

**NOTE A COURSE OUTLINE SUPPLEMENT WAS DISTRIBUTED IN YOUR MATH CLASS WITH INFORMATION PERTIENT TO ALL COURSES.**

**Course** Dance

**Level** Cycle 2, year 3

**Course Description and objectives**

Often referred to as the prose of human movement, dance can be defined as the art of using and organizing movements to express, create and communicate. It is a universal language that allows individuals to establish a relationship with themselves and with their environment, drawing on intuition, imagination, play-acting and analogy. The human body, as both instrument and medium, is diverted from its utilitarian motor functions by dance to become a vehicle for individual and group subjectivity. As the body gains an awareness of its own kinaesthetic reactions and the reactions it engenders in the observer, it becomes an exceptional medium of expression and communication while serving as an instrument for learning about oneself and the world. In more specific terms, dance is the endless interaction between space and time and energy that transforms the raw material of movement into the “words” of a “text” written in gestures. Dance would be mere spontaneous self-expression without the art of choreography, which allows us to structure this text and stage it to create meaning.

**Broad Areas of Learning**

The broad areas of learning are described on the course outline supplement.

**Cross-Curricular Competencies**

The cross-curricular competencies are described on the course outline supplement,

**Course Topics**

Language element	Centring	Anatomical an physiological principles
Structural element	Imagery	Documentary resources Stage
Composition procedures	Visualization	environment
Dance conventions	Memorizing to assimilate dance	Demonstrating creativity
Creative dynamic	Physical fitness	
Subject specific vocabulary	Managing stress	
Cultural references	Making adjustments	
Documentary resources	Symbolic dimension	
Creative dynamic	Stage related elements	
Subject-specific vocabulary	Composition processes	
Anticipating	Elements of dance history	
Imitating	Elements of artistic expression	
Locating	Aspects associated with mobility	
Assimilating	Dynamic principles	

## Assessment

General information and attendance requirements for all courses are described on the course outline supplement. The table below describes the specific competencies and the relative weighting for this subject.

Competency	Description	Weighting
1. Creates Dance & Performs dances	<ul style="list-style-type: none"><li>• Uses ideas to create a choreographic work (Group and in a solo)</li><li>• Uses elements of dance language and choreographic principles</li><li>• Organizes his/her choreographic creation</li><li>• Shares his/her creative experience</li><li>• Presents his/her choreographic creation</li><li>• Becomes familiar with the choreographic content of the dance</li><li>• Applies elements of movement technique</li><li>• Shares his/her choreographic performance experience</li><li>• Respects the conventions of group unity and in a solo creation</li><li>• Becomes familiar with the expressive nature of dance</li></ul>	70%
2.Appreciates Dance	<ul style="list-style-type: none"><li>• Analyzes a dance or an excerpt of a dance</li><li>• Shares his/her appreciation of dance</li><li>• Interprets the meaning of the dance excerpt</li><li>• Makes a critical and aesthetic judgment</li></ul>	30%

### NOTE

- ❖ Female students must wear lycra/cotton capri length leggings; lycra/ cotton t shirt, pink ballet slippers – leather split sole.
- ❖ Boys shorts and t shirt; black soft jazz shoe

**MATERIAL: Students must bring a pocket folder and a pencil, their agenda and their dance clothes every class.**