



ECOLE SECONDAIRE
HANDSWORTH
SECONDARY SCHOOL



Course: Physical Education 10 Dance

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BIG IDEAS

Dance offers unique ways of exploring our identity and sense of belonging.	Individual and collective expression is rooted in history, culture, community, and values.	Growth as a dancer and choreographer requires perseverance, resilience, and reflection.	The body is an instrument for artistic expression in dance.	Traditions, perspectives, worldviews, and stories are shared through aesthetic experiences .
Understanding our strengths, weaknesses, and personal preferences helps us plan and achieve our goals .	Healthy choices influence, and are influenced by, our physical, emotional, and mental well-being.	Personal fitness can be maintained and improved through regular participation in physical activities.		

Course Description:

The primary goal of **PE 10 Dance** is to encourage students to explore how dance and creative movement can be a source of both fitness and self-expression. As well as projects that investigate physical and emotional wellness and the art of dance, students will also participate in our bi-annual performances of "Hands Up". Students will develop their dance technical and performing skills in a variety of dance styles and will expand their knowledge about dancing as an art form. Student will also work on developing the foundational choreographic skills. Dance will enhance students' intellectual, social, emotional, and physical growth. This course will explore unique ways of exploring our identity and sense of belonging, while expressing ourselves through dance.

Curricular Competencies (dance) – What the student will do...

Explore and create

- Demonstrate dance elements and techniques in a variety of historical and contemporary genres or styles
- Develop an articulate body as an instrument of expression
- Explore the interplay of movement, sound, image, and form to convey meaning
- Express meaning, intent, and emotion through movement
- Select dance elements, principles, techniques, vocabulary, and symbols to create innovative movement phrases
- Create and perform movement phrases both collaboratively and as an individual
- Use choreographic devices to generate movement
- Take creative risks to explore personal preferences in executing and creating movement
- Consider audience and venue while composing, rehearsing, and performing

Reason and reflect

- Describe and respond to movement and artistic works using the language of dance
- Reflect on rehearsal and performance experiences
- Receive and apply constructive feedback
- Demonstrate respect for self, others, audience, and place



Curricular Competencies (dance) – What the student will do...

Communicate and document

- Document, share, and appreciate dance works and experiences in a variety of contexts
- Perform exercises, steps, combinations, and dance works in a variety of contexts
- Develop strategies to communicate and interpret ideas and emotions through dance
- Use dance to communicate and respond to personal and social issues
- Express personal movement preferences, cultural identity, perspectives, and values through individual and group movement compositions

Connect and expand

- Demonstrate personal and social responsibility associated with creating, performing, and responding to dance, including movement, music, thematic, and costume choices
- Explore a range of local, national, global, and intercultural performers, movements, and genres
- Explore First Peoples perspectives and knowledge, other **ways of knowing**, and local cultural knowledge to gain understanding through movement and dance
- Explore ways in which dance impacts cultures and societies
- Make personal and community connections through dance

Curricular Competencies (physical education/health) – What the student will do...

Physical literacy

- Refine and apply movement skills in a variety of physical activities and environments
- Demonstrate safety, fair play, and leadership in physical activities
- Identify and participate in preferred types of physical activity

Healthy and Active Living

- Participate in physical activities designed to enhance and maintain components of fitness
- Plan ways to overcome potential barriers to participation in physical activities
- Analyze and explain how health messages might influence health and well-being

Social and Community Health

- Propose strategies for avoiding and responding to potentially unsafe, abusive, or exploitative situation
- Analyze strategies for responding to discrimination, stereotyping, or bullying
- Develop skills for maintaining healthy relationships and responding to interpersonal conflict

Mental well-being

- Evaluate and explain strategies for promoting mental well
- Explore and describe factors that shape personal identities, including social and cultural factors
- Explore factors contributing to substance abuse
- Describe the relationships between physical activities, mental wellbeing, and overall health

Content (physical education/health) – What the student will know...

- Health benefits of physical activities
- Healthy sexual decision making
- Potential short and long term consequences of health decisions including those involving physical activity, healthy eating, sleep routines, and technology
- Consequences of bullying, stereotyping, and discrimination
- Signs and symptoms of stress, anxiety, and depression
- Strategies for goal-setting and self-motivation



Content (dance) – What the student will know...

- Elements of dance
- Skills specific to a technique, genre, or style
- Anatomically and developmentally sound movement principles
- Rehearsal and performance skills
- Choreographic forms and structures
- Choreographic devices
- Dance notation and vocabulary
- Kinesthetic awareness
- The role of dancers, choreographers, and audiences in a variety of contexts
- Contributions of key dance innovators from a variety of genres, contexts, periods, and cultures
- Traditional and contemporary First Peoples worldviews and cross-cultural perspectives communicated through movement and dance
- History and theory of a variety of 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">➤ Create research presentations➤ Communicate information through written work➤ Choreograph simple dances | <ul style="list-style-type: none">➤ To think critically about dance & physical/mental wellbeing➤ Perform rehearsals (in-class & additional) with focus on quality of artistic, technical & emotion of the work for stage performances |
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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 prepared by having reviewed the dances.
- Hand-in work on the due date.
- Contact my teacher Ms. Isabelle at eisabelle@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: _____