10 Dance: Dance of Society

Achievement Standard:

By the end of Year 10, students explore the Social and Cultural Functions of Dance and how they have an **impact on the choreographer's creative process** and **selection of dance concepts, and the performer's use of the dance skills to communicate meaning**. Students **will identify the impact of media and social and technological changes on dance practice**, **investigate the practices and traditions in dance and how people are influenced by their histories, societies, cultures and environments.**

Students will **manipulate combinations of the elements of dance and choreographic devices to communicate their choreographic intent, structure dances using movement motifs, choreographic devices and form, perform dances using genre-and style-specific techniques and expressive skills to communicate their choreographic intent, document their creative process in reflective records and evaluate their own choreography and performance, to inform and refine future work.**

Unit Specific Information
Big Picture Learning Goals:

- Students investigate how the integration of digital technology has shaped dance and the meaning that is communicated.
- Students explore the Social and Cultural Functions of Dance and how they have an impact on the choreographer's creative process and selection of dance concepts, and the performer's use of the dance skills to communicate meaning.
- Students analyse the use of technology and investigate how it is integral to dance, that is, the use of dance concepts and skills to communicate the intention of the dance would be altered if the dance was presented in another mode (i.e. live)
- Understand how dance adapts to different technologies.
- Students will manipulate combinations of the elements of dance and choreographic devices to communicate their choreographic intent.

Assessment Details:
- Responding Task – 300-500 Words Written Interpretation in response to a music video clip
- Choreography Task – Groups of 2 or 3 students are to create a Music Video Clip using a chosen cultural style of dance as stimulus
- Responding Task – Individually, students will respond to their own dance work in a choreographic statement

THE NEW
Art and Science
OF TEACHING
ROBERT J. MARZANO
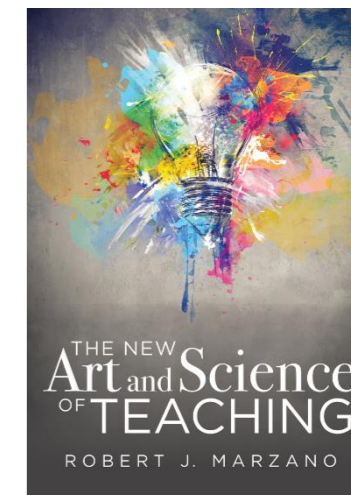
READING / VIEWING/ LISTENING:
Core Text 1: Hips Don't Lie – Shakira, Run The World – Beyonce, Black or White – Michael Jackson

COMPREHENSION SKILL FOCUS:
Sort and Classify
Text Coding [Determining Importance]
Inferring

⬍
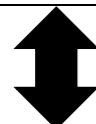
THINKING:
Analyse, Infer and Evaluate

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WRITTEN / SPOKEN / MULTI-MODAL TEXT
Interpretation Process, Word Processed Document, Filmed Video

HIGHLY VALUED LANGAUGE FEATURE FOCUS:
Evaluative language
Nominalisation
Elements of Dance Specific Vocabulary

Priority Standards	
4	Students will effectively <u>rehearse</u> and authoritatively <u>perform</u> their cultural dance piece, <u>demonstrating</u> skilful and sustained <u>technical and expressive skills appropriate to the genre and style.</u> Students <u>manipulate</u> cultural dance movements <u>exploring</u> dance concepts, various choreographic devices (i.e. *motif, embellishment)*, form and production elements to communicate choreographic intent Students provide an in-depth <u>analysis</u> and <u>evaluate</u> the elements of dance to determine successful portrayal of choreographic intent.
3	Students can <u>rehearse and perform</u> their cultural dance piece, <u>demonstrating technical and expressive skills appropriate to the genre and style.</u> Students can <u>create</u> a cultural dance, using a range of dance of concepts, form (*narrative or rondo*) and choreographic devices (*motif and embellishment*) to communicate choreograph intent Students <u>analyse</u> and <u>evaluate</u> the elements of dance to determine successful portrayal of choreographic intent.

2	Students will <u>use</u> contemporary dance to communicate meaning through the dance concepts such as:
	   o Relationships
	   o Spatial Elements
	   o Dynamics
	   o Choreographic Devices (motif)
	   o Form (Narrative)
	   o Production Elements (costumes, props)
	   o Choreographic Intent (meaning)
	<u>Identify</u> context, meaning and purpose of dance works

Learning Goals:

Australian Curriculum Content Descriptors	Kirwan High Learning Goals
Improvise to find new movement possibilities and explore personal style by combining elements of dance (ACADAM020)	
• Extending their movement vocabulary to explore their own stylistic preferences and personal identity, for example, using analysis of dance styles from a range of cultures and times to inform their choreographic practice • Exploring use of elements of dance in different dance styles, including those from other cultures and times, as a stimulus for improvisation • Developing a personal movement vocabulary by combining elements of dance with finding new ways of moving, and establishing a personal style • Investigating the use of elements of dance in works of artists, including those from the Asia region, and adapting dance ideas to create movements that represent a synthesis of influences	• Identify distinguishing stylistic features of different dances and how this can inform their choreography • Extend movement vocabulary to establish a personal style
Manipulate combinations of the elements of dance and choreographic devices to communicate their choreographic intent (ACADAM021)	
• Improvising with the elements of dance and analysing movement choices to reflect their individuality and to clarify their choreographic intent • Manipulating a variety of style-specific movements safely to support their intent • Setting choreographic goals and developing their own movement vocabulary and style	• Manipulate the elements of dance to create a 21st Century dance piece • Demonstrate knowledge and understanding of choreographic devices • Use appropriate dance skills to communicate choreographic intent and meaning for audiences
Practise and refine technical skills to develop proficiency in genre- and style-specific techniques (ACADAM022)	
• Practising techniques used to perform increasingly complex dances of different genres and styles • Identifying and analysing dance styles and traditions and applying knowledge of the structure and function of the musculoskeletal system to execute movements safely and prevent injury to themselves and others • Refining technical skills in response to self-reflection to develop control, accuracy, strength, balance, alignment, flexibility, endurance, coordination and articulation	• ==Demonstrate knowledge and understanding of the hip hop and cultural dance genre.== • Demonstrate knowledge and understanding of how strength, flexibility, coordination, endurance and skill inform dance practice
Structure dances using movement motifs, choreographic devices and form (ACADAM023)	
• Developing movement motifs by manipulating the elements of dance to communicate their choreographic intent • Selecting choreographic devices and form appropriate to their choreographic intent • Documenting their creative process, including use of analysis and evaluation strategies, in reflective records	• Demonstrate knowledge and understanding of the importance of choreographic devices in expressing the choreographic intent of the dance • Demonstrate knowledge and understanding of how relationships, space, dynamics, time and form inform choreography

• Responding to feedback and using self-evaluation to vary and modify motifs, structure and form	
Perform dances using genre- and style-specific techniques and expressive skills to communicate a choreographer's intent (ACADAM024)	
• Performing dances with an awareness of a choreographer's intent and style, including contemporary Australian choreographers such as Frances Rings or Stephen Page (Bangarra Dance Theatre)	• Manipulate the elements of dance to present a music video clip using cultural dance as stimulus
• Refining confidence, clarity of the movement, projection and focus to communicate the choreographer's intent	• Demonstrate knowledge and understanding of how to develop, refine and extend dance skills
• Manipulating the elements of dance in performance to interpret a choreographer's style and intent in contemporary styles, such as Aboriginal hip hop	• Use appropriate dance skills to communicate choreographic intent and meaning for audiences
• Identifying and refining expressive skills in performance, and selecting appropriate expressive skills to sensitively connect with varying social and cultural contexts and audiences	
Evaluate their own choreography and performance, and that of others to inform and refine future work (ACADAR025)	
• Considering the feedback received from others to develop objective self-evaluation skills and assess if they have been successful in conveying their choreographic intent	• Identify key issues within my own choreography
• Recognising personal capabilities and identifying next steps needed to improve and refine choreographing and performing	• Develop strategies to improve my technical and expressive skills
	• Identify my own movement capabilities
	• Improve and refine choreographic skills
Analyse a range of dance from contemporary and past times to explore differing viewpoints and enrich their dance making, starting with dance from Australia and including dance of Aboriginal and Torres Strait Islander Peoples, and consider dance in international contexts (ACADAR026)	
• Investigating the influence of Australian dance artists, companies and practices, including Australians who identify as Aboriginal and Torres Strait Islanders and those of Asian heritage	
• Considering how global trends in dance influence the development of dance in Australia	• Identify key features of the interpretation analysis model
• Identifying the impact of media and social and technological changes on dance practice, for example, interactions between kinaesthetic and visual aspects of dance in forms that incorporate digital components	• Develop the skills to describe and interpret dance works
	• Develop the skills to compare dance performances
• Investigating the practices and traditions in dance and how people are influenced by their histories, societies, cultures and environments	• Develop the skills to synthesize understanding of class activities
• Exploring dance from different viewpoints, for example, analysing philosophies and ideologies that inform dance making in various societies and cultures	
• Identifying how research and new ideas might enhance their own creating and performing practices	

Possible Habit of Mind:				
Exploring Meaning of the HOM By the end of this unit students will be able to: Persist with challenges that arise in written and practical work.	**Expanding Capacity for using the HOM** By the end of this unit students will be able to:	**Increasing Alertness for the HOM** By the end of this unit students will be able to: Identify the importance of persisting in difficult situations.	**Extending Values of the HOM** By the end of this unit students will be able to:	**Building Commitment towards the HOM** By the end of this unit students will be able to:

General Capabilities: This unit provides opportunities for students to engage in following capabilities:

Literacy
- ☐ Comprehending texts through listening, reading and viewing
- ☐ Composing texts through speaking, writing and creating
- ☐ Text knowledge
- ☐ Grammar knowledge
- ☐ Word knowledge
- ☐ Visual knowledge

Numeracy
- ☐ Estimating and calculating with whole numbers
- ☐ Recognising and using patterns and relationships
- ☐ Using fractions, decimals, percentages, ratios and rates
- ☐ Using spatial reasoning
- ☐ Interpreting statistical information
- ☐ Using measurement

ICT
- ☐ Applying social and ethical protocols and practices when using ICT
- ☐ Investigating with ICT
- ☐ Creating with ICT
- ☐ Communicating with ICT
- ☐ Managing and operating ICT

Critical and creative thinking
- ☐ Inquiring - identifying, exploring and organising information and ideas
- ☐ Generating ideas, possibilities and actions
- ☐ Reflecting on thinking and processes
- ☐ Analysing, synthesising and evaluating reasoning and procedures

Personal and social capability
- ☐ Self-awareness
- ☐ Self-management
- ☐ Social awareness
- ☐ Social management

Ethical understanding
- ☐ Understanding ethical concepts and issues
- ☐ Reasoning in decision making and actions
- ☐ Exploring values, rights and responsibilities

Intercultural understanding
- ☐ Recognising culture and developing respect
- ☐ Interacting and empathising with others
- ☐ Reflecting on intercultural experiences and taking responsibility

Cross Curriculum Priorities:

☐ Aboriginal and Torres Strait Islander histories and cultures	☐ Asia and Australia's engagement with Asia	☐ Sustainability

Differentiation [for small groups or individuals]:

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