



ECOLE SECONDAIRE
HANDSWORTH
SECONDARY SCHOOL



Course: Dance Technique & Performance 11

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BIG IDEAS

Growth as a dancer requires perseverance, resilience, and risk taking.

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

Dancers can enhance their technique and skills with experience in a variety of genres or through specialization.

Dance is an art form that combines the **language of dance** with the ability to create and perform.

Aesthetic experiences have the power to transform our perspective.

Course Description:

The primary goal of **Dance Technique & Performance 11** is to enhance the student's technical skills and performing skills in a variety of dance styles and to expand their knowledge about dancing as an art form. Student will also work on developing their choreographic skills. Students will participate in our bi-annual performances of "Hands Up" and may be offered the opportunity to take on additional various school performances. Dance education stimulates students' imaginations, innovation, creativity, and sense of well-being while developing competencies useful to their education and careers. Dance will enhance students' intellectual, social, emotional, and physical growth. Students will learn more extensively about dance history, dance critique, and choreography to open up their minds to the diversity the dance world has to offer since aesthetic experiences have the power to transform our perspective. Throughout the year, dancers will develop perseverance, resilience, and risk taking.

Curricular Competencies – What the student will do...

Explore and create

- Demonstrate kinesthetic awareness of dance elements and techniques
- Explore specific or a variety of genres or styles from historical and contemporary cultures
- Develop and refine an articulate and expressive body through the application of anatomically and developmentally sound movement principles
- Explore the relationship between body conditioning and somatic approaches on technical and expressive skills
- Express a range of meanings, intents, and emotions
- Select and combine dance elements and technical skills to intentionally convey a particular mood, meaning, or purpose
- Improvise to enhance technical concepts
- Perform simple and complex movement phrases in large-group, small-group, and solo contexts
- Consider audience and venue when composing, rehearsing, and performing

Reason and reflect

- Describe, analyze, interpret, and evaluate dance techniques and artistic works using dance-specific language
- Refine dance concepts, technical skills, and performance
- Reflect on rehearsal and performance experiences
- Identify and apply constructive feedback to refine ideas and inspire innovation
- Demonstrate awareness of personal and social responsibility toward self, others, audience, and place
- Reflect on the influences of social, cultural, historical, political, and personal context on dance



Curricular Competencies – What the student will do...

Communicate and document

- Use technical vocabulary to describe, document, and respond critically to dance experiences and performances
- Communicate and interpret ideas and emotions through dance
- Use dance to communicate about and respond to local, regional, and national issues
- Investigate cultural identity, perspectives, values, and emotions through dance

Connect and expand

- Demonstrate personal and social responsibility associated with creating, performing, and responding to dance, including movement, music, thematic, and costume choices
- Explore First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding through movement and dance
- Explore educational, personal, and professional opportunities in dance or related fields
- Make connections through dance with local, regional, and national issues and communities
- Consider personal safety, injury prevention, and physical health when engaged in technical study, rehearsal, and performance

Content – What the student will know...

- Elements of dance
- Technical skills specific to a technique, genre, or style
- Anatomically and developmentally sound movement principles
- Kinesthetic and spatial awareness
- Bones, muscles, and joints
- Safety protocols
- Rehearsal and performance skills
- Dance notation
- The role of dancers, choreographers, and audiences in a variety of contexts
- Contributions of key dance innovators in specific genres, contexts, periods, and cultures
- Local, national, and global, and intercultural performers, movements, and genres
- Traditional and contemporary First Peoples worldviews and cross-cultural perspectives communicated through movement and dance
- History and theory of a dance technique, genre, or style
- Ethics of cultural appropriation and plagiarism

Summative Assessments – What the student will understand...

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| <ul style="list-style-type: none">➤ Prepare for presentations➤ Communicate information through written work➤ Complete the choreography blueprint➤ Edit music | <ul style="list-style-type: none">➤ Do research projects and dance critique➤ Lead a warm-up➤ Present their learning in pre-performance rehearsals (in-class & additional) with focus on quality of artistic, technical & emotion of the work |
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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.
- Own the stage when performing by performing high-quality work, while conveying emotions in various dances and genres.

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.
- Perform high-quality work, while conveying emotions in various dances and genres.

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.
- Perform satisfactory quality of work with minimal emotions in various dances and genres.



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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">➤ 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 be ready to teach when it is my turn.
- Hand-in work on 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: _____