

Our Language, Our Story: Curriculum Connections

Division: Intermediate

Subject: Arts

Strand: Dance

Overall Expectations

Grade 7	Grade 8
<p>A1. Creating and Presenting: apply the creative process (see pages 19–22) to the composition of a variety of dance pieces, using the elements of dance to communicate feelings and ideas;</p> <p>A2. Reflecting, Responding, and Analysing: apply the critical analysis process (see pages 23–28) to communicate their feelings, ideas, and understandings in response to a variety of dance pieces and experiences;</p> <p>A3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of dance forms, traditions, and styles from the past and present, and their sociocultural and historical contexts.</p>	<p>A1. Creating and Presenting: apply the creative process (see pages 19–22) to the composition of a variety of dance pieces, using the elements of dance to communicate feelings and ideas;</p> <p>A2. Reflecting, Responding, and Analysing: apply the critical analysis process (see pages 23–28) to communicate their feelings, ideas, and understandings in response to a variety of dance pieces and experiences;</p> <p>A3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of dance forms, traditions, and styles from the past and present, and their sociocultural and historical contexts.</p>

Virtues and Themes: Possible Connections

<p>Theological Virtue: Faith Faith...lets us see things in a new way. It moves us to say, “I believe” - in God and in all God has revealed to us, as handed down through Christ’s Church. Faith is visible in our Catholic schools whenever there is trust in God, belief, prayer, worship and the witness of love.</p>	<p>We speak about seeing with eyes of faith. We can also create works inspired by faith. The movements and stories in our dance pieces can reflect the way we believe, see and live as followers of Jesus. We research the role of faith's influence in past and present social and/or community contexts, and think critically about its reflection in their dance forms and styles. Where do we find the witness of faith through love in this work? Do you think faith was important to the culture and time of the composer? Let's do some research and see...</p>
<p>Cardinal Virtue: Justice A just person fulfills their obligations to God in prayer and worship, and to neighbour in mercy and fairness.</p>	<p>Dance can be a vehicle for promoting justice. We can create dance pieces that reflect values associated with justice, evoke feelings of compassion and solidarity, and move people to want to communicate their own feelings, ideas and stories about justice. We can examine dance past and present with a critical eye to finding how important justice was to the choreographer/author and their context.</p>
<p>Catholic Character Theme: Reverence Reverence is a kind of holy respect. We have reverence for God and all that is holy. We are God’s masterpieces, made in the divine image and likeness.</p>	<p>Dance allows us to find ways to grow in joyful reverence for the gift of our embodied selves. It is important for intermediate students to have an opportunity to express their feelings and ideas through dance pieces. Every person, no matter their size or shape, is capable of what is expressing the beauty of God's abiding presence in their life. Pop culture has had an impact on body image for many of our pupils. By cultivating reverence for one another as image and likeness of God, we can help correct the negative impact of movies, television and multi-media culture on body image for so many of our students at such an impressionable age.</p>
<p>Catholic Character Theme: Solidarity Solidarity is about standing together with a person or group of persons who are suffering. As disciples of Jesus, we are called to solidarity with all persons both near and far away.</p>	<p>Dance can be an important forum for appreciating the value of solidarity for making our world a better place. Understanding of a variety of dance forms, traditions, and styles from the past and present, and their sociocultural and historical contexts will lead to contemporary questions about social issues in our world, unjust oppression of peoples, war or poverty. Expressing the feelings of a character in literature through dance would help enhance performers' and audience members' understanding of the importance of solidarity. Watching professional dance performances and then analyzing, responding to and reflecting on what you have seen will extend a student’s ability to understand the world.</p>

Support Resources:

Journey Activities

Grade 7	Grade 8
CGE5g – achieves excellence, originality, and integrity in one’s own work and supports these qualities in the work of others	CGE7e – witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society
<p>Students will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Mime a performance of a bible story parable. <input type="checkbox"/> Retell the story of Christ’s passion and death (Stations of the Cross) using tableaux and narration of scenes. <input type="checkbox"/> Choreograph a movement/dance sequence that communicates an important gospel message. 	<p>Students will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Set up role play situations where a conflict between groups of people exist and students must resolve the final outcome in a satisfactory manner. <input type="checkbox"/> Select topics that deal with rights of the individual (E.g., Someone has been excluded from a team). <input type="checkbox"/> Write a monologue that defends their right to belong to the team. <input type="checkbox"/> Develop a dramatization based on a theme from a gospel stories placed in modern settings. (E.g., The fish and loaves of bread – a modern day picnic). <input type="checkbox"/> Role play and interview famous people in history who have contributed to peace and democracy in the world.

Curriculum Frameworks

<http://www.eoccc.org/onlinefw/onlineframeworks.html>

Grade 6-7	Grade 7
<p>Framework 1. Theme: Love & Justice Framework 2. Theme: Stewardship Framework 4. Theme: Dignity of the Human Person Framework 5. Theme: Mystery, Wonder & Awe Framework 6. Theme: Hope</p>	<p>Framework 1. Theme: Dignity of the human person Framework 2. Theme: Faith Framework 3. Theme: Mystery, Wonder & Awe Framework 4. Theme: Stewardship for Creation Framework 5. Theme: Community and the Common Good Framework 6. Theme: Human Rights & Responsibilities</p>
Grade 7-8	Grade 8
<p>Framework 1. Theme: Faith Framework 2. Theme: Dignity of the Human Person Framework 3. Theme: Hope Framework 4. Theme: Community and the Common Good Framework 5. Theme: Mystery, Wonder & Awe Framework 6. Theme: Love & Justice</p>	<p>Framework 1. Theme: Stewardship for Creation Framework 2. Theme: Community and the Common Good Framework 3. Theme: Mystery, Wonder & Awe Framework 4. Theme: Hope Framework 5. Theme: Dignity of the Human Person Framework 6. Theme: Peace</p>

Curriculum Support for Catholic Schools

<http://www.eoccc.org/csfc>

<p>Catholic Theme: <i>Faith</i> http://www.eoccc.org/csfc/themes/faith.html</p> <p>Anchor Concept: <i>Faith</i> http://www.eoccc.org/csfc/concepts/afaith.html</p> <p>Catholic Theme: <i>Love & Justice</i> http://www.eoccc.org/csfc/themes/lovejustice.html</p>	<p>Anchor Concept: <i>Solidarity</i> http://www.eoccc.org/csfc/concepts/asolidarity.html</p> <p>Anchor Concept: <i>Creativity & Design</i> http://www.eoccc.org/csfc/concepts/acreativity.html</p> <p>Anchor Concept: <i>Justice</i> http://www.eoccc.org/csfc/concepts/ajustice.html</p>
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