How do people in different roles fit together in my community?

Foundation Level, Dance,
sample unit of work

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Contents

[Introduction 1](#_Toc32393366)

[Overview of the unit of work 1](#_Toc32393367)

[Relevant Dance terms 3](#_Toc32393368)

[Other Dance terms 4](#_Toc32393369)

[Learning activities 5](#_Toc32393370)

[Learning activity 1: What is a community? 5](#_Toc32393371)

[Learning activity 2: What are some roles in our community? 6](#_Toc32393372)

[Learning activity 3: How can we use our bodies to tell a story about a role in our community? 7](#_Toc32393373)

[Learning activity 4: How can we make a dance to show a role in our communitiy? 8](#_Toc32393374)

[Learning activity 5: How can we organise our movement to create a group dance to show community roles? 9](#_Toc32393375)

[Learning activity 6: How can we refine our skills to make our group dance better? 10](#_Toc32393376)

[Learning activity 7: How can we use our expressive skills to help us communicate our ideas? 11](#_Toc32393377)

[Learning activity 8: How can we reflect on our performance? 12](#_Toc32393378)

[Appendix 1 – Exit card activity 13](#_Toc32393379)

Introduction

Overview of the unit of work

**Title:** How do people in different roles fit together in my community?

**Timing (approximate):** 320 minutes (8 × learning activities)

**Description:** Students explore dance by experimenting with everyday movements performed by members of a community. They learn about how they can dance and share their dances with peers. Students learn about dancing safely and become aware of their body’s movement capabilities. They explore movement possibilities using space, time, dynamics and relationships, as they learn a group dance that communicates how community functions. They experience being an audience member by observing how other dancers communicate through movement.

**Overall learning intentions:** Students will develop knowledge and understanding of the following key Dance areas:

* Choreography – Students will explore movement using space, time and dynamics through creative tasks. Students will be given opportunities to work in pairs or groups in tasks, allowing for the possible development of relationships in their own choreographies.
* Performance – Students will develop skills, techniques and processes, as well as their awareness of their body. They will experience their movement capabilities through dance practices and learn about safe dance practice. Students will be able to use technical and expressive skills through performance.
* Appreciation – Students will experience being an audience member through observing dance performances by their peers and onscreen performances. They will be able to discuss what they enjoy and why.

**Assessment:** Opportunities for assessment in each learning activity include class discussions, answers to planned questions and dance performances.

**Resources:** The following resources will be useful across the whole unit of work:

* advice for [Safe dance practices](https://ausdance.org.au/articles/details/safe-dance-practice), Ausdance National
* [TheWorkersTV](https://www.youtube.com/user/TheWorkersTV) YouTube channel – This series of videos aimed at preschool students features dances that use of gestural everyday movements. The videos could be useful when planning and teaching routines (see the policeman and firefighter songs, in particular).

Links to the Victorian Curriculum F–10

**Curriculum area and level:** Dance, Foundation

**Strand and content descriptions:** Explore and Express Ideas –

Use fundamental locomotor and non-locomotor movements, body parts, bases and zones to explore safe movement possibilities and dance ideas ([VCADAE017](https://victoriancurriculum.vcaa.vic.edu.au/the-arts/dance/curriculum/f-10#level=F&search=b05f7e28-b59c-470c-b41a-c634a80568e4))

 Dance Practices –

 Use choreographic devices to organise movement ideas and create dance sequences ([VCADAD018](https://victoriancurriculum.vcaa.vic.edu.au/the-arts/dance/curriculum/f-10#level=F&search=f98ad20f-6048-4643-a835-ee8f7a54aa77))

 Present and Perform –

 Use simple technical and expressive skills when presenting dance that communicates ideas to an audience ([VCADAP019](https://victoriancurriculum.vcaa.vic.edu.au/the-arts/dance/curriculum/f-10#level=F&search=521fa751-1d9b-44d7-a1f3-19c1fa0648ad))

 Respond and Interpret –

 Respond to dance, expressing what they enjoy and why ([VCADAR020](https://victoriancurriculum.vcaa.vic.edu.au/the-arts/dance/curriculum/f-10#level=F&search=b0ae7b92-71aa-40fc-97b1-030062fc993c))

**Achievement standard:** By the end of Foundation, students make and perform dance sequences and demonstrate safe dance practice.

 Students describe what happens in dance they make, perform and view.

**Curriculum area and level:** Personal and Social Capability, Foundation

**Content description:** Identify their likes and dislikes, needs and wants, abilities and strengths ([VCPSCSE002](https://victoriancurriculum.vcaa.vic.edu.au/personal-and-social-capability/curriculum/f-10#level=F&search=c9d57517-adce-4e2a-9416-3ef2e6d150e1))

Cross-curriculum opportunities

The context of the inquiry question ‘How do people in different roles fit together in my community?’ can be adapted to suit other areas of study.

Also, links can be made with the Health and Physical Education curriculum in the development of movement skills, concepts and patterns.

Relevant Dance terms

The following terms are relevant to this unit of work. The definitions below have been adapted from the [Learning in Dance page](https://victoriancurriculum.vcaa.vic.edu.au/the-arts/dance/introduction/learning-in-dance) on the Victorian Curriculum F–10 website.

Making

Making in Dance involves improvising, choreographing, comparing and contrasting, refining, interpreting, practising, rehearsing and performing.

Responding

Responding in Dance involves students appreciating their own and others’ dance works by viewing, describing, reflecting, analysing, appreciating and evaluating.

Dance practices

* Choreographing includes students drawing on their developing movement vocabulary as they engage in the creative process of making dance. As they explore and shape their ideas they will be involved in processes such as improvising, exploring, selecting, creating and structuring movement to communicate their intentions.
* Performing includes students acquiring skills by practising, rehearsing, refining and using physical and expressive techniques.
* Appreciating includes students describing, explaining and identifying aspects in their own dances and other dances they have viewed.

The elements of dance

The elements of dance – space, time, dynamics and relationships – are used in combination to create and communicate ideas and intentions through dance.

Skills, techniques and processes

Students develop Dance skills through activities that combine the techniques and processes involved in the dance practices of choreographing, performing and appreciating. They also develop their capacity to use safe dance practice to perform a movement that communicates their ideas and intentions. In Dance, students apply technical and expressive skills.

Viewpoints

As they make and respond in Dance, students learn that responses to artworks are informed by different viewpoints, which shift according to their experiences of the world. As students make, investigate or critique dances as choreographers, dancers and audiences, they may ask and answer questions to consider the choreographers’ intentions. Responses and interpretations are informed by an understanding of the elements of dance, skills and processes used in dance.

Materials

The materials for Dance begin with the body, including body awareness, body bases, body parts and body zones. The body uses movement vocabulary developed from using the elements of dance to express and give form to feelings and ideas in both choreography and performance.

Other Dance terms

For an extensive glossary of Dance terms, see the Victorian Curriculum F–10 Arts Glossary at [About the Arts](https://victoriancurriculum.vcaa.vic.edu.au/the-arts/introduction/about-the-arts).

Learning activities

Each of the following learning activities covers elements of the content from the four interdependent strands of the Dance curriculum: Explore and Express Ideas, Dance Practices, Present and Perform, Respond and Interpret.

To ensure that all the content descriptions are explicitly covered, make sure to deliver all parts of every learning activity.

Learning activity 1: What is a community?

**Learning intentions:** Students will know what a community is.

 Students will understand who the members of their school community are and the roles they play.

 Students will be able to explore locomotor and non-locomotor movement, using their body parts to demonstrate the roles of key members in their school community.

**Resource:** [What is a community? Social Studies for Kindergarten](https://www.youtube.com/watch?v=wP_IbZSxhEs), Kids Academy, YouTube video

Preparation

* Review the video ‘What is a community?’

Class activity

Introduction

* Watch the video ‘What is a community?’ with the class.
* Explain that school is a community made up of people with different roles. List some of the key roles in the school.

Main task

* Conduct a short warm-up activity.
* With the students, create a story through movement using the key roles discussed. Highlight the different ways people in these roles might move or the actions they might do.
* Give students time to create their own dance phrase exploring these roles, movements and actions. Students can work in pairs or groups when creating their own dance phrases.

Performance

* Students perform their dance phrases.

**Tip:** As students observe and discuss performances, encourage them to express what they enjoyed about the performances and why.

Learning activity 2: What are some roles in our community?

**Learning intentions:** Students will be able to identify common movements associated with specific roles in the community.

Students will be able to use fundamental locomotor and non-locomotor movements and body parts to create dance phrases representing one character’s movement.

**Resource:** [Bob the Builder: Sing-a-long Music Video](https://www.youtube.com/watch?v=_ZC4iYM-KUM), Bob the Builder, YouTube video

Preparation

* Review the Bob the Builder dance video.

Class activity

Introduction

* Discuss as a class: What are some roles in the local community?
* List the roles on the board.

Main task

* As a class, watch the video of the Bob the Builder dance. Highlight how Bob’s role is shown through his actions in the dance.
* Conduct a short warm-up activity.
* Ask students to select one of the roles listed on the board and create a dance phrase that demonstrates that role, in a similar way to how the dance in the video demonstrates Bob the Builder’s role. Give students time to explore these roles, movements and actions. Students can work in pairs or groups.

Performance

* Students perform their dance phrases.
* Students answer planned questions such as:
* Could you figure out the character’s role through the movements in the dance?
* Which movements worked well to show the character’s role in the community?

**Tip:** As students observe and discuss performances, encourage them to express what they enjoyed about the performances and why.

Learning activity 3: How can we use our bodies to tell a story about a role in our community?

**Learning intentions:** Students will be able to experiment with a range of body actions to represent a role in the community (dance idea).

 Students will be able to use locomotor movement in their own dance phrase.

**Resource:** [Bakers Biscuits 1990 TVC](https://www.youtube.com/watch?v=dqOFrUbhgIk), Best Baked by Bakers, YouTube video

Preparation

* Watch the Bakers Biscuits television advertisement.
* Create a storyline where, like the advertisement, the bakers are smaller than the biscuits they bake. Choreograph a short phrase of movement using similar actions to those made by the bakers – for example stirring, mixing, sprinkling and tasting – incorporating facial expressions. Use abstraction (a choreographic device) to enlarge and distort the everyday actions of the bakers.

Class activity

Introduction

* Tell students they will be exploring the role of a baker within the local community. Watch the Bakers Biscuits video.
* As a class, discuss a storyline for the baker.

Main task

* Conduct a short warm-up activity.
* Teach students a short dance phrase that communicates the role of the baker.
* Give students time to develop new dance phrases. List possible movement options on the board and link the actions to the storyline. Students can work in pairs or groups.

Performance

* Students perform their dance phrases.
* Students answer planned questions such as:
* Can you see the role of the character through the movement?
* Which movements worked well to show the character’s role in our community?
* What suggestions for improvement would you give?

**Tip:** This activity could be conducted for a range of roles in the community. Link the use of body parts, zones and locomotor options back to the role selected. Highlight how dance movement can represent an idea. This could be done over a couple of lessons.

Learning activity 4: How can we make a dance to show a role in our community?

**Learning intentions:**  Students will know the choreographic device of repetition.

 Students will understand why we might repeat an action.

 Students will be able to use repetition in their own dance phrase.

**Resource:** [Twilex – Alex and Twitch hip-hop](https://www.youtube.com/watch?v=TLtSfYX8tJk), So You Think You Can Dance, YouTube video

Preparation

* Watch the hip-hop dance video. This video clip shows a psychologist with a patient who is trying to get ballet out of his mind. The use of gestural everyday movement to represent the role of the psychologist is creatively blended with hip-hop dance.

Class activity

Introduction

* Introduce the concept of choreography (making a dance to entertain an audience) and how you might use certain choreographic tools or devices (for example, repetition, contrast, variation, sequence, canon, abstraction and transition) to help you communicate ideas.

Main task

* Conduct a short warm-up activity.
* Choose a routine that explores a role in the community. This could be a routine that has been used already in a previous lesson. Use it to demonstrate how a choreographer might repeat an action.
* Ask students to come up with actions and then repeat them in a routine.

Performance

* Students perform for each other.
* Inform students that the class will be working towards a group dance. They will take the dance phrases that are taught and created in class, rehearse and practise them, and present a group dance for an audience. The group dance will communicate different roles in the local community, using everyday movements that have been developed and combined with the elements of dance. It will show how the roles interact and work together in a community. The dance will be the focus of Learning activity 5.

**Tip:** As students observe and discuss performances, encourage them to express what they enjoyed about the performances and why.

Learning activity 5: How can we organise our movement to create a group dance to show community roles?

**Learning intentions:**  Students will know and understand choreographic devices used to organise ideas and sequences in a group dance..

 Students will be able to use a choreographic device to organise movement in a group dance

**Resources:** [Is This Love – Bob Marley, Keone & Madrid Choreography](https://www.youtube.com/watch?v=JEhY-b_Ih6A), Urban Dance Camp, YouTube video

 Video camera and tripod or iPad (or other tablet) to film performance

Preparation

* Review the Urban Dance Camp video. This performance is useful for discussing the use of a range of body parts, characterisation, elements of dance (time and dynamics), mirroring and repetition of actions.
* Select a choreographic device for the class to focus on.

Class activity

Introduction

* Watch the Urban Dance Camp video with the class. Highlight and discuss the use of a range of body parts, characterisation, elements of dance (time and dynamics), mirroring and repetition of actions.
* Highlight and introduce the choreographic device that the class will be focusing on.

Main task

* Conduct a short warm-up activity.
* Recap a routine or routines from previous lessons, and explore a range of choreographic devices in this same way; for example, abstraction could be used (change or distort the everyday action by changing the tempo, size, direction or body part that performs the action). Mirroring, canon and levels are also simple choreographic devices that could be used.
* Involve students in the decision-making process around the organisation of these routines into a group dance. This could be done using the chance method (numbering the students’ routines and pull them out of a hat to determine the order) or you may be guided by the storyline of the group dance.

Performance

* Students perform for each other. Film the performances.
* Students watch the recording of their own performance and discuss aspects of the performance that could be improved to make it more interesting or satisfying for an audience.

**Tip:** Be sure to check your school’s policies around filming and photographing students.

Learning activity 6: How can we refine our skills to make our group dance better?

**Learning intentions:**  Students will know the simple technical skills required in the group dance.

 Students will understand how to correct and/or refine their technical skills in the group dance.

 Students will be able to refine their technical skills to present a dance that communicates an idea to the audience.

**Resources:** [The next generation of dance legends? Meet DVJ…](https://www.youtube.com/watch?v=4pplV3h0crI), Britain’s Got Talent, YouTube video

 [PreSkool the adorable dance troupe hit the stage](https://www.youtube.com/watch?v=B3qlJJCm7R4), Britain’s Got Talent, YouTube video

Preparation

* Watch the two video clips of the group performances from the television show *Britain’s Got Talent*. The performances show a range of technical skills.
* Ensure that music for the group dance is ‘cut’ and ready for rehearsal (i.e. the exact section you are going to use is ready so that you don’t need to find the right place each time).

Class activity

Introduction

* As a class, watch one video clip that shows clarity of shape in the dancers’ actions, such as one of the *Britain’s Got Talent* videos.

Main task

* Conduct a short warm-up activity.
* Practise the group dance and highlight the technical skills for the students. Offer ways in which students can achieve the same slick performance outcomes as the performers in the video clip they watched at the start of the lesson.
* Rehearse the group dance, looking at the refinement of technical skills.

Performance

* Students perform the group dance. Film the performance.
* Students watch the recording of the group dance.
* Allow students to reflect on their performance. Students make a personal goal for the next lesson.

**Tip:** Developing simple technical skills will take time. This may need to be a focus in every warm-up and rehearsal of the group dance, providing students with enough opportunities to build these skills.

Learning activity 7: How can we use our expressive skills to help us communicate our ideas?

**Learning intentions:**  Students will know and understand the expressive skills required in the group dance.

 Students will be able to apply expressive skills that communicate an idea to the audience when presenting the group dance.

**Resource:** [So You Think You Can Dance: The Next Generation – Kida and Fik-Shun’s Hip-Hop Performance](https://www.youtube.com/watch?v=gG35-3S1pNA), SYTYCD Videos, YouTube

Preparation

* Watch the video of Kida and Fik-Shun’s hip-hop performance. This bee duet in the hip-hop dance style is a good example of dancers using facial expressions in a performance.

Class activity

Introduction

* As a class, watch a video clip that shows the use of expressive skills in a performance, such as the video of Kida and Fik-Shun’s hip-hop performance.

Main task

* Identify what expressive skills are required in the group dance. Display this list on a board.
* Conduct a short warm-up activity.
* Rehearse the group dance, focusing on the refinement of these expressive skills.

Performance

* Students perform for each other.
* Students provide guided feedback, focusing on the use of expressive skills.

Learning activity 8: How can we reflect on our performance?

**Learning intentions:** Students will be able to evaluate their own performance in the group dance.

 Students will be able to express what they enjoyed and why.

**Resource:** A video recording of the final group dance performance (see Preparation, below)

Preparation

* Students perform the group dance for an audience. The performance should be filmed so that students can reflect on their performances in this final learning activity.

Class activity

Introduction

* Students watch a recording of the group dance performance.

Main task

* Ask students to reflect on their performance in the group dance. What worked well? What did they enjoy? Why?

Performance

* Conduct an ‘exit card’ activity ([Appendix 1](#Appendix1)), giving the instructions verbally to students.

**Tip:** As students observe and discuss performances, encourage them to express what they enjoyed about the performances and why.

Appendix 1 – Exit card activity

1. Each student takes a turn to perform for their peers.

2. Tell students to ask their peers the following questions:

*Which member of our community am I?*

*Can you guess who I am from my movements, and my face and body expression?*

3. Ask students to describe in their own words how they manipulated their body to represent the community member.

For example:

*I am a baker. I used my arms in a big circle to mix the dough, then my hands to knead the dough. Then I divided the dough into loaves, and placed them in the oven. Then I used my face to show that it was smelling good, and I was smiling and happy.*

4. Ask students to make their actions into a movement phrase that the class can copy.

For example:

*Whole body circles on the spot (with arms in mixing motion) to the right × 4, then to the left × 4.*

*Kneading action to the right × 4, then to the left × 4.*

*Trays in the oven × 4.*

*Smiling and smelling × 4.*