ul style="list-style-type: none">➤ Create research presentations➤ Communicate information through written work➤ Choreograph simple dances | <ul style="list-style-type: none">➤ Think critically about dance➤ Perform rehearsals (in-class & additional) with focus on quality of artistic, technical & emotion of the work for stage performances |
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HANDSWORTH DANCE DEPARTMENT

Achievement Goals – Description of the letter grades...

TO ACHIEVE AN “EXCEEDING EXPECTATIONS – EE”, STUDENT WILL/CAN...

- Produce high-quality, frequently innovative work which consistently demonstrates sophisticated understanding of the curricular competencies.
- Communicate comprehensive, nuanced understanding of concepts and contexts.
- Consistently demonstrate sophisticated critical thinking.
- Frequently transfer knowledge and skills with independence and expertise in a variety of complex situations such as the studio, the stage, and real-world situations.
- Aptly build on and apply skills previously acquired to communicate concepts and opinions.
- Own the stage when performing by performing high-quality work, while conveying emotions in various dances and genres.

TO ACHIEVE A “FULLY MEETING EXPECTATIONS – ME”, STUDENT WILL/CAN...

- Consistently produce high-quality work which often demonstrates sophisticated understanding of the curricular competencies.
- Communicate comprehensive understanding of concepts and contexts.
- Consistently demonstrate critical thinking.
- With some support transfer knowledge with skill in a variety of situations such as the studio, the stage, and real-world situations.
- Build on and apply skills previously acquired to communicate concepts and opinions.
- Perform high-quality work, while conveying emotions in various dances and genres.

TO ACHIEVE AN “APPROACHING EXPECTATIONS – AE”, STUDENT WILL/CAN....

- Produce work of satisfactory quality which demonstrates understanding of the curricular competencies.
- Communicate basic understanding of concepts and contexts, which occasionally significant misunderstandings or gaps.
- Begin to demonstrate some basic critical thinking.
- Be fixed in the use and application of knowledge and skills, requiring support even in a familiar studio situations.
- In certain circumstances, lack the ability to identify the problems in a situation and have challenges to develop a response.
- Build on and apply skills, with support, previously acquired to communicate concepts and opinions.
- Perform satisfactory quality of work with minimal emotions in various dances and genres.



HANDSWORTH DANCE DEPARTMENT

Assessment

During this school year, the teacher will provide these types of assessments: **assessment *as* learning** and **assessment *for* learning** (formative assessments) and **assessment *of* learning** (summative assessment).

Formative assessment	Summative assessment
<p>Description:</p> <ul style="list-style-type: none">➤ The on-going practice of no-risk activities.➤ Students begin to ask: "what concepts do I still have to master and how can I improve future work?"➤ This is assessment <i>AS</i> learning and assessment <i>FOR</i> learning.	<p>Description:</p> <ul style="list-style-type: none">➤ The evidence used to determine student achievement in relation to the curricular competencies. Summative assessments are used to determine students' grades.➤ This is assessment <i>OF</i> learning.
<p>Purpose of Formative Assessment:</p> <ul style="list-style-type: none">➤ Focus on student learning and self-assessment/ reflection.➤ Teacher checks for learning to adjust instruction.➤ Provides continual feedback to student.➤ Focus is on student improvement.➤ It is not part of achievement grade.	<p>Purpose of Summative Assessment:</p> <ul style="list-style-type: none">➤ Compares a student's learning to curricular competencies from course curriculum.➤ Reported as the achievement grade.
<p>Types of Formative Assessment:</p> <ul style="list-style-type: none">➤ Learning new steps and/or dances in class➤ Practice rehearsals➤ Self-reflections➤ Exit slips➤ Homework	<p>Types of Summative Assessment:</p> <ul style="list-style-type: none">➤ Projects➤ Presentations➤ Assignments➤ Pre-show performance➤ Safety protocols

HOW MARKS WILL BE RECORDED for REPORT CARD MARKS:

- **Formative Assessments** will be weighted at 0%.
- **Summative Assessments** will account for all of the course marks for the year.
- Final course grades will be calculated as a CUMULATIVE total throughout the school year.



HANDSWORTH DANCE DEPARTMENT

Policies and Procedures

TEACHER GOALS

- Create a positive and fun learning environment
- Encourage the development of strong work habits
- Maintain high standards and expectations
- Maintain open lines of communication with students and parents/guardians
- Support students in their learning
- Provide clarification if doubts/questions may arise
- Communicate information effectively to students

STUDENT GOALS

- Be punctual and have consistent attendance to class, rehearsals and performances
 - *Failing to do so may result in removing a student's privilege to perform on stage alongside their peers.*
- Maintain a positive attitude and engage in learning
- Come to class/rehearsals/performances prepared by having reviewed the work & wearing appropriate dance wear
- Ask for help OR for a challenge
- Develop your critical thinking and problem-solving skills
- Reflect on learning by recording your personal goals and successful strategies
- When working on a group dance/project, be reliable, responsible, and accountable as you are a member of a team.
- Look at the weekly schedule and attend scheduled rehearsals.

I, _____, agree to meet the following student expectations:

- Arrive punctually, with all my materials, and be ready to work and participate in every class.
- Use my cell phone ONLY as directed by my teacher. Any abuse of this privilege will have consequences.
- Attend scheduled rehearsals and performances prepared.
- Hand-in work on the due date.
- Contact my teacher Ms. Isabelle at isabelle@sd44.ca OR via Remind BEFORE an assignment/rehearsal is due IF there is a legitimate reason as to why I may ask for an extension or will be absent.
- It is my responsibility to check the website & get Remind notifications for schedule/assignment/performance details and updates.
 - Website: <https://blogs.ubc.ca/isabelle/>
 - Remind: class code available on the website.

Dear parent(s)/guardian(s):

Please discuss the policies and procedures of the Dance Department with your child. We would like you and your child to acknowledge that you are aware of the learning outcomes and expectations for this course.

Thank you and I look forward to teaching your child this year. ☺

Signed by the parent/guardian

Signed by the student

Date: _____

Date: _____