



ECOLE SECONDAIRE
HANDSWORTH
SECONDARY SCHOOL



Course: Dance Choreography 11

Contact information: eisabelle@sd44.ca

Teacher Name: Elizabeth Isabelle

Website information: <https://blogs.ubc.ca/isabelle>

BIG IDEAS

Choreography is created using elements of dance and compositional skills.

Choreographers make purposeful artistic choices to create and communicate meaning.

Choreographers use a dancer's body through which to **translate movement ideas**.

Dance engages us in artistic works from multiple perspectives.

Choreographers collaborate through critical reflection, creative co-operation, and the exchange of ideas.

Course Description:

The primary goal of **Dance Choreography 11** is to encourage students who have developed their technical skills in various dance forms and are ready to take on more of a leadership role and to develop their choreographic, artistic, technical & coaching skills while sharing their love of dance with others. Student choreographers will be required to perform as well as choreograph small and/or large group works for school performances such as the Grade 8 dance, Hands Up, the school play, Basketball Spirit Game, etc. Student choreographers will learn how to create innovative pieces using various choreographic skills and methods and will learn to make purposeful artistic choices to create and communicate meaning using various elements of dance and compositional skills. The curriculum is designed to enable students to explore the world through an artistic lens and to express their ideas, opinions, beliefs, and emotions. Choreographers will learn to co-operate, overcome challenges, find innovative approaches, appreciate differences, and negotiate with others. Such exploration will support students to be creative, gain competency with the various skills, and develop high-level thinking skills. An emphasis will also be placed on music editing, lighting design, and production tasks.

Curricular Competencies – What the student will do...

Explore and create

- Explore a variety of dance compositions
- Use composition skills to create, refine, rehearse, and perform a choreographed dance
- Demonstrate kinesthetic awareness of dance elements and techniques in a variety of genres and styles
- Expand composition skills to convey a particular mood, meaning, or intent
- Explore the interplay of movement, sound, image, and form in a response to a variety of stimuli
- Generate ideas through improvisation and movement exploration
- Create original movement phrases by experimenting with dance elements, principles, techniques, vocabulary, and symbols
- Create and perform movement motifs, phrases, and dance compositions in large-group, small-group, and solo contexts
- Select choreographic forms, structures, and production elements to communicate intent in dance compositions
- Consider audience and venue when composing, rehearsing, and performing

Reason and reflect

- Describe and analyze dance works using discipline-specific language
- Reflect on rehearsal and performance experiences
- Give, receive, and apply constructive feedback



Curricular Competencies – What the student will do...

Communicate and document

- Describe and document rehearsal processes, dance experiences, compositions, and performances using technical vocabulary
- Communicate and interpret ideas and emotions through dance
- Use dance to communicate about and respond to local, regional, and national issues
- Express personal experiences, cultural identity, and perspectives through dance
- Anticipate the impact of design choices on the audience and others

Connect and expand

- Demonstrate and refine the application of dance elements, principles, techniques, and language
- Explore First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding through movement and dance
- Create innovative dance works to demonstrate an understanding of a variety of contexts
- Consider personal safety, injury prevention, and physical health when planning, rehearsing, and performing choreography

Content – What the student will know...

- Elements of dance
- Skills specific to a technique, genre, or style
- Kinesthetic and spatial awareness
- Choreographic forms and structures
- Choreographic devices
- Principles of design
- The role of dancers, choreographers, and audiences
- Local, national, global, and intercultural performers, movements, and genres
- The influence of time and place on historical and contemporary dance forms
- Innovative dancers and choreographers from a variety of genres and cultures
- Traditional and contemporary First Peoples worldviews and cross-cultural perspectives communicated through movement and dance
- History of a variety of dance genres
- Ethics of cultural appropriation and plagiarism
- Safety protocols

Summative Assessments – What the student will understand...

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| <ul style="list-style-type: none">➤ Complete the choreography blueprint➤ Edit music➤ Design costumes & lighting➤ Create research presentations➤ Communicate information through written work | <ul style="list-style-type: none">➤ Choreograph dances to highlight the dancers while following a thought-out creative vision➤ Coach & support students respectfully➤ Adhere to production deadlines➤ Design Structurally, Emotionally & Technically (SET) sound choreographic works |
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HANDSWORTH DANCE DEPARTMENT

Achievement Goals – Description of the letter grades...

TO ACHIEVE AN “A”, 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.
- Choreographers will consistently take ownership of their work and demonstrate ongoing leadership that inspire others.
- Choreographers will consistently respect production deadlines for various performances.

TO ACHIEVE A “B”, 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.
- Choreographers will often take ownership of their work and demonstrate recurring leadership that inspire others.
- Choreographers will often respect production deadlines for various performances.

TO ACHIEVE A “C”, 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.
- Choreographers will sometimes take ownership of their work and demonstrate minimal leadership.
- Choreographers will sometimes respect production deadlines for various performances.



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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">➤ Choreography book with written work➤ Production tasks➤ Teaching/Coaching choreography➤ End of lesson/content quizzes➤ Unit tests➤ Assignments and projects

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
- Maintain a positive attitude and engage in learning
- Come to class/rehearsals/performances prepared having reviewed and done the required preparation.
- 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 choreographing, be reliable, responsible, and accountable as others count on you!
- Look at weekly schedule, attend scheduled rehearsals or make plans to switch with another choreographer.

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 be ready to teach when it is my turn.
- 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: _____