

## Dance – Grades 9, 10, 11 (U/C) – Continuum

### Theory

#### Overall Expectations

Grade 9 (Open)	Grade 10 (Open)	Grade 11 (U/C)
TTV.01 apply safety principles in the dance environment and in the execution of movement skills	THV.01 understand the relationship between human anatomy and dance movements	THV.02 describe the theories and practices that help dancers maintain a healthy body and prevent injury
TTV.02 describe how dance contributes to physical well-being		
TTV.03 define good hygiene and healthy eating habits		
TTV.04 explain the historical and cultural significance of one or more world dance forms	THV.02 identify and explain the historical and cultural significance of one or more world dance forms	THV.01 describe various dance forms found in Canada and around the world, using appropriate terminology
	THV.03 observe, identify, and describe a broad spectrum of dance	
	THV.04 understand how technique assists in the development of self discipline and contributes to artistic scope	
TTV.05 demonstrate basic movement skills in one or more world dance forms studied, and identify the terminology associated with each	THV.05 demonstrate the technique of one or more dance forms studied	CRV.01 demonstrate technical proficiency in one or more forms of dance

### Theory

#### Specific Expectations

##### Health and Safety

Grade 9 (Open)	Grade 10 (Open)	Grade 11 (U/C)
TT1.01 explain the implications of eating disorders and define a healthy awareness of body image	TH1.01 describe good hygiene, healthy eating habits, and the principles of safety in all aspects of dance TH1.04 demonstrate an understanding of the connection between dance and a healthy body image	TH2.03 identify common dance injuries and describe appropriate care and preventive measure for each TH2.04 demonstrate an understanding of the benefits of a healthy body to both dance and lifestyle
TT1.02 demonstrate an elementary understanding of	TH1.02 demonstrate further understanding of the science of	TH2.01 describe why it is important to take a scientific

the science of movement	movement (e.g., biomechanics, kinesiology, physiology) TH1.03 identify and describe the skeletal and muscular system in relation to movement	approach to movement studies TH2.02 describe the muscular and skeletal functions involved in performing simple dance movements
TT1.03 demonstrate an understanding of dance as a means to physical well being	TH1.05 describe the beneficial effects of dance on health, self-esteem, and self-image	TH2.04 demonstrate an understanding of the benefits of a healthy body to both dance and lifestyle
TT1.04 demonstrate an understanding of safe practices in regard to self and others in the classroom and in performance settings	TH1.01 describe good hygiene, healthy eating habits, and the principles of safety in all aspects of dance	TH2.03 identify common dance injuries and describe appropriate care and preventive measure for each
<b>History and Culture</b>		<b>Aesthetics, History, and Culture</b>
<b>Grade 9 (Open)</b>	<b>Grade 10 (Open)</b>	<b>Grade 11 (U/C)</b>
TT2.01 describe, using their own observations, a broad spectrum of dance	TH2.01 observe and describe a broad spectrum of dance	TH1.01 describe the elements, principles and techniques used in a variety of dance forms from around the world
TT2.02 demonstrate an understanding of the historical development of one or more world dance forms	TH2.02 compare and contrast the historical development and cultural significance of various dance forms from around the world	TH1.02 identify dance forms from a variety of times periods and describe their historical, structural, and stylistic characteristics
TT2.03 outline the cultural significance of one or more world dance forms		TH1.03 demonstrate an understanding of the effect of social and political events on the evolution of dance
TT2.04 demonstrate an understanding of the relationship between dance and social issues as expressed in the lives and works of particular artists		
TT2.05 identify commonalities among various dance forms (e.g., steps, patterns, choreography)		
TT2.06 describe aspects of dance in their own surroundings and of the artistic heritage of Canadian peoples	TH2.03 describe ways in which dance is part of the culture within their local community, in Ontario, in Canada, and worldwide, with particular emphasis on dance in Ontario	TH1.04 describe the impact, at various time periods in Canada, of the dance forms being studied

## Theory

### Specific Expectations

#### Technique

**Note:** Technique is in the Creation strand in Grade 11

Grade 9 (Open)	Grade 10 (Open)	Grade 11 (U/C)
TT3.01 identify basic movement terminology pertaining to the world dance form(s) studied	TH3.01 identify more complex movement terminology pertaining to the world dance form(s) studied	
TT3.02 identify and describe the main characteristics of one or more world dance forms studied		
TT3.03 demonstrate basic body positions, movement skills, simple movement patterns, and combinations in at least one world dance form studied	TH3.02 demonstrate more complex movement skills, patterns, combinations, body positions, locomotor and non-locomotor movements in one or more world dance forms studied TH3.04 explain the role of coordination, flexibility, strength, and proper breathing in dance	CR1.01 demonstrate skill in executing complex movements (locomotor and non-locomotor movements, combinations of movements) and body positions in one or more world dance forms CR2.02 demonstrate increased technical proficiency in dance, showing coordination endurance, flexibility, musicality, rhythmic sense, and strength in their performances
	TH3.03 demonstrate an understanding of how technique functions as a tool in developing artistic scope	CR3.03 use technique effectively to extend artistic scope

## Creation

### Overall Expectations

Grade 9 (Open)	Grade 10 (Open)	Grade 11 (U/C)
		CRV.01 demonstrate technical proficiency in one or more forms of dance
TCV.01 identify and explore in basic ways the elements of movement (e.g., flow, space, time), and combine them into sequences	CRV.01 apply the elements of dance and various stimuli to create movement sequences CRV.03 devise different approaches to compositional forms	CRV.02 choreograph dance works that combine a broad spectrum of complex movement skills and techniques
TCV.02 improvise to vary established patterns and develop an idea or theme	CRV.02 use improvisation to vary established movement patterns	

TCV.03 demonstrate an understanding of fundamental presentation and performance skills		CRV.04 demonstrate an understanding of dance presentation and production
TCV.04 perform in appropriate settings	CRV.04 demonstrate the ability to practise and polish dance pieces for effective performance	CRV.03 rehearse and perform dances in various settings and for a variety of purposes
TCV.05 demonstrate knowledge of appropriate conventions relating to classroom presentations, and conventions affecting performers and audience members	CRV.05 demonstrate a higher level of the skills that lead to effective rehearsals and performances	

## Creation

### Specific Expectations

#### Elements of Dance Movement

**Note:** Elements of Dance Movement is not a sub-strand in Grade 11

Grade 9 (Open)	Grade 10 (Open)	Grade 11 (U/C)
TC1.01 demonstrate elements of dance (e.g., shape, time, energy, space) alone and in combination	CR1.01 apply the elements of dance (e.g., flow, space, time) to create movement sequences	
TC1.02 apply movements as stimuli to develop movement vocabulary	CR1.02 use movement as a stimulus	
TC1.03 explore movement through structured improvisation	CR1.03 observe and demonstrate improvised movement patterns, combinations, studies, and group dances	
TC1.04 explore improvised movement based on a variety of other stimuli		

## Technique

**Note:** See Theory strand for Technique in Grades 10 and 11

Grade 9 (Open)	Grade 10 (Open)	Grade 11 (U/C)
TT3.03 demonstrate basic body positions, movement skills, simple movement patterns, and combinations in at least one world dance form studied	TH3.02 demonstrate more complex movement skills, patterns, combinations, body positions, locomotor and non-locomotor movements in one or more world dance forms studied TH3.04 explain the role of	CR1.01 demonstrate skill in executing complex movements (locomotor and non-locomotor movements, combinations of movements) and body positions in one or more world dance forms CR2.02 demonstrate increased

	coordination, flexibility, strength, and proper breathing in dance	technical proficiency in dance, showing coordination endurance, flexibility, musicality, rhythmic sense, and strength in their performances
	TH3.03 demonstrate an understanding of how technique functions as a tool in developing artistic scope	CR3.03 use technique effectively to extend artistic scope

## Creation

### Specific Expectations

#### Composition

Grade 9 (Open)	Grade 10 (Open)	Grade 11 (U/C)
		CR2.01 use improvisation appropriately as a compositional tool for individual and group presentations
		CR2.03 solve complex compositional problems through guided exploration
TC2.01 create dance sequences using explored elements	CR2.02 create increasingly long and complex dance compositions, exploring themes, ideas, and topics	CR2.04 create dance compositions of increasing complexity - that is, trios, duets, and solos, and works for small groups
TC2.02 create dance compositions using various forms and structures	CR2.01 develop compositional forms and structures CRV.03 devise different approaches to compositional forms	
TC2.03 compose original dance pieces using various other stimuli	CR2.04 compose original dance pieces, using other sources of stimuli	CR2.02 use sounds, visuals, textures, themes, and historical events as stimuli for improvisation
TC2.04 use computer technology as a compositional tool	CR2.03 create increasingly long and complex dance compositions, using computer technology	CR2.06 use technology effectively when creating dance works
		CR2.05 create notation systems that help them develop and record compositions

## Creation

### Specific Expectations

#### Presentation and Performance

Grade 9 (Open)	Grade 10 (Open)	Grade 11 (U/C)
TC3.01 describe and demonstrate appropriate dress (e.g., proper footwear) and behaviour (e.g., punctuality) in dance class, rehearsal, presentation, and performance	CR3.01 demonstrate appropriate dance class discipline and procedures specific to each world dance form studied	CR3.01 demonstrate the essential skills and appropriate behaviour of performers/participants, leaders, and audience members
TC3.02 demonstrate an understanding of the importance of focus, concentration, and repetition in reproducing movement accurately	CR3.02 demonstrate an ability to prepare for rehearsal, polish pieces, practise movement memory, and refine technique	CR3.02 demonstrate an ability to prepare for rehearsals and performances (e.g. polish pieces, showing technical accuracy and mature interpretative skills) CR3.03 demonstrate appropriate use of skills in technique and composition through the presentation of dance works
TC3.03 identify and describe parts of the stage and basic stagecraft		<b>Note:</b> See Production sub-strand
TC3.04 present and perform dance in different group forms		
	CR3.03 demonstrate cooperation and leadership in performing the compositions of others	
	CR3.04 demonstrate an understanding of the need for and methods of projecting oneself during presentation and performance	

## Creation

### Specific Expectations

#### Production

**Note:** Production is not a sub-strand in Grades 9 and 10.

Grade 9 (Open)	Grade 10 (Open)	Grade 11 (U/C)
TC3.03 identify and describe parts of the stage and basic stagecraft		CR4.01 use the technical skills of stagecraft appropriately in dance productions (e.g., skills in the use of light, sound, special effects)
		CR4.02 use technology effectively in their productions of dance works
		CR4.03 demonstrate an understanding of the technical aspects of rehearsals and performance (e.g., scheduling, set-up and striking sets)
		CR4.04 demonstrate the essential skills and appropriate attitudes and behaviour of members of a production crew (e.g., the stage manager, artistic director, sound designer, publicist)

## Analysis

### Overall Expectations

Grade 9 (Open)	Grade 10 (Open)	Grade 11 (U/C)
TAV.01 develop criteria for discussing a broad spectrum of observed dance	ANV.01 define and describe the criteria for analysing dance ANV.02 compare and contrast a broad spectrum of dance	ANV.01 analyse and evaluate the formal structure and meaning of a broad spectrum of dance forms ANV.02 analyse the significance and function of a variety of dance forms in specific cultures
TAV.02 describe dance works, using the language of dance criticism		
TAV.03 reflect on their own work and that of others	ANV.03 develop and use criteria for self and peer evaluation	
TAV.04 exhibit basic library research skills, using current	ANV.04 describe and demonstrate how technology	

information technologies	can be used as a tool in the field of dance	
TAV.05 explain how skills developed in dance can be applied in a variety of careers	ANV.05 investigate and report on various dance careers and other related career opportunities	ANV.043 explain how dance can serve as preparation for various arts-related careers

## Specific Expectations

### Appreciation and Criticism

Grade 9 (Open)	Grade 10 (Open)	Grade 11 (U/C)
TA1.01 develop criteria for discussing a broad spectrum of observed dance	AN1.01 define the criteria for analysing dance	AN1.04 create a set of aesthetic criteria by which to evaluate their own work and that of others
TA1.02 demonstrate the difference between learning steps and creating a dance work	AN1.02 analyse improvisations, movement phrases, and more formal compositions created in class	AN1.01 analyse and evaluate the use of the elements, principles, and techniques of dance with respect to formal structure and meaning in a broad spectrum of dance forms (e.g., jazz, tap, Indian/South Central Asian dance) AN1.02 analyse the significance and function of a variety of dance forms in Canadian society (e.g., ballet, modern dance, Afro-Caribbean dance)
TA1.03 demonstrate an understanding of concentration, effective projection and clarity in communication		
TA1.04 identify types and/or styles of dance, describing them orally and in written form	AN1.03 reflect and report - in oral and written form - on their own compositions and those of others (their peers, dancers in other cultures)	AN1.03 describe and analyse, orally and in writing, the cultural significance of a broad spectrum of dance forms

## Analysis

### Specific Expectations

#### Exploration and Research

**Note:** Exploration and Research is not a sub-strand in Grade 11. However, some expectations in the Appreciation and Criticism sub-strand correspond to expectations in this sub-strand.

Grade 9 (Open)	Grade 10 (Open)	Grade 11 (U/C)
	AN2.01 solve a variety of creative problems through movement	
TA2.01 use library facilities and information technology to complete assignments	AN2.02 use computer technology and software to explore aspects of dance	AN1.05 use technology (e.g., videotape, CD-ROM stop action) appropriately as an analytical tool in the field of dance
TA2.02 use CD-ROMs, the Internet, and other sources, to collect and review information on various topics and themes (e.g., eating disorders, dance and gender, movement in ritual)	AN2.03 use CD-ROMs, the Internet, and/or other telecommunications technologies to compare and contrast topics and themes in dance	

## Self and Community

**Note:** Self and Community is not a sub-strand in Grade 11.

Grade 9 (Open)	Grade 10 (Open)	Grade 11 (U/C)
TA3.01 identify ways dance is used in the community	AN3.01 identify how dance is integrated into other presentation media	
TA3.02 understand and demonstrate appropriate behaviour at dance performances		
TA3.03 describe the distinctive characteristics of presenting dance in small and large groups	AN3.03 analyse their own dance works presented in small groups	
TA3.04 explain how physical, intellectual, and artistic skills and knowledge developed in dance can be applied in a variety of careers (e.g., self-discipline, confidence with movement)	AN3.02 explore and describe ways in which problem-solving skills in dance are transferable to other settings, disciplines, and work-related environments	

## Analysis

### Specific Expectations

### Career Preparation

**Note:** Career Preparation is not a sub-strand in Grades 9 and 10.

Grade 9 (Open)	Grade 10 (Open)	Grade 11 (U/C)
		AN2.01 analyse the role of dance in the community
		AN2.02 explain how knowledge and skills acquired through the study of dance can be applied in other settings
TA3.04 explain how physical, intellectual, and artistic skills and knowledge developed in dance can be applied in a variety of careers (e.g., self-discipline, confidence with movement)		AN2.03 explain how the knowledge and skills acquired through the study of dance can be applied in a wide range of careers