Grade 10 Dance

FRENCH IMMERSION Program

Course Code		Course Credit		Course Code		Course Credit
0174	Dance 1A	0.5, 1.0		0182	Dance 5A	0.5, 1.0
0175	Dance 1B	0.5		0189	Dance 5B	0.5
0176	Dance 2A	0.5, 1.0		0194	Dance 6A	0.5, 1.0
0177	Dance 2B	0.5		0195	Dance 6B	0.5
0178	Dance 3A	0.5, 1.0		0196	Dance 7A	0.5, 1.0
0179	Dance 3B	0.5		0197	Dance 7B	0.5
0180	Dance 4A	0.5, 1.0		0198	Dance 8A	0.5, 1.0
0181	Dance 4B	0.5		0238	Dance 8B	0.5

Discipline Overview

Arts education in Manitoba includes the disciplines of drama, visual arts, music, and dance. These disciplines represent expressive art forms and unique literacies that have the power to communicate and embody ideas and feelings by mobilizing the body, senses, mind, intellect, emotions, imagination, and intuition.

Arts education provides learners with the opportunity to get to know themselves better, to express themselves in a variety of ways, and to develop their perception, interpretation, and understanding of the world around them. It illuminates, deepens, and broadens the human experience. Drama, visual arts, music, and dance foster the development of global competencies and sustainable learning, diversify literacy choices, and contribute to learners' growth, well-being, and sense of identity.

Each of the arts education disciplines gathers four recursive learning areas highlighting important practices, skills, and abilities. These areas are *Making, Creating, Connecting*, and *Responding*. Arts language and practices *(Making)* are connected to how they may be used to create *(Creating)*, to what understandings and significance the language and practices can communicate through diverse contexts *(Connecting)*, and to how critical reflection about dance transforms learning and develops identity and agency *(Responding)*. Learning in these areas is not designed to be taught in isolation, but interdependently so that the learner can engage and mobilize these learning areas to stimulate and support artistic development. The butterfly images in **drama**, **visual arts**, **music**, and **dance** illustrate recursive learnings in arts education.

Manitoba

Learning in arts education takes into account the role of the French Immersion Program, its vision, its foundations (language, culture, and identity), as well as the principles of learning and assessment. Students in arts education are exposed at the same time to artistic, cultural and language models. Learning in arts education thus contributes to the creation and vitality of a Francophone space where students can take action, define themselves and flourish.

Course Overview

In Grade 10, the learner
- develops language and practices for making dance *(Making)*
- generates, develops, and communicates ideas for creating dance *(Creating)*
- develops understandings about the significance of dance by making connections to various contexts of times, places, social groups, and cultures *(Connecting)*
- uses critical reflection to inform dance learning and to develop agency and identity *(Responding)*

Although these areas are distinct, their recursive learnings are designed to be achieved in an authentic and interdependent way. They are developed, recombined, and transformed across novel and varied contexts to deepen and broaden learning, which becomes more refined, sophisticated, and complex with time and new experiences

Global Competencies in Dance

Critical Thinking

Critical thinking in dance consists of analyzing, synthesizing, interpreting, and evaluating the dance experience or work through observation, reflection, and reasoning in order to make informed judgments and choices to guide one's decisions and actions.

- Learners express their initial reactions by making personal connections and drawing on previous experiences.
- Learners use initial impressions as a starting point for reflection.
- Learners observe and describe the work or experience in dance to facilitate interpretation, evaluation, and assessment.
- Learners determine how the elements of the dance are used, manipulated, and organized on the basis of observations, evidence, and analytical criteria.
- Learners analyze the work or experience in dance while considering different perspectives and interpretations through listening, dialogue, questioning, and research to establish a common understanding.

- Learners give and justify their interpretations, preferences, and evaluations of work or experiences in dance in order to make informed judgments and choices.
- Learners generate, co-construct, and weigh criteria to evaluate the artistic experience or work.

Creativity

Creativity in dance is the ability to generate, imagine, develop, and transform ideas in order to invent, innovate, find solutions, or create an artistic work.

- Learners embrace ambiguity and are open to emerging and spontaneous ideas.
- Learners demonstrate curiosity, open-mindedness, flexibility, boldness, perseverance, and resilience.
- Learners generate ideas from a variety of sources (e.g., personal experiences, feelings, emotions, memories, observations, knowledge, current events, imagination, etc.) for creating dance.
- Learners build on the ideas of others to create dance.
- Learners experiment and develop ideas iteratively using dance language (e.g., elements and principles, terminology, techniques, tools, etc.).
- Learners evaluate, revise, refine, and share the artistic work in response to self-reflection or peer feedback.

Citizenship

Citizenship in dance is linked to the ability to engage with cultural, social, political, environmental, and economic issues through artistic practices to facilitate a more humanitarian and sustainable world.

- Learners address and reflect on complex issues (ecological, social, political, and economic) in the creation, interpretation, and appreciation of dances.
- Learners recognize the impact of principles of equity, human rights, and social justice on artists and their work.
- Learners explore the interconnectedness among themselves, others, and the natural world through works and experiences in dance.
- Learners examine how dance influences, comments on, and challenges identity, social, political, and cultural discourses by examining diverse viewpoints, experiences, and world views.
- Learners value other cultures, languages, and beliefs, and cultivate empathy, respect, inclusion, and compassion in order to navigate and negotiate the complexities of the contemporary world through dance experiences.
- Learners realize their potential through their artistic contributions.

- Learners engage with the arts community (e.g., artists, events, demonstrations, organizations, associations, community resources, innovations, etc.) and propose equitable solutions for the well-being of self, others, and the natural world.
- Learners apply ethical practices (e.g., copyright, intellectual property, etc.) to the creation, sharing, and consumption of dances.

Connection to Self

Connection to self in dance includes the development of one's identity, physical and spiritual well-being, resilience, autonomy, confidence, and perseverance. Practising dance helps learners transform and develop, and it increases their self-esteem, motivation, and sense of belonging.

- Learners identify what contributes to their well-being in order to understand themselves better and to recognize their interests, values, strengths, challenges, and needs.
- Learners learn about the factors that shape their identity through dance experiences.
- Learners self-regulate, self-evaluate, and reflect on the dance experience to improve themselves.
- Learners set and pursue artistic goals for their learning in dance, their well-being, and their future.
- Learners adapt to new experiences and renew their perception of self and the world with hope and perseverance.
- Learners recognize their role and the ways in which dance shapes personal, cultural, and artistic identities and enhances life, learning, leisure, and work.

Collaboration

Collaboration in dance is about learning from each other and working together toward a common goal to co-construct meaning using artistic language and processes related to dance.

- Learners recognize and respect that others may have different perspectives, ideas, interpretations, and opinions about dance experiences.
- Learners understand that drawing on others' ideas can enrich their learning in dance and deepen their thinking.
- Learners share their ideas and perspectives while valuing those of others.
- Learners apply the conventions of artistic performance (e.g., presentation, performance, etc.) by practising active listening.
- Learners give and accept feedback on their ideas and those of others.

- Learners share responsibilities and occupy various roles within a team.
- Learners engage with the community (e.g., artists, events, organizations, associations, community resources, etc.) to develop learning opportunities in dance.
- Learners engage in the collective purpose or common goal while co-constructing dance works and experiences with peers.

Communication

Communication in dance is based on interaction with others or with a dance, enabling one to express or interpret messages, ideas, or emotions, and to respond to them using artistic languages and processes.

- Learners use dance language (e.g., elements, forms, terminology, techniques, tools, etc.) to communicate ideas.
- Learners use various modes (e.g., oral, visual, sound/audio, media, gestural, symbolic, tactile, and spatial) and tools (ICT, digital, etc.) according to the learning context.
- Learners recognize the impact of their contributions to dance on the development of their identity and relationships.
- Learners determine the artistic intent of a work, taking into account the context and target audience.
- Learners seek to understand the messages in their dance experiences through observation, active listening, questioning, and reflection.
- Learners examine and understand the ways in which dance can communicate aspects of the person, culture, history, traditions, values, issues, and events.
- Learners deeply engage the body, senses, and imagination to express and communicate thoughts and feelings through dance language.
- Learners make connections and build relationships through dance experiences.
- Learners recognize the communicative power of dance in building community.

Making in Dance

The learner develops language and practices for making dance using the elements, the choreographic considerations, and the techniques of dance. Dance embodies and communicates ideas, feelings, and meaning through cognitive, physical, affective, and intuitive modes. The development of language and practices for making dance illuminates, deepens, and broadens human experience through interactions, relationships, and individual and collective contributions.

Connecting in Dance

The learner develops understandings about the significance, influence, impact, and role of dance by making connections to the contexts of various times, places, social groups, and cultures. Engaging with dance practices, forms, styles, traditions, and artists enables learners to understand the world around them and the perspectives of others. "Connecting" in dance invites the learner to question the past, to challenge the present, and to shape the future.

Creating in Dance

The learner engages in the creative process by generating, developing, and communicating ideas in the creation of dance. The creative process in dance provides opportunities for the learner to imagine possibilities, communicate complex ideas and emotions in unique and powerful ways, express the intangible, and explore identities. Through the creative process, learners explore multiple and sometimes unexpected ways to solve problems and find solutions. The divergent, open-ended creative thinking needed for the creative process is essential for all learning in today's world.

Responding in Dance

The learner uses critical reflection to inform dance learning by responding, observing, describing, analyzing, and interpreting dance experiences. The process of critical reflection in dance enables learners to recognize different perspectives, challenge and construct ideas, beliefs, and values, and apply new understandings to their learning. This process informs the learner's identity and agency and is necessary for transformative learning.

Learning Outcomes

Making (DA-M): The learner develops language and practices for making dance.

10-DA-M1 The learner develops competencies for using elements of dance in a variety of contexts by doing the following:

- Use movement to demonstrate understandings about the following:
  - the body as an instrument of artistic expression (e.g., alignment and control, body parts, shapes, actions)
  - spatial concepts (e.g., general and personal space, positive and negative space, body levels and directions, pathways)
  - relationships (e.g., between body parts, dancers, groups, objects, audience)
  - expressive gestures in various dance contexts (e.g., functional, ritualistic, social, emotional)
- Create varied movement qualities by combining motion factors in dance.
- Use dance vocabulary to identify and describe how and why dance elements are used.

10-DA-M2 The learner develops competencies for using dance techniques in a variety of contexts by doing the following:

- Demonstrate fundamental dance techniques in a range of dance genres and/or styles.
- Perform a variety of genre-specific or style-specific dances.
- Use genre-specific or style-specific dance vocabulary.
- Select, encode, and decode dance and movement in various contexts (e.g., visual and musical cues, invented and/or standard dance notation, digital and graphic representation).
- Apply an understanding of factors necessary to maintain the health and safety of dancers.
- Develop and refine technical proficiency (e.g., coordination, artistry, musicality, focus, control, memory, projection, confidence, precision, strength, balance, alignment, flexibility, endurance, articulation).

10-DA-M3 The learner develops expressive skills and musicality to communicate artistic intent by doing the following:

- Develop and refine the ability to synchronize movement with the flow and structure of music or poetry (e.g., beat, accent, metre, non-metre, rhythm, tempo, phrasing).

- Communicate the expressive qualities of music and music elements (e.g., pitch, texture, harmony, timbre, syncopation, polyrhythm, phrasing, dynamics) through body movements.
- Describe and analyze the formal and expressive qualities of dance music using appropriate vocabulary.

Creating (DA-CR): The learner generates, develops, and communicates ideas for creating dance.

10-DA-CR1	The learner generates ideas for creating dance from a variety of sources by doing the following:

- Draw inspiration from personal experiences and relevant sources (e.g., feelings; memories; imagination; observations; associations; cultural traditions; responses to current events, social, political, historical, and environmental issues; curriculum studies; experiences with dance).
- Explore a wide range of resources and stimuli (e.g., movement, images, sound, music, stories, poetry, artifacts, technology, multimedia, choreographer's process folio) to ignite ideas and questions.
- Consider other arts disciplines (dramatic arts, media arts, music, visual arts) and other subject areas to inspire ideas.
- Experiment with diverse dance elements, techniques, tools, language, and practices.
- Engage in collaborative idea generation (plus-ing*) as inspiration and fuel for moving ideas forward.

*Plus-ing: In collaborative idea generation, the act of accepting any idea or adding to it.

10-DA-CR2	The learner experiments with, develops, and uses ideas for creating dance by doing the following:

- Remain open to emerging, serendipitous ideas and inspiration.
- Engage in cycles of experimentation and idea generation to consider possibilities and test out and elaborate ideas for the choreographic process.
- Integrate dance elements, techniques, tools, forms, language, and practices.
- Use improvisation skills to find new movement possibilities and develop personal style.
- Define, analyze, and solve creative dance challenges.
- Select, synthesize, and organize promising ideas, motifs, themes, choreographic considerations, expressive gestures, and dance elements to support intention and to give form to creating dance.

10-DA-CR3 The learner revises, refines, and shares dance ideas and creative work by doing the following:

- Select and share dance work in progress for ongoing feedback.
- Analyze, revise, rehearse, and refine in response to critical self-reflection and feedback from others.
- Reconsider and/or confirm choices.
- Collaborate with others to select, program, and stage completed dances with audience, setting, and purpose in mind.
- Finalize and share dance work with communicative intent and audience in mind.
- Apply legal and ethical arts practices (e.g., related to copyright, intellectual property) when consuming, producing, and sharing dance and other arts.

Connecting (DA-C): The learner develops understandings about the significance of dance by making connections to various contexts of times, places, social groups, and cultures.

10-DA-C1 The learner develops understandings about people and practices in dance by doing the following:

- Explore a range of dance works, forms, genres, styles, traditions, innovations, and performance practices from various times, places, social groups, and cultures (including First Nations, Métis, and Inuit).
- Investigate contributors to dance from a range of contexts (e.g., dancer, choreographer, advocate, educator, historian, critic).
- Engage with local, Manitoban, and Canadian contributors and contributions to dance (e.g., dance artists, groups, events, community and cultural resources, innovations) to expand learning opportunities.

10-DA-C2 The learner develops understandings about the influence and impact of dance by doing the following:

- Examine ways that dance and dance artists influence personal growth, identity, and relationships with others.
- Examine the impact of context (e.g., personal, social, cultural, political, economic, geographical, environmental, historical, technological) on dance and dance artists.
- Examine how dance and dance artists influence, comment on, question, and challenge social, political, and cultural discourse and identity.
- Explore how dance and dance artists influence and are influenced by other arts disciplines and subject areas.

10-DA-C3   The learner develops understandings about the roles, purposes, and meanings of dance by doing the following:

- Explore how dance and dance artists make and communicate meaning and create unique ways to know self and to perceive the world.
- Examine how dance can be a means of sharing diverse viewpoints and of understanding the perspectives of others.
- Examine ways that dance reflects, interprets, and records traditions, values, beliefs, issues, and events in society and culture.
- Analyze the multiple roles and purposes of dance for individuals and society (e.g., celebration, persuasion, education, commemoration, entertainment, commentary, recreation, communal events, therapy, religious/artistic/cultural expression).
- Investigate leisure and/or career and other lifelong possibilities in dance (e.g., dancer, stage manager, producer, choreographer, dance notation technician, teacher, critic, historian, anthropologist, therapist, volunteer, viewer).

Responding (DA-R): The learner uses critical reflection to inform dance learning and to develop agency and identity.

10-DA-R1   The learner generates initial reactions to dance experiences by doing the following:

- Suspend judgment and take time to deeply perceive dance works and experiences before forming opinions, interpretations, and evaluations.
- Make personal connections to previous experiences with dance and other art forms.
- Express first impressions (e.g., thoughts, feelings, intuitions, associations, questions, experiences, memories, stories, connections to other disciplines) evoked by dance works and experiences as a starting point for critical analysis and reflection.

10-DA-R2   The learner critically observes and describes dance experiences by doing the following:

- Discern sensory, formal, stylistic, technical, and expressive dance elements and compositional devices to inform analysis, interpretation, judgment, and evaluation.
- Use dance terminology to create rich, detailed observations (e.g., dance elements, techniques, forms, expressive devices, genres, styles, themes, motifs, costumes, musical accompaniment).
- Build common understandings and consider different noticings about dance works and experiences.

10-DA-R3 The learner analyzes and interprets dance experiences by doing the following:

- Analyze how dance elements function, relate, and are manipulated, organized, and used for artistic and creative purposes.
- Connect analysis evidence with initial reactions and personal associations to form interpretations about meaning and intent.
- Examine a range of interpretations to understand that unique perspectives and lenses (e.g., social, cultural, historical, political, disciplinary) affect interpretation and appreciation.
- Refine ideas and ignite new thinking through listening to others, critical dialogue, questioning, and research.
- Probe, explain, and challenge interpretations, preferences, and assumptions about meaning and quality.
- Generate and co-construct criteria to critically evaluate artistic quality and effectiveness.

10-DA-R4 The learner applies new understandings about dance to construct identity and to act in transformative ways by doing the following:

- Justify own interpretations, decisions, preferences, evaluations, and possible changes in previous thinking.
- Recognize and respect that individuals and groups may have different opinions, interpretations, preferences, and evaluations regarding dance experiences.
- Make informed judgments and choices for independent decision-making, evaluation, and action.
- Formulate ideas, beliefs, and values about dance, and demonstrate an understanding of how they inform a sense of being and agency in the world.
- Apply beliefs and understandings about dance in purposeful, autonomous ways to inform a sense of being and agency in the world.
- Identify ways that dance contributes to personal, social, cultural, and artistic identity.

Curriculum Implementation Resources

Curriculum implementation resources are frequently added. Please refer to https://www.edu.gov.mb.ca/k12/framework/immersion/arts/dance/resources/grade_10.html.