

 Ontario	<b>Ontario Ministry of Education</b> <a href="http://www.edu.gov.on.ca/eng/">www.edu.gov.on.ca/eng/</a>	 Toronto District School Board	<b>Toronto District School Board</b> <a href="http://www.tdsb.on.ca">www.tdsb.on.ca</a>		<b>R.H. KING ACADEMY</b> <a href="http://schools.tdsb.on.ca/rhking/">http://schools.tdsb.on.ca/rhking/</a>
<b>COURSE OF STUDY OUTLINE</b>					
<b>Department</b>	Dance	<b>Course Type</b>	Mixed		
<b>Teachers</b>	Ms Hussey	<b>Grade</b>	12		
<b>Course Title</b>	Dance	<b>Credit Value</b>	One		
<b>Course Code</b>	ATC4M	<b>Prerequisites</b>	ATC3M		
<b>Revision Date</b>	August 2017				
<b>Ministry Document</b>	<i>The Ontario Curriculum</i> <a href="http://www.edu.gov.on.ca/eng/curriculum/secondary/arts910curr2010.pdf">http://www.edu.gov.on.ca/eng/curriculum/secondary/arts910curr2010.pdf</a>				
<b>Course Description</b>	This course emphasizes the development of technical proficiency and the creation and presentation of complex compositions. Students will acquire increasingly difficult technical skills; assume leadership as dancers, choreographers, and production personnel; analyse and evaluate dance performances; and study historical and cultural aspects of dance in Canada and worldwide.				

**Students who intend to take dance at university or college** should be aware that an audition is required for entrance to most dance programs. Most students require additional training beyond the school classroom to gain admission to a technique-based program. Students should also be made aware of university/college programs, which focus on dance theory, history, and/or criticism and do not require strong technical expertise for admission.

**(Note: At times the following units will be studied concurrently)**

UNIT ONE: Strong Technique Leads to Artistry

- Development of increased technical proficiency in and understanding of multiple dance styles
- Technique will focus on body awareness, alignment, development of strength and flexibility, co-ordination, musicality
- Develop understanding of muscular and skeletal systems through direct application
- Understand the importance of safety, hygiene, and nutrition related to dance
- Use of videotape to analyze personal technique and artistic abilities and be able to compare to those of professional dancers

UNIT TWO: Research

- Research of genres in dance paying particular attention to changes in society and art
- Make connections with other art disciplines to understand the similarity of compositional elements and stylistic approaches inherent in each
- Examine and analyse the compositional structure of various Canadian dance artists
- Dance in Education – theory and application

### UNIT THREE: Composition

- Use of improvisation, compositional forms, various approaches to choreography
- Use of aesthetic principles to create and demonstrate group work and explain orally and in writing, the artistic intent
- Use of technology as an analytical tool for creating dances
- Demonstrate leadership, problem solving, and sensitivity to others as choreographer and fellow dancer

### UNIT FOUR: Culminating Performance

- Students will rehearse, produce, and perform solo dance works based on a given theme
- Students are responsible for the promotion and production of the final performance
- A videotape of the final production will serve to initiate discussion, reflection, and analysis of the piece.

EVALUATION: \* Term work is worth 70%. The culminating performance is worth 30% of the final mark.

- **Knowledge and Understanding = 30%** - *Understanding terminology, genres, principles, trends and conventions*
- **Thinking and Analysis = 20%** - *Understanding, reflecting on and implementing the arts process*
- **Communication and Creation = 25%** - *Rehearsal, presentations, performances, choreography creation*
- **Application and Theory = 25%** - *Use of theatrical and dance elements, technique, understanding social and cultural connections*

