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| **CURRICULUM AREA – The Arts: Dance** | | |
| **Context**  Students create an ‘everyday’ dance. They brainstorm movements they use every day and explore the movement possibilities of different body parts, when travelling (locomotor) and when being still (in one spot, non-locomotor). They use different body regions and different body bases. They learn the names of body parts and explore ways that each part can move safely, in isolation and in combination. Working in small groups they combine the movements they have improvised, using choreographic devices such as repetition or variation (performing the same movement facing a different direction or from a different body zone) to create a dance. | | |
| **Dance: Foundation Level** *Content Descriptions addressed in this example*  Use fundamental locomotor and non-locomotor movements, body parts, bases and zones to explore safe movement possibilities and dance ideas. [(VCADAE017)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADAE017)  Use choreographic devices to organise movement ideas and create dance sequences. [(VCADAD018)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADAD018)  Use simple technical and expressive skills when presenting dance that communicates ideas to an audience. [(VCADAP019)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADAP019)  Respond to dance, expressing what they enjoy and why. [(VCADAR020)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADAR020)  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. | | |
|  | **VCAA example of indicative progress towards the Foundation Level Achievement Standard** | **Foundation Level Achievement Standard** |
|  | Indicative progress towards the Foundation Level achievement standard may be when students:   * Explore different ways of using body parts to create movements for a dance, for example, waving with hands, legs, whole body * Are confident to move their body within a designated space, for example, developing understanding of a ‘space bubble’ or being aware of marks on the floor that indicate the dance space and beyond the dance space * Collect or create images that show movements in their dance | By the end of Foundation level students make and perform dance sequences and demonstrate safe dance practice  Students describe what happens in dance they make, perform and view. |

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| **CURRICULUM AREA – The Arts: Dance** | | |
| **Context**  Students use stimulus such as words, images or music to explore ways of safely using the whole body and different body parts to communicate ideas. They work with a partner or in a small group (3-4) and improvise ways they can create different shapes or use space to communicate their ideas. They show work in progress to the rest of the class. Questions are used to structure feedback that groups can use to change their dance to enhance communication with the audience (class). | | |
| **Dance: Levels 1-2** *Content Descriptions addressed in this example*  Use safe dance practice, fundamental locomotor and non-locomotor movements, body parts, bases and zones to explore, improvise and structure movement ideas for dance (VCADAE021)  Use choreographic devices to select and organise movement ideas and create and practise dance sequences (VCADAD022)  Respond to dance, expressing what they enjoy, and where and why people dance (VCADAR024)  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. | | |
| **Foundation Level Achievement Standard** | **VCAA example of indicative progress towards the Levels 1-2 Achievement Standard** | **Levels 1-2 Achievement Standard** |
| By the end of Foundation level students make and perform dance sequences and demonstrate safe dance practice.  Students describe what happens in dance they make, perform and view. | Indicative progress towards the Level 2achievement standard may be when students:   * Respond to stimulus, for example, walking in different ways in response to images, words or music * Repeat movements from different body bases, for example a waving movement whilst standing or sitting * Combine movements, for example, walking and waving * Describe how they are walking/moving in words (oral, written) or by drawing | By the end of Level 2 students use the elements of dance and fundamental movement skills to make and perform safely, dance sequences that express ideas.  Students communicate about dances they make, perform and view, and discuss where and why people dance. |

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| **CURRICULUM AREA – The Arts: Dance** | | |
| **Context**  Students participate in structured improvisations focusing on the use of choreographic devices: unison, canon, contrast and repetition. They use activities such as ‘Dice 5’ to explore different ways of forming groups and transitioning from one group to another group or to form shapes as a group. They use ICT to record and annotate dance ideas they develop through the improvisations. | | |
| **Dance: Levels 3-4** *Content Descriptions addressed in this example*  Use safe dance practice, fundamental locomotor and non-locomotor movements, body parts, bases and zones to explore, improvise and structure movement ideas for dance (VCADAE021)  Use choreographic devices to select and organise movement ideas and create and practise dance sequences (VCADAD022)  Use simple technical and expressive skills when presenting dance that communicates ideas about themselves and their world to an audience (VCADAP023)  Respond to dance, expressing what they enjoy, and where and why people dance (VCADAR024)  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. | | |
| **Levels 1-2 Achievement Standard** | **VCAA example of indicative progress towards the Levels 3-4 Achievement Standard** | **Levels 3-4 Achievement Standard** |
| By the end of Level 2 students use the elements of dance and fundamental movement skills to make and perform safely, dance sequences that express ideas.  Students communicate about dances they make, perform and view, and discuss where and why people dance. | In Dance indicative progression towards Level 4 Achievement Standard may be when students:   * Demonstrate safe dance practice through increasing body awareness and control, for example, alignment, balance, movement memory * As a group, moving from one shape to another, using particular body parts and locomotor movements, for example, moving from a circle to a straight line using circular body movements such as spinning or rolling * Remembering movements and transitions within a class and from class to class. * Describe how they have used ideas from dance they have viewed, for example, appropriating and varying movements from dance video clips | By the end of Level 4 students, structure movements into dance sequences and use the elements of dance and choreographic devices to communicate their ideas and intentions. They make dances and perform safely with control, accuracy, projection and focus.  Students describe and discuss similarities and differences between dances they make, perform and view. They discuss how they and others organise the elements of dance to communicate ideas and intentions |

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| **CURRICULUM AREA – The Arts: Dance** | | |
| **Context**  Students work in small groups to communicate (‘tell’) a story through movement. For example, they explore ideas (events, emotions) from a picture book or recreate a well-known story with a message or a fable and create a dance for performance to Prep students. They devise movements for each character / event / emotion in the story, and make decisions about how to use the performance space, props and costumes to communicate their ideas. They develop their ability to control and vary movement to stay in character, for example, moving stiffly or freely, creating movements that represent how a character is feeling at different points in the story. They use expressive skills such as facial expression when they perform their dance. Students use ICT to document their dance, showing how they have used ideas from the story (stimulus), comment on work in progress and consider feedback. | | |
| **Dance: Level 5-6** *Content Descriptions addressed in this example*  Explore movement possibilities and choreographic devices using safe dance practice, the elements of dance to create movement ideas, sequences and phrases  Develop technical and expressive skills in fundamental movements and body actions and use choreographic devices to create dance sequences  Perform dance with technical competence, using expressive skills to communicate a choreographer’s ideas  Explain how the elements of dance and production elements communicate ideas in dances from different contexts they make, perform and view  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. | | |
| By the end of Level 4 students, structure movements into dance sequences and use the elements of dance and choreographic devices to communicate their ideas and intentions. They make dances and perform safely with control, accuracy, projection and focus.  Students describe and discuss similarities and differences between dances they make, perform and view. They discuss how they and others organise the elements of dance to communicate ideas and intentions | In Dance indicative progression towards Level 6 Achievement Standard may be when students:   * Use different body parts, regions and bases to create patterns, for example, a floor pattern or an ordering of movement that is used throughout the dance to signify particular characters, emotions or events * combine movements associated with a particular character or sequence of events * Planning and documenting the movement, for example, capturing ideas using a mobile device, creating a diagram * refine accuracy of movements in the dance, for example, performing using similar facial expressions and gestures * Decide on questions for peers to use to provide feedback about work in progress | 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. |