



## Board/Authority Authorized Course Framework

<b>School District/Independent School Authority Name:</b> LANGLEY SCHOOL DISTRICT	<b>School District/Independent School Authority Number:</b> SD35
<b>Developed by:</b> Kim Wolski, Jill Steacy	<b>Date Developed:</b> March 1, 2019
<b>School Name:</b> Langley Fine Arts School	<b>Principal's Name:</b> Jon Bonnar
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> Dance for Camera	<b>Grade Level of Course:</b> Grade 11
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 120

**Board/Authority Prerequisite(s):**

No prerequisite.

**Special Training, Facilities or Equipment Required:**

A background and understanding of choreography and film.

Students will need access to film and editing equipment as well as space (i.e. dance studio)

**Course Synopsis:**

This course will explore the choreographic and cinematic aspects of producing a dance for the camera. A dance for the camera is not a film/video document of a proscenium dance performance, but a synthesis between the various techniques of film/video and the act of choreography. This course will encourage the students to expand the skills they developed in other classes, and to focus on the difficult yet rewarding process of creative collaboration.

**Goals and Rationale:**

- Promote the collaboration of multiple art forms to create a new art form
- Enhance personal artistic skills through the learning of techniques related to another art
- Communicate a message through movement and perspective
- Participate in the creative process through movement and camera, allowing students to respond to works of art through emotional, cognitive and sensory ways
- Coordinate time and space through movement and camera
- Permit creative risk taking where unexpected outcomes are acceptable and serve as learning opportunities
- Encourage questions related to the perception and expression of artistic works

**Aboriginal Worldviews and Perspectives:**

- **Connectedness and Relationships:** Exploration of movement and place can create memory, reflect history, and tell story
- **Emphasis on Identity:** Active involvement in the creative process establishes self-awareness and identity
- **Emphasis on Identity:** Developing as an artist involves recognizing strengths and persevering through difficult moments
- **Experiential Learning:** From exploration and improvisation, to the design and implementation of ideas, the entire course requires active involvement and participation
- **Power of Story:** Changing an angle or perspective can alter the telling of a story. This must be balanced with honouring the origins of the story

**BIG IDEAS**

Growth as an artist is dependent on perseverance, resilience, refinement, and reflection.

Moving-image artists use the body and technology in innovative and reflective ways.

Aesthetic experiences provided by moving images can effect change in artists, audience, and environments.

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

**Learning Standards**

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p><b>Explore and Create:</b></p> <ul style="list-style-type: none"> <li>• Explore established, new, and emerging technologies used in creating dance for camera</li> <li>• Create artistic works for a specific audience or an intended purpose</li> <li>• Refine skills and techniques in creating media artworks</li> <li>• Demonstrate active engagement in the creative process and resolving creative challenges</li> <li>• Create original movement phrases by experimenting with dance elements, principles of design, technique, vocabulary, and symbols</li> <li>• Explore, view, and create moving images to support choreographed movement</li> <li>• Plan, produce, and record moving images individually and collaboratively</li> <li>• Intentionally select and combine moving-image elements, techniques, processes, and technologies</li> <li>• Take creative risks to express ideas, meaning, and mood</li> <li>• Generate ideas through improvisation, movement and camera explorations</li> </ul> <p><b>Reason and Reflect:</b></p> <ul style="list-style-type: none"> <li>• Describe and analyze, using discipline-specific language, how choreographers and directors use materials, the body, technologies, processes, and environments in creating dance for camera</li> <li>• Interpret how meaning is communicated in moving images through technologies, environments, and techniques</li> <li>• Receive, provide, and synthesize constructive feedback to refine moving images</li> <li>• Analyze the ways in which moving images convey meaning</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• elements of dance: body, space, time, dynamics, relationships</li> <li>• principles of design: balance, contrast, emphasis, harmony, pattern, proportion and scale, etc.</li> <li>• kinesthetic and spatial awareness</li> <li>• choreographic forms and structures: shape or structure of a dance (i.e. AB, ABA, rondo, canon, narrative)</li> <li>• choreographic devices: methods used to change or develop movement (i.e. retrograde, repetition)</li> <li>• image development strategies</li> <li>• film elements: cinematography (blocking for camera, lighting, shot selection); camera position and movement (bird’s eye, pan, tilt); editing (transitions, cut, dissolve, clip)</li> <li>• media production skills:             <ul style="list-style-type: none"> <li>○ pre-production: planning, treatment, storyboard, shot list designing, exploring movement, setting choreography (heavy on the Dance component)</li> <li>○ production: product is actively created and developed</li> <li>○ post-production: fine tune, edit, and manipulate production (heavy on the Camera component)</li> </ul> </li> <li>• digital citizenship: human, cultural, societal issues related to technology</li> </ul>

- Identify how moving images relate to a specific place and time
- Develop a personal aesthetic in regards to principles of design, and elements of dance

**Communicate and Document:**

- Explore the genre of dance for camera in historical and contemporary culture
- Document, share, and respond to moving images
- Communicate ideas and express emotions through dance for camera
- Demonstrate respect for self, others, and place through the making of art
- Create artistic works to express personal voice

**Connect and Expand:**

- Demonstrate personal and social responsibility associated with creating, perceiving, and responding
- Explore First Peoples perspectives, knowledge, and protocols; other ways of knowing, and local cultural knowledge to gain understanding
- Engage in digital citizenship throughout the creative process
- Explore the impacts of culture and society on moving images
- Adhere to safety protocols and procedures in all aspects of choreography and production

**Recommended Instructional Components:**

- Analysis of professional dance on camera
- Large-group and small-group explorations
- Direct instruction and demonstrations
- Opportunities for reflection to determine path going forward
- Respond to the work of self and others through activities ranging from reflection to action

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

The following principles provide a foundation for the development of classroom assessment, evaluation and communication of student learning. These principles are intended to provide teachers with guidance for classroom assessment that aligns with the redesigned curricula.

- Demonstration of learning through journaling, storyboarding, video clips, compilation of a portfolio
- Regular feedback on developing and finished work by the teacher, peers, and self
- Feedback is based upon established criteria of standards and exemplars
- Ongoing feedback provides goals for future growth
- Rubric-based assessment of the collection of student work to determine strengths, areas of growth, an areas for further development and research