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| **CURRICULUM AREA – The Arts: Dance** |
| **Context**In this unit students learn about the major muscles in the body, how to treat injuries that may occur in dance class, why and how they need to Why do I warm up before dancing and cool down at the end of a session. They develop physical skills used in dance and learn techniques for landing and falling safely. |
| **Dance: Level 7-8** *Content Descriptions addressed in this example** Use safe dance practice, elements of dance, body actions and improvisations to explore ways of making literal movements into abstract movements [(VCADAE033)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADAE033)
* Practise and refine technical and expressive skills in style-specific techniques [(VCADAD035)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADAD035)
* Identify and connect specific features of dance from different times and locations, including the dance of Aboriginal and Torres Strait Islander peoples, to explore [viewpoints](http://victoriancurriculum.vcaa.vic.edu.au/glossary/popup?a=TheArts&t=viewpoints) and enrich their dance-making [(VCADAR039)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADAR039)

Note: each aspect of the Achievement Standards draws on learning from at least two of the strands. In the chart below, only aspects of the achievement standards directly relevant to the examples of indicative progress are highlighted.  |
| **Level 5-6 Achievement Standard** | **VCAA example of indicative progress towards Level 7-8 Dance Achievement Standard** | **Level 7-8 Achievement Standard** |
|  By the end of Level 6, students structure movements in dance sequences and use elements of dance and choreographic devices to make dances that communicate ideas and intentions. They perform dances for audiences, demonstrating technical and expressive skills and safe dance practice.Students explain how the elements of dance, choreographic devices and production elements communicate ideas and intentions in dances they make, perform and view. They describe characteristics of dances from different social, historical and cultural contexts and discuss how these influence their dance making.  | Indicative progress towards the Level 8achievement standard may be when students:* Demonstrate awareness of safe dance-practice during warm-ups and cool-downs
* Explore ways of using physical skills safely, for example falling and landing
* Develop technical skills to control movements
* Identify major muscle groups and know which muscles they are stretching
* Know what RICED stands for
* Identify aspects of safe dance practice in dances from different styles and cultures they view
 | By the end of Level 8 students choreograph and perform dances to communicate ideas and intentions. They improvise movement and select and organise the elements of dance, choreographic devices and form to communicate choreographic intent. Students learn, rehearse and perform dances, demonstrating technical and expressive skills appropriate to the dance style and safe dance practice.Students identify and analyse the elements of dance, choreographic devices and production elements of dances in different styles and apply this knowledge to dances they make and perform. They evaluate how they and other dance practitioners from different cultures, times and locations, communicate ideas and intentions through dance. |

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| **CURRICULUM AREA – The Arts: Dance** |
| **Context**In this unit students explore a series of questions: What is a dance style? How do we recognise a style? Why do dancers wear different types of clothing? Can you map a dance? How can you describe the purpose of dance or evaluate a dance you have created? They learn to recognise different dance styles, draw position diagrams, evaluate dance routines and discuss what an expressive intention is and the types of influences that can be seen in dances from different times and traditions.  |
| **Dance: Level 9-10** *Content Descriptions addressed in this example** Explore personal movement style by combining elements of dance and using improvisation and safe dance practice to develop new movement possibilities [(VCADAE040](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADAE040)
* Structure dances using movement motifs, choreographic devices and form [(VCADAD043](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADAD043))
* Evaluate their own choreography and performance, and that of others, to inform and refine future work [(VCADAR045)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADAR045)
* Analyse a range of dance from contemporary and past times, including dance of Aboriginal and Torres Strait Islander peoples, to explore differing [viewpoints](http://victoriancurriculum.vcaa.vic.edu.au/glossary/popup?a=TheArts&t=viewpoints) and develop understanding of dance practice across local, national and international contexts [(VCADAR046](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADAR046))

Note: each aspect of the Achievement Standards draws on learning from at least two of the strands. In the chart below, only aspects of the achievement standards directly relevant to the examples of indicative progress are highlighted.  |
| **Level 7-8 Achievement Standard** | **VCAA example of indicative progress towards Level 9-10 Dance Achievement Standard** | **Level 9-10 Achievement Standard** |
| By the end of Level 8 students choreograph and perform dances to communicate ideas and intentions. They improvise movement and select and organise the elements of dance, choreographic devices and form to communicate choreographic intent. Students learn, rehearse and perform dances, demonstrating technical and expressive skills appropriate to the dance style and safe dance practice.Students identify and analyse the elements of dance, choreographic devices and production elements of dances in different styles and apply this knowledge to dances they make and perform. They evaluate how they and other dance practitioners from different cultures, times and locations, communicate ideas and intentions through dance.  | Indicative progress towards the Level 10 achievement standard may be when students:* Complete structured improvisations using movements and motifs from dance routines they have watched
* Write about dance routine they have watched
* Draw position diagrams for a class routine
* Evaluate their own performances and that of others in the group and identify areas for refinement.
 | By the end of Level 10, students choreograph dances by manipulating and combining the elements of dance, choreographic devices, and form and production elements to communicate their choreographic intent. They choreograph, rehearse and perform dances, demonstrating safe dance practice and technical and expressive skills appropriate to the style and genre.Students analyse choreographers’ use of the elements of dance, choreographic devices, and form and production elements to communicate choreographic intent in dances they make, perform and view. They evaluate the impact of dance from different cultures, times and locations. |