



Board/Authority Authorized Course Application

School District/Independent School Authority Name: Langley School District #35 (Langley)	School District/Independent School Authority Number (e.g. SD43, Authority #432):
Developed by: Kim Wolski; Jill Steacy	Date Developed: April 20, 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: Inside Rhythm	Grade Level of Course: Grade 10
Number of Course Credits: 2 credits	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 and/or music teacher, with a background in teaching the creative process (choreography and composition).

Students must have access to studio space and break-out rooms.

Course Synopsis:

This course has been designed to explore the relationship between music and dance. It provides a collaborative opportunity for musicians and dancers to find and play with the rhythms within music and movement. Students will demonstrate innovation as they learn and apply concepts, styles, and conventions unique to music and dance.

Goals and Rationale:

Rationale:

The course is designed to develop an awareness of the creative process of another art area. Examining the similarities will strengthen the connection between the two arts. Examining the differences will allow students to learn new ways to approach creation, strengthening their own individual creative voice.

Goals:

- Collaboration is a transferable skill that goes beyond the classroom
- Collaboration involves listening and reflection
- To examine creative challenges through a different lens
- By exposure to different perspectives we strengthen our own voices

Aboriginal Worldviews and Perspectives:

Emphasis on Identity: Developing as an artist involves recognizing strengths and persevering through difficult moments.

Connectedness and Relationship: Collaboration requires respect for all contributions.

Connectedness and Relationship: Collaboration involves knowing when to lead and when to follow.

Experiential Learning: From improvisation and exploration, to the implementation of ideas, the entire course requires active involvement and participation.

BIG IDEAS

Choreographers and composers collaborate through exchanging ideas, critical reflection and creative cooperation

Choreographers use the dancers' body as an instrument to translate movement ideas from abstract to concrete

Collaborative experiences enrich the identity of composers and choreographers

Composition is an opportunity to musically represent one's identity, context and culture

Collaboration between composer and choreographer includes learning one another's language

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 experiment with dance and music elements • Express a range of meanings, intents, and emotions using a variety of stimuli • Create and perform movement and music motifs, phrases, and compositions in large-group, small-group, and solo contexts • Compose music using a variety of instrumentations • Demonstrate creative thinking and innovation by using ideas inspired by improvisation • Engage skills beyond traditional application <p>Reasoning and reflecting</p> <ul style="list-style-type: none"> • Apply creative and critical-thinking skills and processes in the exploration, design, and creation of compositions • Give, receive, and apply constructive feedback on compositions <p>Communicating and documenting</p> <ul style="list-style-type: none"> • Use dance and music vocabulary to describe, document, and respond critically to rehearsals, compositions, and performances • Share personal insights derived from observing, listening, composing, and performing • Anticipate audience impact and make design choices with understanding and respect 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Movement sound, image and form to convey meaning • Wide variety of skills, techniques and technologies to support creative processes • elements of dance: body, space, time, dynamics, relationships • music elements, principles, techniques, vocabulary and symbols • principles of design • the role of dancers/musicians, choreographers/composers in a variety of contexts • safety protocols related to environment, biomechanics, clothing, and footwear • procedures to prevent injury or harm to self and others

- The creative process comes with social responsibilities.

Connecting and expanding

- Demonstrate application of dance and music elements, principles, techniques, and language
- Use critical-thinking and problem-solving skills to expand movement and music vocabulary
- Make connections to local issues and communities
- Consider personal safety, injury prevention, and physical health when engaged in planning, rehearsing, and performing
- Safely care for and maintain tools, equipment, materials and work space

Recommended Instructional Components:

- Large-group and small-group explorations
- Solo explorations
- Direct instruction
- Analysis of professional dance and music (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