

Overall Expectation	Strength	Next Step for Improvement
<b>THE ARTS – Dance</b>		
<b>Grades 1-3</b> <i>Creating and Presenting:</i> apply the creative process to the composition of simple dance phrases, using the elements of dance to communicate feelings and ideas.	<i>[Name]</i> successfully composed a dance about <i>[specific topic, such as “Winter”]</i> that communicated both ideas and feelings.	<i>[Name]</i> needs encouragement to compose and present dances that communicate ideas and feelings.
<b>Grades 4-6</b> <i>Creating and Presenting:</i> apply the creative process to the composition of movement sequences and short dance pieces, using the elements of dance to communicate feelings and ideas.	<i>[Name]</i> is very imaginative in how <i>[he/she]</i> uses dance movements to express ideas and feelings. <i>[He/she]</i> made full use of various dance elements (e.g., body, space, time, energy) to create a short dance piece in response to <i>[specific task, such as a story or poem]</i> .	<i>[Name]</i> is encouraged to explore and experiment with various dance elements (e.g., body, space, time, energy) to improve <i>[his/her]</i> expression of ideas and feelings.
<b>Grades 7-8</b> <i>Creating and Presenting:</i> apply the creative process to the composition of a variety of dance pieces, using the elements of dance to communicate feelings and ideas.	<i>[Name]</i> applies the creative process when composing dance pieces, as <i>[he/she]</i> did when <i>[specific evidence, such as he/she worked as part of a group to communicate the struggles and triumphs of a young teenager]</i> .	<i>[Name]</i> does not seem comfortable composing dance pieces. Even when <i>[he/she]</i> has the opportunity to help create a dance without having to participate in its performance, <i>[Name]</i> is hesitant or unwilling to be part of the process. Having more exposure to dance (e.g., through television or theatre) may help <i>[Name]</i> understand and appreciate the art of dance.
<b>Grades 1-3</b> <i>Reflecting Responding, and Analysing:</i> apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of dance pieces and experiences.	<i>[Name]</i> effectively communicated <i>[his/her]</i> feelings about watching <i>[specific dance, such as The Nutcracker Ballet]</i> .	
<b>Grades 4-6</b> <i>Reflecting Responding, and Analysing:</i> apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of dance pieces and experiences.	<i>[Name]</i> provides insightful responses to dance pieces performed by others. <i>[He/she]</i> described how various elements of dance (e.g., body, space, time, energy) were used effectively by <i>[his/her]</i> peers in <i>[specific task, such as our myth dance pieces]</i> , and was able to provide useful feedback.	<i>[Name]</i> should work on improving <i>[his/her]</i> dance reflections by including at least three different ideas in each response.
<b>Grades 7-8</b> <i>Reflecting Responding, and Analysing:</i> apply the critical	<i>[Name]</i> wrote <i>[his/her]</i> reaction to <i>[specific task, such as a performance of The Nutcracker,</i>	

<p>analysis process to communicate their feelings, ideas, and understandings in response to a variety of dance pieces and experiences.</p>	<p><i>or a youtube video of a flash mob dance</i>. [He/she] wrote about [his/her] understandings of what the dance communicated and of the elements that made the dance a good one. [He/she] also suggested what could have made the dance better.</p>	
<p><b>Grades 1-3</b> <i>Exploring Forms and Cultural Contexts:</i> demonstrate an understanding of a variety of dance forms and styles from the past and present, and their social and/or community contexts.</p>	<p>[Name] demonstrates an understanding and appreciation of dance forms and styles.</p>	
<p><b>Grades 4-6</b> <i>Exploring Forms and Cultural Contexts:</i> 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>[Name] demonstrates a strong understanding of how dance is an expression of [specific evidence, such as Aboriginal culture].</p>	<p>[Name] could watch a few television dance shows and discuss them with a family member to deepen [his/her] understanding of how popular culture influences our appreciation of dance.</p>
<p><b>Grades 7-8</b> <i>Exploring Forms and Cultural Contexts:</i> 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>[Name] demonstrated an understanding of how dance is an expression of [specific evidence, such as the 1950's American Gangs] when [he/she] [specific evidence, such as presented a reenactment of a piece of a dance from the musical <u>West Side Story</u>].</p>	<p>[Name] could watch a few episodes of "So You think You Can Dance" or "Live to Dance" and discuss them with a family member to deepen [his/her] understanding of how popular culture and dance styles of the past influence our appreciation of dance.</p>