

## COURSE OUTLINE – MYP YEAR 4 PHYSICAL AND HEALTH EDUCATION: DANCE 9



### Course Overview:

This course offers an introduction to dance and aims to foster a positive relationship with movement and health. Students will be introduced to the fundamental skills of varying dance styles, such as Hip Hop, Ballet, Contemporary, Jazz, Lyrical, and Tap. Dance students will be given opportunities to perform teacher-led choreographed dance pieces, as well as have the chance to create and perform their own original choreography. Dancers will supplement their dance technique by participating in regular strength and flexibility training. Students will learn how to grow as dancers in an environment that is fun, stimulating, and supportive. Opportunities for school performances, local festivals, and competitions may be available.

### Expectations:

- Students are expected to participate and engage respectfully in all activities.
- Students are expected to attend class regularly, as this is a performance-based class.
- Proper dance attire and footwear must be worn. Appropriate dance attire includes leggings or tights, sweatpants, spandex shorts, and any shirt that allows the dancer to fully perform movements. Proper footwear is dependent on the dance style, but may include bare feet, ballet/jazz shoes, socks, or clean runners. Attire that inhibits the dancer from moving freely or attire that makes it difficult for the teacher to assess movement is not allowed (jeans, overly baggy sweatshirts, large pieces of jewelry, etc.). Hair must be tied up and out of the dancer's face.
- If injured, students must provide a note or email from home, outlining injury and expected return to action date. Extended cases must provide a note from a medical professional. Adaptations will be provided for students whose medical condition does not allow a return to action.

### Learning:

Through engaging with this course, students should UNDERSTAND...



Daily participation in different types of physical activity influences our physical literacy and personal health and fitness goals.



Lifelong participation in physical activity has many benefits and is an essential part of a healthy lifestyle.



Healthy choices influence our physical, emotional, and mental well-being.



Healthy relationships can help us lead rewarding and fulfilling lives.



Advocating for the health and well-being of others connects us to our community.

### Through engaging with this course, students will KNOW...

Statement of Inquiry	Key Concept/Concepts	Unit
Kinesthetic awareness is developed through regular refinement and rehearsal of dance technique.	energy, refinement, balance, movement, function	Dance Technique
Learning dance choreography leads to a developed understanding of technique, space, refinement, and performance skills.	communication, relationships, energy, refinement, movement, space, perspectives, systems	Dance Choreography
Creating a piece of self-choreography allows students to practice dance technique, communicate with others, and make responsible and creative choices that influence performance.	communication, relationships, change, adaptation, choice, interaction, refinement	Self-Choreography
Developing strength and flexibility allows students to strengthen dance technique.	energy, function, refinement	Strength & Flexibility
Knowledge about sexual health, relationships, and identity equips students to make safer choices.	relationships, communication, interaction, choice, perspectives	Sexual Health
Nutrition influences performance ability, both physically and mentally.	energy, balance, environment, choice	Nutrition
Mental health impacts our social, emotional, and physical wellness.	communication, relationships, balance, environment, choice, perspectives	Mental Health

### Through engaging with this course, students will DO...

CURRICULAR COMPETENCIES CATEGORIES	EXAMPLES
Physical literacy	<ul style="list-style-type: none"> <li>• Develop, refine, and apply dance technique and movement concepts in a variety of dance styles</li> <li>• Create movement phrases both collaboratively and individually</li> <li>• Rehearse and refine choreographic pieces</li> <li>• Engage in strength and flexibility exercises</li> </ul>
Healthy and active living	<ul style="list-style-type: none"> <li>• Participate in regular dance training to enhance physical health, dance technique, and skills</li> <li>• Describe how participation in dance can influence health and fitness</li> <li>• Identify and apply strategies to pursue both personal health and dance related goals</li> <li>• Reflect on outcomes of both personal health and dance related goals and achievements</li> </ul>
Social and community health	<ul style="list-style-type: none"> <li>• Develop strategies to engage in and maintain healthy relationships</li> <li>• Develop strategies to avoid and/or respond to unsafe, abusive, or exploitive situations</li> <li>• Demonstrate respect for self, others, and the audience</li> <li>• Communicate respectfully through collaborative processes</li> </ul>
Mental well-being	<ul style="list-style-type: none"> <li>• Describe and assess strategies for promoting mental, emotional, and social wellness</li> <li>• Describe and assess strategies for managing problems related to mental wellness</li> <li>• Explore relationships between identity, society, and belonging through movement experiences</li> <li>• Create personally meaningful choreographic works to express thoughts, emotions, and meaning</li> </ul>

## Through this course, students will develop the following Approaches to Learning skills...

Below are some examples of how we develop ATL skills in PHE:

Category Skill indicator	Examples
Thinking skills	<ul style="list-style-type: none"> <li>• Design fitness plans</li> <li>• Reflect on personal goals and performance</li> <li>• Choreograph original dance movement</li> </ul>
Social skills	<ul style="list-style-type: none"> <li>• Collaborate in group choreographic projects</li> <li>• Practice positive team relationships</li> <li>• Encourage classmates and maintain a positive attitude</li> </ul>
Communication skills	<ul style="list-style-type: none"> <li>• Respectfully communicate with classmates during choreography projects and class discussions</li> <li>• Use movement to communicate meaning, ideas, and emotions</li> </ul>
Self-management skills	<ul style="list-style-type: none"> <li>• Participate fully in class activities</li> <li>• Practice perseverance</li> <li>• Actively apply corrections to dance technique</li> <li>• Critically reflect on one's own performance and set realistic goals</li> </ul>
Research skills	<ul style="list-style-type: none"> <li>• Research and evaluate health information</li> <li>• Analyze and investigate various dance styles and professional dancers</li> </ul>

### Assessment:

## Throughout this course, students will demonstrate their learning...

The MYP PHE course will focus on developing skills related to 4 criteria based objectives.	Formative assessment is assessment <i>as</i> learning, or assessment <i>for</i> learning.  <b>Formative assessments could include;</b>	Summative assessment is assessment <i>of</i> learning.  <b>Summative assessments could include;</b>
<b>A: Knowing and Understanding</b>	In-class feedback/corrections, peer teaching, class discussions, visual demonstrations	Dance terminology/movement concept tests, nutrition project, presentations
<b>B: Planning for Performance</b>	Teacher/peer feedback, self-reflections, rehearsal and refinement, choreography planning worksheets	Self-choreography dance performance, fitness plan
<b>C: Applying and Performing</b>	Teacher/peer feedback, self-reflections, rehearsal and refinement, visual demonstrations	Dance choreography performance tests, technique tests
<b>D: Reflecting and Improving Performance</b>	In-class journal writing, class discussions, ongoing self-reflection	Fitness goals, written reflections, self-assessments

## Academic Honesty and Personal Integrity

The faculty at Carson Graham expects our students to complete academic and nonacademic work that is authentic and respectful of intellectual property. All students are expected to adhere to the school's Policy for Academic Integrity. Ignorance of the standards related to academic honesty and student integrity is not an excuse for dishonesty, plagiarism and malpractice. You are expected to familiarize yourself with the policy.

<https://www.sd44.ca/school/carson/About/schoolpolicies/Documents/Carson%20Graham%20Academic%20Honesty%20Policy%20reviewed%20December%202018.pdf>

### Grade Descriptors:

#### Grade 7

Produces high-quality, frequently innovative physical and health solutions through the application of physical and health strategies. Communicates comprehensive, nuanced understanding of physical and health concepts and contexts through independent and detailed work. Consistently demonstrates sophisticated analytical thinking and critical evaluation to improve skills and techniques in physical and health education. Frequently transfers knowledge and applies skills, with independence and expertise, to complex real-world situations.

#### Grade 6

Produces high-quality, occasionally innovative physical and health solutions through the application of physical and health strategies. Communicates extensive understanding of physical and health concepts and contexts through independent and detailed work. Demonstrates analytical thinking and critical evaluations, frequently with sophistication, to improve skills and techniques in physical and health education. Transfers knowledge and applies skills, often with independence, to real world situations.

#### Grade 5

Produces generally high-quality physical and health solutions through the application of physical and health strategies. Communicates good understanding of physical and health concepts and contexts. Demonstrates analytical thinking and critical evaluations, sometimes with sophistication to improve skills and techniques in physical and health education. Usually transfers knowledge and applies skills with some independence to real-world situations.

#### Grade 4

Produces good-quality physical and health solutions through the application of physical and health strategies. Communicates basic understanding of physical and health education factual, procedural and conceptual knowledge with few misunderstandings and minor gaps. Often demonstrates analytical thinking and critical evaluations to improve skills and techniques in physical and health education. Transfers some knowledge and applies some skills in familiar situations, but requires support in unfamiliar situations.

#### Grade 3

Produces acceptable quality physical and health solutions through the application of physical and health strategies. Communicates basic understanding of physical and health education factual, procedural and conceptual knowledge with occasional significant misunderstandings or gaps. Begins to demonstrate some analytical thinking and critical evaluation of skills and techniques in physical and health education. Begins to transfer knowledge and apply skills, requiring support even in familiar situations.

#### Grade 2

Produces work of limited quality. Communicates limited understanding of some physical and health education factual, procedural and conceptual knowledge. Demonstrates limited evidence of analytical thinking or critical evaluation of skills and techniques in physical and health education. Limited evidence of transfer of knowledge or application of skills.

#### Grade 1

Produces work of a very limited quality. Conveys many significant misunderstandings or lacks understanding of most factual, procedural and conceptual knowledge. Very rarely demonstrates critical or analytical thinking. Very inflexible, rarely shows evidence of knowledge or skills.

## Assessment Rubrics:

### Grade 9

#### Criterion A: Knowing and understanding

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <b>outlines</b> physical and health education factual, procedural and conceptual knowledge <b>explain</b> physical and health education knowledge to <b>define</b> issues and <b>suggest</b> solutions to problems set in familiar situations <b>applies</b> physical and health terminology to communicate understanding with limited success.
3-4	The student: <b>defines</b> physical and health education factual, procedural and conceptual knowledge <b>distinguishes</b> physical and health education knowledge to <b>analyse</b> issues and to <b>solve</b> problems set in familiar situations <b>applies</b> physical and health terminology to communicate understanding.
5-6	The student: <b>examine</b> physical and health education factual, procedural and conceptual knowledge <b>applies</b> physical and health education knowledge to <b>formulate ways</b> to <b>solve</b> problems set in familiar and unfamiliar situations <b>applies</b> physical and health terminology consistently to communicate understanding.
7-8	The student: <b>identifies</b> physical and health education factual, procedural and conceptual knowledge <b>applies</b> physical and health education knowledge to <b>analyse</b> complex issues to <b>solve</b> complex problems set in familiar and unfamiliar situations <b>applies</b> physical and health terminology consistently and effectively to communicate understanding.

#### Criterion B: Planning for performance

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ul style="list-style-type: none"> <li>• <b>lists</b> goals to enhance performance</li> <li>• <b>outlines</b> a plan for improving physical performance and health.</li> </ul>
3-4	The student: <ul style="list-style-type: none"> <li>• <b>identifies</b> goals to enhance performance</li> <li>• <b>designs</b> a plan for improving physical performance and health.</li> </ul>
5-6	The student: <ul style="list-style-type: none"> <li>• <b>outlines</b> goals to enhance performance</li> <li>• <b>constructs and describes</b> a plan to improve physical performance and health.</li> </ul>
7-8	The student: <ul style="list-style-type: none"> <li>• <b>explains</b> goals to enhance performance</li> <li>• <b>designs and explains</b> a plan to improve physical performance and health.</li> </ul>

## Criterion C: Applying and performing

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <b>attempts to apply</b> skills and techniques with limited success <b>attempts to apply</b> strategies and movement concepts with limited success <b>recalls</b> information to perform.
3-4	The student: <b>demonstrates</b> and <b>applies</b> skills and techniques with some success <b>demonstrates</b> and <b>applies</b> strategies and movement concepts with some success <b>identifies</b> and <b>applies</b> information to perform.
5-6	The student: <b>demonstrates</b> and <b>applies</b> most skills and techniques <b>demonstrates</b> and <b>applies</b> most strategies and movement concepts <b>analyses</b> and <b>applies</b> information to perform.
7-8	The student: <b>demonstrates</b> and <b>applies</b> a range of intermediate skills and techniques <b>demonstrates</b> and <b>applies</b> a range of intermediate strategies and movement concepts <b>states</b> and <b>applies</b> information to perform effectively.

## Criterion D: Reflecting and improving performance

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ul style="list-style-type: none"> <li>• <b>identifies</b> and <b>demonstrates</b> strategies to enhance interpersonal skills</li> <li>• <b>outlines</b> the effectiveness of a plan based on the outcome</li> <li>• <b>outlines</b> and <b>summarizes</b> performance.</li> </ul>
3-4	The student: <ul style="list-style-type: none"> <li>• <b>outlines</b> and <b>demonstrates</b> strategies to enhance interpersonal skills</li> <li>• <b>explains</b> the effectiveness of a plan based on the outcome</li> <li>• <b>describes</b> and summarizes performance.</li> </ul>
5-6	The student: <ul style="list-style-type: none"> <li>• <b>describes</b> and <b>demonstrates</b> strategies to enhance interpersonal skills</li> <li>• <b>analyses</b> the effectiveness of a plan based on the outcome</li> <li>• <b>explains</b> and <b>evaluates</b> performance.</li> </ul>
7-8	The student: <ul style="list-style-type: none"> <li>• <b>explains</b> and <b>demonstrates</b> strategies to enhance interpersonal skills</li> <li>• <b>analyses</b> and <b>evaluates</b> the effectiveness of a plan based on the outcome</li> <li>• <b>analyses</b> and <b>evaluates</b> performance.</li> </ul>