



Supplement to the
DANCE 8 TO 10 IRP (1995)

Required Program Model Content for
Dance 10:
Dance Choreography
Dance Performance



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INTRODUCTION

This document is a supplement to the Dance 8 to 10 Integrated Resource Package (IRP) 1995.

BACKGROUND

In 2002-2003, the Ministry of Education conducted a review of provincial graduation requirements. One result of that review was a decision to extend the scope of the Graduation Program from two years to three years. In the Graduation Program (2004), students who enter Grade 10 after June 30, 2004 will earn credits toward graduation in a three-year program, in grades 10, 11, and 12.

In the past, schools did not report grade 10 course grades to the Ministry of Education to be entered on student transcripts and calculated into the graduation credit formula. Integrated Resource Packages (IRPs) for grade 10 subjects in the fine arts and applied skills areas (1995-1998) were developed for delivery as year-long courses, and were designed as “general” courses in the subject subject to allow schools to design programs to meet the needs of their students.

One of the aims of the new Graduation Program (2004) requirements is to allow grade 10 students to have greater choice and flexibility in selecting courses to meet their education and career goals. To reflect that aim, this document outlines required program model content for two specific grade 10 dance courses that can be offered in addition to the existing general Dance 10 course. This document does not replace the prescribed learning outcomes for grade 10 dance as outlined in the Dance 8-10 IRP (1995). Each of the courses outlined here **must address both the prescribed learning outcomes and the required content** specific to the particular program model offered.

GRADUATION PROGRAM REQUIREMENTS

Under the Graduation Program (2004) requirements, all students must complete a minimum of 4 credits in the fine arts and/or the applied skills subject areas from grades 10 to 12.

To satisfy these graduation requirements, students may take one of the following:

- a 4-credit grade 10, 11, or 12 ministry-authorized fine arts course
OR
- a 4-credit grade 10, 11, or 12 ministry-authorized applied skills course
OR
- a 2-credit grade 10, 11, or 12 ministry-authorized fine arts course + a 2-credit grade 10, 11, or 12 ministry-authorized applied skills course

Grade 11 board/authority authorized (BAA) courses in the fine arts or applied skills subject areas only meet the graduation requirements if they address the prescribed learning outcomes of the Fine Arts 11 IRP and/or the Applied Skills 11 IRP. Grades 10 and 12 BAA courses do not meet the fine arts/applied skills graduation requirements.

Schools have the flexibility to deliver programs in these subject areas that meet the needs of their students and communities. However, school boards are required to offer a choice of a fine arts and an applied skills educational program to all students in the 2004 graduation program.

See the appendix to this document for a full list of all ministry-authorized fine arts and applied skills courses for grades 10 to 12.

DANCE 8 TO 12

The following table lists all of the current ministry-authorized courses for dance from grades 8 to 12.

<ul style="list-style-type: none">• Dance 8	
<ul style="list-style-type: none">• Dance 9	
<ul style="list-style-type: none">• Dance 10: General <p>Dance 10 Program Models:</p> <ul style="list-style-type: none">• Dance 10: Choreography• Dance 10: Performance	
<ul style="list-style-type: none">• Dance Choreography 11• Dance Performance 11	<ul style="list-style-type: none">• Dance Choreography 12• Dance Performance 12

Schools are encouraged to provide opportunities for students to take more than one dance course at each grade level. Each course must address all the learning outcomes for its designated grade.

FOR MORE INFORMATION

The following sources contain additional information about courses, graduation program requirements, and other relevant policy.

Integrated Resource Packages (IRPs)

IRP documents contain the prescribed learning outcomes for each subject and grade, as well as suggested instruction and assessment approaches for delivering the learning outcomes within a range of course structures. Full text of all IRPs is available at <http://www.bced.gov.bc.ca/irp/irp.htm>

Handbook of Procedures

For information on additional methods of achieving the fine arts Graduation Program requirements, please refer to the Ministry of Education's *Handbook of Procedures*.
<http://www.bced.gov.bc.ca/exams/handbook/handbook.htm>

Fine Arts and Applied Skills Policy

Policy Document: Fine Arts and Applied Skills Requirements in the Graduation Program
http://www.bced.gov.bc.ca/policy/policies/fine_arts_and_applied.htm

Fine Arts and/or Applied Skills Requirement—2004 Graduation Program
http://www.bced.gov.bc.ca/graduation/finearts_qa.pdf

Course Codes

Course codes for ministry-authorized courses are listed in the Ministry of Education's *Course Information Book*.
<http://www.bced.gov.bc.ca/graduation/courseinfo/>

PROGRAM MODELS FOR DANCE 10

The Dance 8 to 10 IRP (1995) is designed to provide flexibility in organizing and implementing curriculum, and to acknowledge the existing programs already in place in BC schools.

In order to recognize the diverse nature of dance program delivery, and to allow for greater student choice and flexibility within the new Graduation Program requirements, the learning outcomes for Dance 10 can be delivered within a number of specific program models (courses), each of which must address distinct required content.

The content in the two Required Program Model Content charts beginning on the next page provides the framework within which the Dance 10 prescribed learning outcomes can be delivered in specific course settings. The approved Dance 10 courses, for which program model information is provided here, are as follows:

- Dance 10: Choreography (DNC 10)
- Dance 10: Performance (DNP 10)

In addition to the courses outlined here, schools can continue to offer Dance 10: General (DNG 10), which corresponds to the curriculum as originally written in the Dance 8 to 10 IRP (1995).

In each of the new Dance 10 courses, teachers provide opportunities for students to achieve the prescribed learning outcomes for Dance 10 while focussing on either the performance or the choreography of dance. Teachers need to design their courses to address both the prescribed learning outcomes and the required content specific to the particular course. The Required Program Model Content charts on the following pages outline this content in relation to:

- technical competence—development of dance techniques as specific to various styles and genres
- presentation applications—presentation skills and attitudes appropriate to a variety of contexts
- dance culture—dance terminology and the theory and contexts of dance.

These three categories are not designed to replace or supersede the curriculum organizers for Dance 10. Rather, they have been used to provide an alternate way of looking at course requirements and to highlight the commonalities that exist among the various fine arts subjects.

If students are taking more than one Dance 10 course, they must satisfy the learning outcomes in relation to the content for each course for which they are receiving credit—for example, a student must satisfy the program model content for both Dance Performance (DNP 10) and Dance Choreography (DNC 10) in order to receive credit for both courses.

Required Program Model Content Dance 10: Choreography (DNC 10)

Dance Choreography 10 must incorporate the following content within the delivery of the prescribed learning outcomes for Dance 10.

<p>Technique: development of dance techniques as specific to creating dance in various styles and genres</p>	<ul style="list-style-type: none"> • apply all parts of the creative process (exploration, selection, combination, refinement, and reflection) to choreography • physical and technical safety considerations for creating movement • improvisation as a process for extending understanding of the elements of movement (particularly the elements of space and time) and to expand movement vocabulary • differences and similarities in technique among various dance styles
<p>Presentation Applications: presentation skills and attitudes appropriate to the creation of dance in a variety of contexts</p>	<ul style="list-style-type: none"> • creation of movement sequences for a variety of purposes and using various methods, including: <ul style="list-style-type: none"> – to emphasize a given element of movement – to examine and interpret feelings and emotions – to respond to or represent specific elements of music (e.g., rhythm, tempo, metre, dynamics, articulation, melodic line) – to represent abstract ideas (e.g., metaphor, analogy) – to represent visual stimuli – to transform one or more element of movement – to manipulate props or other stagecraft elements (e.g., costumes) – to represent specific dance genres or styles • comparison of various methods and stimuli for dance creation (e.g., improvisation, transformation, metaphor, music) • transitions between movements • create dance that clearly represents a beginning, middle, and end • skills and attitudes necessary to participate as a dance choreographer: <ul style="list-style-type: none"> – ability to give direction (e.g., to dancers) – self-motivation and self-direction – respect and consideration for others – taking appropriate risks – leadership of and commitment to the rehearsal process (learning, rehearsing, performance) – ability to work effectively with other members of a performance ensemble (e.g., production crews, front of house)
<p>Dance Culture: abilities to use appropriate dance terminology and understanding of the theory and contexts of dance choreography</p>	<ul style="list-style-type: none"> • choreographic form and design, particularly narrative and pattern forms • terminology used to describe movement and choreography (e.g., levels, metre, relationships, dimension, balance) • ability to articulate their own choreography • making records of their own choreography • awareness of methods of dance notation and choreographic technologies (e.g., video, notation software applications) • understanding of expressive elements of music (e.g., dynamics, tempo, melodic line, rhythm) that can guide dance creation • introduction to significant choreographers and their works • history and evolution of specific dance styles and genres, including social and cultural influences

Required Program Model Content Dance 10: Performance (DNP 10)

Dance Performance 10 must incorporate the following content within the delivery of the prescribed learning outcomes for Dance 10.

<p>Technique: development of dance techniques as specific to performing various dance styles and genres</p>	<ul style="list-style-type: none"> • refine technique specific to one or more dance styles • differences and similarities in technique among styles • improved control of the principles of movement (alignment, balance, strength, and flexibility) • safety considerations in executing specific technical exercises and steps (e.g., turn-out, grande pli�, jumps) • methods for safely stretching and strengthening different areas of the body as required by specific dance styles • maintaining standing technique while moving through a combination • kinesthetic memory of movement phrases and dance sequences • aesthetic use of the elements of movement (particularly space and time) • movement dynamics within a movement combination
<p>Performance Applications: performance skills and attitudes appropriate to a variety of dance performance contexts</p>	<ul style="list-style-type: none"> • skills and attitudes necessary to participate as a dance performer: <ul style="list-style-type: none"> – ability to receive direction – self-motivation and self-direction – respect and consideration for others – taking appropriate risks – commitment to the rehearsal process (learning, rehearsing, performance) – introduction to mind management techniques (e.g., controlling nerves, positive self-talk) – introduction to arts administration and production tasks • rehearse dances with attention to the obvious and subtle details • performing in response to a variety of stimuli (e.g., music, guided imagery, improvisation, abstract ideas) • performing dance to represent specific emotional qualities • focus as a tool for enhancing performance • performing dance using stagecraft elements (e.g., costumes, lighting, props, music)
<p>Dance Culture: abilities to use appropriate dance terminology and understanding of the theory and contexts of dance performance</p>	<ul style="list-style-type: none"> • terminology used to describe dance performance (e.g., form, isolation, extension, pattern, solo) • interpretation of intent or meaning behind the choreographer’s work • issues related to health and well-being for dance performers (e.g., body image, nutrition, stereotypes) • history and evolution of specific dance performance styles and genres, including social and cultural influences

Appendix:

Ministry-Authorized Fine Arts and Applied Skills Courses

The following tables list all of the ministry-authorized fine arts and applied skills courses for grades 10-12, as described in IRPs, 1995-2004 (available online at <http://www.bced.gov.bc.ca/irp/irp.htm>).

FINE ARTS

Grade 10	Grade 11	Grade 12
	<ul style="list-style-type: none"> • Fine Arts 11 (2 credits) 	
<ul style="list-style-type: none"> • Dance 10: General • Dance 10: Dance Performance • Dance 10: Dance Choreography 	<ul style="list-style-type: none"> • Dance: Choreography 11 • Dance: Performance 11 	<ul style="list-style-type: none"> • Dance: Choreography 12 • Dance: Performance 12
<ul style="list-style-type: none"> • Drama 10: General • Drama 10: Theatre Performance • Drama 10: Theatre Production 	<ul style="list-style-type: none"> • Drama: Film and Television 11 • Theatre Performance 11: Acting • Theatre Performance 11: Directing and Script Development • Theatre Production 11 	<ul style="list-style-type: none"> • Drama: Film and Television 12 • Theatre Performance 12: Acting • Theatre Performance 12: Directing and Script Development • Theatre Production 12: Technical Theatre • Theatre Production 12: Theatre Management
<ul style="list-style-type: none"> • Music 10: General • Music 10: Concert Choir • Music 10: Vocal Jazz • Music 10: Concert Band • Music 10: Jazz Band • Music 10: Orchestral Strings • Music 10: Guitar 	<ul style="list-style-type: none"> • Choral Music 11: Concert Choir • Choral Music 11: Vocal Jazz • Instrumental Music 11: Concert Band • Instrumental Music 11: Jazz Band • Instrumental Music 11: Orchestral Strings • Instrumental Music 11: Guitar • Music: Composition and Technology 11 	<ul style="list-style-type: none"> • Choral Music 12: Concert Choir • Choral Music 12: Vocal Jazz • Instrumental Music 12: Concert Band • Instrumental Music 12: Jazz Band • Instrumental Music 12: Orchestral Strings • Instrumental Music 12: Guitar • Music: Composition and Technology 12
<ul style="list-style-type: none"> • Visual Arts 10: General • Visual Arts 10: Ceramics and Sculpture • Visual Arts 10: Drawing and Painting • Visual Arts 10: Media Arts 10 	<ul style="list-style-type: none"> • Art Foundations 11 • Studio Arts 11: Ceramics and Sculpture • Studio Arts 11: Drawing and Painting • Studio Arts 11: Fabric and Fibre • Studio Arts 11: Printmaking and Graphic Design • Visual Arts: Media Arts 11 	<ul style="list-style-type: none"> • Art Foundations 12 • Studio Arts 12: Ceramics and Sculpture • Studio Arts 12: Drawing and Painting • Studio Arts 12: Fabric and Fibre • Studio Arts 12: Printmaking and Graphic Design • Visual Arts: Media Arts 12

APPLIED SKILLS

Grade 10	Grade 11	Grade 12
	<ul style="list-style-type: none"> • Applied Skills 11 (2 credits) 	
<ul style="list-style-type: none"> • Business Education 10: General • Business Education 10: Communication • Business Education 10: Entrepreneurship • Business Education 10: Finance and Economics • Business Education 10: Marketing 	<ul style="list-style-type: none"> • Accounting 11 • Business Computer Applications 11 • Marketing 11 	<ul style="list-style-type: none"> • Accounting 12 • Business Information Management 12 • Data Management 12 • Economics 12 • Entrepreneurship 12 • Financial Accounting 12 • Management Innovation 12 • Marketing 12
<ul style="list-style-type: none"> • Home Economics 10: General • Home Economics 10: Foods • Home Economics 10: Textiles • Home Economics 10: Family Studies 	<ul style="list-style-type: none"> • Cafeteria Training 11 • Family Studies 11 • Food Studies 11 • Textile Studies 11 	<ul style="list-style-type: none"> • Cafeteria Training 12 • Family Studies 12 • Food Studies 11 • Textile Studies 12
<ul style="list-style-type: none"> • Information Technology 10 	<ul style="list-style-type: none"> • Information and Communications Technology: Applied Digital Communications 11 • Information and Communications Technology: Computer Information Systems 11 • Information and Communications Technology: Computer Programming 11 • Information and Communications Technology: Digital Media Development 11 	<ul style="list-style-type: none"> • Information and Communications Technology: Applied Digital Communications 12 • Information and Communications Technology: Computer Information Systems 12 • Information and Communications Technology: Computer Programming 12 • Information and Communications Technology: Digital Media Development 12

Grade 10	Grade 11	Grade 12
<ul style="list-style-type: none"> • Technology Education 10: General • Technology Education 10: Drafting and Design • Technology Education 10: Electronics • Technology Education 10: Mechanics • Technology Education 10: Metalwork • Technology Education 10: Woodwork 	<ul style="list-style-type: none"> • Automotive Technology 11 • Carpentry and Joinery 11 • Drafting and Design 11 • Electronics 11 • Metal Fabrication and Machining 11 	<ul style="list-style-type: none"> • Automotive Technology 12 • Automotive Technology 12: Automotive Electricity and Electronics • Automotive Technology 12: Body Repair and Finish • Automotive Technology 12: Engine and Drive Train • Carpentry and Joinery 12 • Carpentry and Joinery 12: Cabinet Construction • Carpentry and Joinery 12: CNC Wood Processes • Carpentry and Joinery 12: Residential Construction • Carpentry and Joinery 12: Woodcraft Products • Drafting and Design 12 • Drafting and Design 12: Advanced Design • Drafting and Design 12: Architecture and Habitat Design • Drafting and Design 12: Engineering and Mechanical Drafting • Drafting and Design 12: Technical Visualization • Electronics 12 • Electronics 12: Analog Systems • Electronics 12: Digital Systems • Electronics 12: Robotics • Metal Fabrication and Machining 12: Advanced Fabrication • Metal Fabrication and Machining 12: Advanced Machining • Metal Fabrication and Machining 12: Advanced Welding • Metal Fabrication and Machining 12: Art Metal and Jewellery • Metal Fabrication and Machining 12: CNC Processes • Metal Fabrication and Machining 12: Forging and Foundry • Metal Fabrication and Machining 12: Sheet Metal

