



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: School District #35 (Langley)	School District/Independent School Authority Number (e.g. SD43, Authority #432):
Developed by: Jill Steacy	Date Developed: February 28, 2018
School Name: Langley Fine Arts School	Principal's Name: Jon Bonnar
Superintendent Approval Date (for School Districts only): 	Superintendent Signature (for School Districts only):
Board/Authority Approval Date: 	Board/Authority Chair Signature:
Course Name: Dance Composition Level One	Grade Level of Course: Grade 10
Number of Course Credits: 2-credit	Number of Hours of Instruction: Semester course; 3-hours per week

Board/Authority Prerequisite(s):

N/A

Special Training, Facilities or Equipment Required:

Teacher must be a certified Dance teacher, with course work in the elements of movement and composition.

Students must have access to an open space (I.e. dance studio).

Course Synopsis:

This course has been designed to allow students to experience the creative process through the development of movement. It will examine the elements (building blocks) of movement and develop student's understanding of the tools available to them when creating movement.

Goals and Rationale:

Rationale:

Composition Level One is designed to develop choreographers who have the knowledge, skills, and understandings to be effective communicators. By learning the building blocks of movement choreographers will learn how different combinations can alter the message they create. Students will learn that the process of creating movement begins with research and reflection; starting with an examination of ideas and contending with the development of their personal perspective on issues. The course emphasizes the generation and development of ideas and the original representation of those ideas.

Goals:

- Gather ideas through exploration and through combining others' ideas.
- Develop a body of creative work over time.
- Examine ideas from different perspectives and represent through movement.
- Analyze and reflect own and others' work (based upon set criteria).
- Strengthen skills that can be transferred to other artistic disciplines and academic pursuits.

Aboriginal Worldviews and Perspectives:

- The creation of dance works to promote relationships between people through the connection of ideas.
- The creative process involves personal reflection and the ability to develop their own unique personal voice.
- When selecting movement we are influenced by past choreographers and their contributions.
- In presenting dance we must honour the ideas that stimulated our choreography.
- The act of composition is experiential; we must move to create.
- Composition involves learning from others, as well as knowing when we are meant to lead.

BIG IDEAS

<p>The choreographic process involves exploration, selection, revision, and reflection.</p>	<p>The process of creating movement is a collaborative art form that involves the exchange of ideas.</p>	<p>Elements of movement (body, space, time, dynamics, relationships) are the building blocks of composition.</p>	<p>Growth as a choreographer is dependent on perseverance, resilience, and risk taking.</p>
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Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Exploring and creating</p> <ul style="list-style-type: none"> • Explore and create through the lens of specific elements of dance • Select and combine elements of dance to create movement phrases • Explore movement phrases as literary terms (i.e. dangling modifiers, run-on sentences, incomplete sentences, metaphor, analogy, alliteration) • Create movement to respond to, or represent, a variety of stimuli (i.e. abstract ideas, visual stimuli, • Evaluate improvisation as a stimulus for choreography • Improvise movement to expand known movement vocabulary in new applications • Create dance compositions in large-group, small-group, and solo contexts • Choreograph dance for a variety of environments <p>Reasoning and reflecting</p> <ul style="list-style-type: none"> • Project through movement a personal perception • Use established criteria to analyze the work of self and others • Demonstrate ability to give and receive constructive criticism • Evaluate choreographic forms and devices (both as a stimulus for creating movement and as a way to create a piece) • Create dance clearly demonstrating beginning, middle, end 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Kinesthetic and spatial awareness • Choreographic forms and structures • Principles of design • The ethics of cultural appropriation and plagiarism • Safety protocols related to the physical well-being of the dancer • The role of dancers, choreographers, and audiences in a variety of contexts • Contributions of key choreographic innovators • Personal and social responsibility related to creating and responding to dance

<p>Communicating and documenting</p> <ul style="list-style-type: none"> • Demonstrate attitudes appropriate to making dance: ability to give direction, respect for others' contributions • Explore a variety of ways to record choreography • Examine and interpret feelings and emotions and express them through dance • Articulate own choreographic intent <p>Connecting and expanding</p> <ul style="list-style-type: none"> • Use critical-thinking and problem-solving skills to expand movement vocabulary • Assess role of choreography to respond to community needs or socially controversial issues 	
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Recommended Instructional Components:

- Large-group and small-group explorations
- Solo explorations
- Direct instruction
- Analysis of historical dance (video)
- Peer assessment
- Reflective writing

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

- Feedback and assessment of research; idea-development; and final product
- Self-assessment of process and final product
- Peer-assessment
- Criteria-based assessment: criteria and rubrics to determine the standards met and the level of performance attained.
- Teacher assessment of the collection of student work looking for a demonstration of strengths, areas of growth, and areas for further development

Learning Resources:

[The Intimate Act of Choreography](#) by Lynne Anne Blom