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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 |
| 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 |
| 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 |
| 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 |