

GECD SB Dance Learning Continuum Quadmester 3: 2021-2022

<p>Primary Division</p> <p>Dance - students generally receive 50 minutes of visual art instruction in a 5 day cycle for a block of the year</p>	<p>Expectations Continually Assessed:</p> <ul style="list-style-type: none">• Anecdotal;• Movement;• Physical execution;• Shared responses rooted in student experiences;• Creative Process;	<p>Resources:</p> <p>Council of Ontario Drama and Dance Educators https://www.code.on.ca/</p> <p>Body Movement and Space https://www.code.on.ca/resource/body-movement-and-space-demonstration-classroom-video</p> <p>The Carnival of the Animals https://youtu.be/81A994ZPtoc</p> <p>Elements of Dance https://www.code.on.ca/resource/exploring-dance-elements</p>
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Expectations – Creating and Presenting; Reflecting, Responding and Analyzing	Variety of Subjects to Explore	Student Response	Suggested Amount of Time
<p>A1.1 - use movements that are part of their daily experience in a variety of ways in dance phrases.</p>	<ul style="list-style-type: none"> • Communication; • Creative Process; • Exploring body awareness, body zones, body parts, isolation • Shape- twist, angular, big, small • Gross locomotor- skip, roll, crawling, creeping, gallop • Non-locomotive - two feet jump, one foot hop, arm movements such as waving, melting to the ground; • Static vs. Ballistic movement; • Directionality- straight, curvy, zigzag, forward, backwards • Music; • Space; 	<ul style="list-style-type: none"> • Express thoughts and feelings about body exploration • Understanding shape and form • Connection to self • Connecting movements to everyday life through inanimate objects; I.e., (a clock, sweeping the floor, washing a window) • Connecting movement exploration to community animals; I.e., a zoo, circus • Understanding that music can affect dance through percussive movement and uneven rhythms • Connecting that changing the speed and rhythm will affect the shape of the movement • Use of energy and force in short movement phrases 	<p>5 weeks</p>

<p>A2.2 - identify, using dance vocabulary, the elements of dance used in their own and others' dance phrases and explain their purpose.</p>	<ul style="list-style-type: none">• Physical communication;• Listening;• Sharing;• Music;• Body;• Time;• Space;• Energy;	<ul style="list-style-type: none">• Understanding why the use of the elements of dance affects an overall dance phrase• Isolation/articulation of body parts to tell a story• Directionality and speed• Changing the dance phrase and exploring the work of others - refining a concept• Building on one key phrase with simple movement	<p>5 weeks</p>
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Junior Division

-students generally receive 50 minutes of visual art instruction in a 5 day cycle for a block of the year

Expectations Continually Assessed:

- **The creative process;**
- **Anecdotal;**
- **The critical analysis process;**
- **Explanation of work;**
- **Physical execution of tasks;**
- **Shared responses to student work;**

Resources:

How a TV Show Changed the world of Dance

<https://www.dancemagazine.com/so-you-think-you-can-dance-2430601241.html>

What Dance looks like in 20 Countries from around the World

<https://www.insider.com/20-dance-styles-from-around-the-world>

Exploring Gender Stereotypes through Dance

<https://www.tolerance.org/magazine/exploring-gender-stereotypes-through-dance>

Ballet Stereotypes

<https://www.bbc.com/news/av/uk-northern-ireland-51744661/ballet-stereotypes-male-ballet-dancers-aren-t-just-there-to-look-pretty>

Expectations - Exploring Forms and Cultural Contexts; Creating and Presenting	Variety of Subjects to Explore	Student Response	Suggested Amount of Time
A3.2 - identify and describe ways in which pop culture and the media influence our awareness, understanding, and appreciation of dance	<ul style="list-style-type: none"> • Communication; • Listening; • Elements of Dance; • Social Media; • TV shows; • Music; • Relationships - partners/groups; • Sharing; 	<ul style="list-style-type: none"> • Connection to community of Dance • Understanding the thread that connects dance through time and space • Understanding the cultural influences of dance through ceremony, celebrations and societal perspectives • Breaking the stereotypes- male dancers, shifting body type acceptances, blending dance forms • Connecting the community of dance on a global scale 	5 weeks
A1.3 - use movement in the choreographic form call and response in a variety of ways when creating dance pieces.	<ul style="list-style-type: none"> • Retaining new threads of choreography; • Observation; • Music; • Communication; • Collaboration to create; • Flocking; • Body Storming; • Mirroring; • Body, Time, Space, Energy, Relationship; 	<ul style="list-style-type: none"> • Creation of original choreography using two or three elements of dance with an emphasis on one theme or idea • Exploring choreography with emphasis on specific body parts as the focus • Continue to implement dance terminology while creating short original pieces of choreography • Explore improvisational choreography • Committing to the movement fully 	

Intermediate Division

Dance - students generally receive 50 minutes of visual art instruction in a 5 day cycle for a block of the year

Expectations Continually Assessed:

- **The creative process;**
- **Anecdotal;**
- **The critical analysis process;**
- **Explanation of work;**
- **Physical execution of tasks;**
- **Use of correct Dramatic terminology**
- **Shared responses to student work;**

Resources:

Dance Education and Social Justice
<https://vibearts.ca/wp-content/uploads/ASJ-List-of-Dance-Resources.pdf>

Tapping for Justice
<https://youtu.be/QhzY9aRWc4s>

Dancing Grounds
<https://www.dancinggrounds.org/dance-for-social-change#:~:text=WHAT%20IS%20DANCE%20FOR%20SOCIAL,for%20change%20in%20their%20communities>

Evolution of North American Dance
<https://youtu.be/p-rSdt0aFuw>

Expectations - Creating and Presenting; Exploring Forms and Cultural Contexts	Variety of Subjects to Explore	Student Response	Suggested Amount of Time
A1.2 - use dance as a language to communicate messages about themes of social justice and/or environmental health.	<ul style="list-style-type: none"> • Relationships; • Communication; • Prior Knowledge; • Elements of Dance • Body, Time, Space, Energy, Relationship; • Music; • Sharing; 	<ul style="list-style-type: none"> • Encompassing full body awareness with deliberate choices designed for visual impact • Understanding subtext throughout physical extension to motivate and propel a dancers story - feelings, emotional responses • Connecting the dance experiences with student perspectives and points of view related to social justice themes • Delving deeper into body articulation; nuances in dance and the impact • Connecting to community 	5 weeks
A3.2 - identify a variety of types of dances and relate them to their different roles in society.	<ul style="list-style-type: none"> • Relationships to self/others/ community; • Communication; • Prior Knowledge; • Elements of Dance • Body, Time, Space, Energy, Relationship; • Music; • Sharing; • Self Expression; 	<ul style="list-style-type: none"> • Exposure to the History of Dance • Appreciating the roots of varied dance forms and their role (musicals, ballet, hip hop etc.) in social and cultural statements • Ceremony/ritual • Entertainment vs. Artistic Expression • Understanding the role of the media and body image • Socially acceptable vs. Controversial dance forms over time 	