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| Competency | Emerging  | Developing | Acquired  | Accomplished |
| Creating Dance\*Note:The Stages of the Creative Process are:-Exploring-Selecting-Combining-Refining-Reflecting | * Sometimes attempts to move their body to sounds and/or music
* Sometimes shows interest in creating movement sequences
* Is comfortable observing the work of peers; may benefit from additional support when engaging in their own movement work
* Attempts to participate in some stages of the creative process\*; may experience a large learning curve with other stages
 | * Experiences growing success in moving expressively; may benefit from occasional support
* Earnestly attempts to participate in the creation of movement sequences based on patterns, characters, and/or themes
* Participates in most stages of the creative process\*(e.g., as an individual or group member)
 | * Is frequently and increasingly engaged in moving expressively in response to a variety of music and sounds
* Frequently and successfully creates movement sequences based on patterns, characters, themes, topics, and/or narrative
* Participates in all stages of the creative process\* (e.g., as an individual or group member)
 | * Confidently and easily moves expressively in response to a variety of music and sounds; fully engages in the experience
* Takes leadership roles in the creation of movement sequences; makes space for others to act as leaders
* Cansuccessfully transition between the role of leader and followerduring group dance work
* Fully and successfully engages in all stages of the creative process\*; encourages others in doing the same
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| Elements of Dance\*Note:Principles of Movement are:-Alignment-Balance-Flexibility-Strength-Breath work | * May benefit from additional support when:
* moving in a variety of levels, pathways, and/or directions
* striving for body alignment
* balancing
* attempting to develop flexibility and strength
* moving in time to a rhythm, metre and/or tempo
* developing specific dance techniques
 | * Experiences growing success with moving in a variety of levels, pathways, and direction
* Earnestly works at developing their alignment, balance, flexibility, strength, and breath through movement
* Makes clear attempts to move in time to rhythm, metre, and/or tempo
* Experiences growing success with developing correct dance technique
 | * Successfully moves in a variety of levels, pathways, dynamics, and/or directions while working to improve their alignment, balance, flexibility, strength, and breath work\*
* Successfully moves in time to rhythm, metre, and/or tempo
* Uses correct technique in one or more dance style
 | * Confidently moves in a variety of levels, pathways, dynamics, and directions while demonstrating alignment, balance, flexibility, strength, and breath work\*
* Moves in time to rhythm, metre, and tempo with precision
* Uses correct technique in a range of dance styles
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| Context  | * Shows some interest and/or awareness that dance is used for a variety of purposes and in a variety of social, historical, and cultural contexts
* Shows some interest in, and/or awareness of, the similarities and differences among dances (e.g., how, why, when they are used)
* Interest in dance activities at school (e.g., in the classroom and school) may grow with additional opportunities to be involved
 | * Frequently demonstrates understanding about, and respect for, a range of contexts in which dance is important [e.g., significance in First Nations communities (cultural); ceremonial dances (historical, cultural); to celebrate important life events such as a weddings (social/cultural/historical)]
* Shows some engagement in dance activities at school (e.g., in the classroom and school)
 | * Actively demonstrates understanding of, and respect for, the social, historical, and/or cultural contexts of their movements and dance sequences
* Can demonstrate (e.g., in movement or words) similarities and/or differences among dances from a range of contexts (e.g., different patterns in square dances; similarities among hip hop styles)
* Attends local dance events at school and/or in the community
 | * Consistently and actively demonstrates understanding of, and respect for, the social, historical, and/or cultural contexts of a range of dances; understanding is reflected in their commitment to accurately representing the specific dance context (e.g., cultural dances, social, or celebratory dances)
* Seeks out opportunities to dance at the school and/or community events
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| Presenting and Performing  | * Is sometimes willing to participate in dance activities (e.g., in partners and small groups); at other times, is unsure about taking risks
* May benefit from reminders about being a respectful viewer and/or audience member of others’ dance
 | * Sometimes contributes to group work focused on exploring movement and creating dance
* Is open to feedback about refinements for improving their dance sequences
* May not be comfortable performing dance, but attempts to do so anyway; willing to take some risks
* Is sometimes a respectful viewer of others’ dance work
 | * Frequently participates in movement and the creation of dance
* Is reflective and/or analytical about improvements for their dance creations
* Is increasingly comfortable performing dance for classmates and others
* Is a respectful viewer of others’ dance work
 | * Consistently and actively participates in all dance activities
* Is reflective and/or analytical about their own and others’ dance creations
* Confidently performs dance for classmates and others
* Is always a respectful and supportive viewer of dance
* Encourages others during dance activities
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