

Unit Description [copy from syllabus]	Unit Objectives [copy from syllabus]
<p><i>In Unit 1, students explore the different purposes and contexts for dance, and how different dance genres and styles communicate meaning. Students experience current and historical genres and styles of dance, including contemporary and at least one other genre or style. They investigate the historical and cultural origins of the genres and styles, identifying key characteristics, movements and vocabulary. Students explore how choreographing in specific dance genres and styles influences the creative process and the selection of dance concepts to communicate meaning.</i></p> <p><i>Students investigate and rehearse their technical skills to enhance genre and style-specific techniques. They refine their expressive skills to communicate a choreographer's meaning. Students analyse and evaluate a variety of dance, including their own work, that of other Australians (including Aboriginal peoples and Torres Strait Islander peoples), people from the Asia-Pacific region, and other international choreographers and performers, justifying the manipulation of the elements and skills to communicate meaning. Through analysis, they develop their knowledge and understanding of dance language, referencing and language conventions. Safe dance practices will be embedded in this unit to build students' understanding of how these practices vary between the different genres and styles. By the end of the unit, students will have explored how the body moves in a variety of genres and styles and will have experienced how meaning is communicated through dance.</i></p>	<p><i>Unit objectives are drawn from the syllabus objectives and are contextualised for the subject matter and requirements of the unit. Each unit objective must be assessed at least once.</i></p> <p><i>Students will:</i></p> <ol style="list-style-type: none"> <i>1. demonstrate an understanding of dance concepts and skills in various purposes and contexts</i> <i>2. apply literacy skills to communicate ideas</i> <i>3. organise and apply the dance concepts when choreographing dance in different genres and styles and in various contexts and purposes</i> <i>5. apply technical skills in various genres and styles when performing</i> <i>6. realise meaning through expressive skills when performing for particular purposes in particular contexts</i> <i>7. create dance to communicate meaning for particular purposes in particular contexts</i> <i>8. evaluate dance, justifying the use of dance concepts and skills for particular purposes in particular contexts.</i>

Assessment Plan:

Task	%	Objectives to be assessed	Conditions	Date
Formative assessment: Performance	-	1. demonstrate an understanding of style-specific movements 5. apply technical skills in the chosen dance style 6. realise meaning through expressive skills that communicate a viewpoint in a chosen purpose and context	<ul style="list-style-type: none"> • Preparation time: 10-15 hours (rehearsal and presentation); this will involve class time and students' own time • Performance time: continuous sequence of 3-4minutes • Other: <ul style="list-style-type: none"> - May be presented individually, in pairs or in small groups (max), assessed individually 	Term 1 Week 7
Task	%	Objectives to be assessed	Conditions	Date
Formative assessment: Choreography	-	1. <i>demonstrate an understanding of dance concepts and skills in various purposes and contexts</i> 2. <i>apply literacy skills to communicate ideas</i> 3. <i>organise and apply the dance concepts when choreographing dance in different genres and styles and in various contexts and purposes</i> 7. <i>create dance to communicate meaning for particular purposes in particular contexts</i> 8. <i>evaluate dance, justifying the use of dance concepts and skills for particular purposes in particular contexts.</i>	<ul style="list-style-type: none"> • Continuous class time to develop the choreography • Preparation time: 10-15hours (including development and presentation); this will involve class time and students' own time. • Length of choreography <ul style="list-style-type: none"> - 2-4 minutes or equivalent section of a larger work - May be presented individually, in pairs or in small groups. • Choreographic Statement <ul style="list-style-type: none"> • Written, 300-400 words 	Term 2 Week 5

Monitoring and Reviewing:

Strategies for Monitoring Student Progress	Date	Planned Reviews at Key Intervals	Date

Underpinning Factors:

Guaranteed Vocabulary:		Literacy Skills	21 st Century Skill/s
Purpose Context Genre Style Ballet Contemporary Hip Hop Dance Technical Skills Expressive Skills Elements of Dance Structure Production Elements Rehearse	Explore Identify Explain Demonstrate Investigate Analyse Interpret Evaluate	<ul style="list-style-type: none"> Comprehending texts with viewing, listening and responding to interpret and analyse. Creating texts Understanding dance vocabulary Visual literacy-how visual elements create meaning? 	<ul style="list-style-type: none"> Critical thinking- reflecting on dance practices and problem solving Collaboration- participating, interacting and contributing to performance and choreography activities Communication- using dance language, symbols and texts to communicate meaning ICT skills- accessing and analysing information Creative Thinking- generating and applying new ideas, seeing and making links Personal and Social skills- management of self, time, planning and organising
		Numeracy Skills	Cognitive Verbs
		<ul style="list-style-type: none"> Manipulating time signatures and rhythmic structures Spatial awareness of Relationships- own body, body and others, body and objects, body and space. 	<p>Explore- look closely into, scrutinise and discuss dance genres and styles in detail.</p> <p>Identify- recognise and indicate the Dance Concepts and the characteristics of dance genres and styles.</p> <p>Explain- clearly describe in more detail by providing additional information.</p> <p>Demonstrate- prove or make clear through practical examples.</p> <p>Investigate- carry out an examination in order to establish facts of different dance genres and styles to</p>

			<p>interpret and draw conclusions.</p> <p><u>Analyse-</u> dissect and examine Technical and Expressive skills and the Dance Concepts in order to identify, explain and interpret to find meaning in the dance works.</p> <p><u>Interpret-</u> use knowledge and understanding of the Technical and Expressive skills and the Dance Concepts to draw conclusions to bring out the meaning of or give meaning to a dance work.</p> <p><u>Evaluate-</u> make judgements about ideas, dance works, in relation to selected criteria to determine the merit, value or significance.</p>
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TEACHING AND LEARNING PLAN:

Weeks	Unit Objectives	Subject Matter	Learning Experiences [reflecting DQ 3, 4, 5 and 6]	Possible Resources
1	1	<ul style="list-style-type: none"> Identify and explain the movements, the elements of dance, structure and production elements used in contemporary and other dance genres and styles Demonstrate an understanding of the use of technical skills and expressive skills in different genres and styles, including contemporary, to understand purpose and context of dance Apply literary through written and oral communication to construct extended responses and choreographic statements, including using: dance terminology to explain and evaluate meaning, purpose, context, movement, dance concepts and skills and language conventions and critical literacies, including the documentation of dance through digital still and moving images and research (print and electronic media) skills to inform knowledge and understanding. Identify and apply safe dance practices in contemporary dance and other dance genres and styles including: using mechanically correct movements during warm-up and cool-down suitable to genre and style and using exercises and choreography suitable for the age, physical development and ability of the students and discussing the potential risks of movements particularly elevations landings and floor work 	<p>Lesson 1: INTRO to Teacher as an Artist etc. Introduce and discuss big picture of the unit: How does dance communicate meaning for different purposes and in different contexts? Introduce the Inquiry Questions: -How do purpose and context influence the manipulation of movement through selection of the elements of dance, structure and production elements to communicate meaning? -How do dancers use and alter technical and expressive skills to communicate meaning for different purposes and in different contexts? Mind Map- whiteboard/butchers paper- Technical Skills – Expressive Skills –Dance Concepts (elements of dance, structure, production elements), Safe Dance Practice.</p> <p>Lesson 2: Key Terminology- Glossary/Word Wall: context, purpose, genre, style, meaning and intent. Teacher Devised Movement sequence: Teacher Think Aloud- listen to song, brainstorm meaning, use Double Entry Diary to generate ideas linking to the Dance Concepts mind map from previous lesson. Perform teacher devised sequence- link to technical and expressive skills.</p> <p>Lesson 3: Choreography Activity: Follow Teacher Think Aloud process from previous lesson to choreograph a short movement sequence. Perform for class- students identify key Dance Concepts and Technical and Expressive skills used with the performances.</p>	
2	1,2,3,7,8	<ul style="list-style-type: none"> use a reverse chronology approach to identify and explain, through research and practical exploration, the historical development of contemporary dance, investigating the important role of ballet, including influences of key figures, such 	<p>Lesson 1: View <i>Addiction</i> by Mia Michael’s identify the Dance Concepts- Relationships, Structure- Choreographic Devices (motif) Begin to identify key characteristics of contemporary dance: eg. Abstraction, parallel positions flexed feet, floor work etc.</p>	

		<p>as Marius Petipa, Serge Diaghilev, George Balanchine, and influences of key figures in the evolution of contemporary dance, such as Isadora Duncan, Martha Graham, Merce Cunningham, Twyla Tharp and Steve Paxton</p> <ul style="list-style-type: none"> • apply literacy through written and oral communication to construct extended responses and choreographic statements, including using: • dance terminology to explain and evaluate meaning, purpose, context, movement, dance concepts and skills language conventions 	<p>Begin contemporary technique exercises reflecting characteristics</p> <p>Lesson 2: Continue Contemporary Technique exercises reflecting characteristics.</p> <p>Lesson 3: Create a class Timeline of key choreographers and characteristics of Dance based from readings.</p>	
3		<ul style="list-style-type: none"> • critical literacies, including the documentation of dance through digital still and moving images • research (print and electronic media) skills to inform knowledge and understanding 	<p>Lesson 1: Contemp-Hip Hop- Look at Lyrical Hip Hop</p> <p>Lesson 2: How does dance communicate meaning? Look at examples with choreographic intents and Expressive Skills</p> <p>Lesson 3:Choreo activity- emotion and dynamic</p>	<p>Readings on the following choreographers: Isadora Duncan, Martha Graham, Merce Cunningham, Natalie Weir, Mia Michaels, Travis Wall,</p>
4		<ul style="list-style-type: none"> • perform and refine technical skills and expressive skills when learning, rehearsing and executing simple and complex movements in contemporary dance, including: <ul style="list-style-type: none"> ○ key characteristics, e.g. gravity, floor work, parallel stance, flexed hand and feet positions, contraction and release, fall and recovery ○ core movements, e.g. turns, kicks, collapses, contraction, high release, fall, recovery, drop catch, shifts of weight, tilt, swing, jump, spirals, walks, runs, slides, drags, leaps, rolls, moving into and out of the floor ○ other dance genres and styles, for example: hip-hop, e.g. isolations, swing, twist, turn, shake, bend, stretch, rock, jump, kick, punch, walk, run, slide, drag and roll ○ jazz, e.g. isolations, varied rhythms, layouts, jazz walks, ball change, chassé, fan kicks, barrel jump, hitch kick 	<p>Lesson 1: Task Sheet Start Performance Task</p> <p>Lesson 2:Rehearsal</p> <p>Lesson 3: Rehearsal- Technical skills</p>	

		<ul style="list-style-type: none"> ○ ballet, e.g. turn out, pointed feet, codified technique, including feet and arm positions, plié, tendu, pirouette, arabesque, sauté ● identify and apply safe dance practices in contemporary dance and other dance genres and styles, including: <ul style="list-style-type: none"> ○ using mechanically correct movements during warm-up and cool-down suitable to genre and style ○ using exercises and choreography suitable for the age, physical development and ability of the students ○ discussing the potential risks of movements, particularly elevations, landings and floor work ● analyse, interpret and evaluate the meaning of dance (live or recorded), including purpose, context and viewpoints, and justify these in their own and others' dance to consider: <ul style="list-style-type: none"> ○ the selection and application of the dance concepts and skills to movement ○ various artistic and aesthetic viewpoints ○ influence of context and purpose, including factors such as gender, age, physicality, background 		
5	1,2,3,5,6,7,8	<ul style="list-style-type: none"> ● use reverse chronology approach to identify and explain, through research and practical exploration, the historical development of <ul style="list-style-type: none"> - key figures and influences on the evolution of other dance genres, such as hip-hop, jazz and world dance ● apply literacy through written and oral communication to construct extended responses and 	Lesson 1:Rehearsal	
6			Lesson 2:Teacher Choreographic Statement- look at expressive skills	
7			Lesson 3:rehearsal	
			Lesson 1: rehearsal	
			Lesson 2:rehearsal	
			Lesson 3:DRAFT PERFORMANCE	
			Lesson 1:use feedback to rehearse	
			Lesson 2: use feedback to rehearse	
			Lesson 3: PERFORMANCE ASSESSMENT	

		<p>choreographic statements, including using</p> <ul style="list-style-type: none">- dance terminology to explain and evaluate meaning, purpose, context, movement, dance concepts and skills- language conventions- critical literacies, including the documentation of dance through digital still and moving images- research (print and electronic media) skills to inform knowledge and understanding <ul style="list-style-type: none">• perform and refine technical skills and expressive skills when learning, rehearsing and executing simple and complex movements in<ul style="list-style-type: none">- other dance genres and styles, for example: hip-hop, e.g. isolations, swing, twist, turn, shake, bend, stretch, rock, jump, kick, punch, walk, run, slide, drag and roll. Jazz eg. Isolations, varied rhythms, layouts, jazz walks, ball change, chasse, fan kicks, barrel jump, hitch kick. Ballet eg. Turn out, pointed feet, codified technique, including feet and arm positions, plie, tendu, pirouette, arabesque, saute• identify and apply safe dance practices in contemporary dance and other dance genres and styles, including<ul style="list-style-type: none">- using mechanically correct movements during warm-up and cool-down suitable to genre and style- using exercises and choreography		
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		<p>suitable for the age, physical development and ability of the students</p> <ul style="list-style-type: none"> - discussing the potential risks of movements, particularly elevations, landings and floor work • analyse, interpret and evaluate the meaning of dance (live or recorded), including purpose, context and viewpoints, and justify these in their own and others' dance to consider <ul style="list-style-type: none"> - the selection and application of the dance concepts and skills to movement - various artistic and aesthetic viewpoints - influence of context and purpose, including factors such as gender, age, physicality, background 		
8	1, 5, 6	<ul style="list-style-type: none"> • synthesise understanding of the technical and expressive skills in the rehearsal and performance of contemporary dance and other dance genres and styles to communicate meaning by <ul style="list-style-type: none"> - refining a variety of technical skills, including control, coordination, balance, strength, flexibility, alignment, timing, rhythm, extension, spatial awareness and genre- and style-specific techniques - varying spatial elements, including levels (dimensions), directions and floor patterns (pathways) - varying time and dynamic elements 	Lesson 1: Choreo Task Chance- teach 3 short sequences (triplet, C Curve, jumping) Transitions- link between the sequences Contrast- dynamics, dimensions, planes	
			Lesson 2: Learning Goal: I can identify dance concepts and link them to the choreographic intent. How does dance communicate meaning? Look at examples with choreographic intents and Expressive Skills. Pop Quiz: What are dynamics? What dance concepts help describe relationships? When is the choreographic device- repetition mostly used?	
			Lesson 3: Learning Goal: I can identify dance concepts and link them to the choreographic intent. How does dance communicate meaning? Look at examples with choreographic intents and Expressive Skills.	
			Lesson 1:	
9			Lesson 2:	
			Lesson 3:	
10			Lesson 1:	

		<ul style="list-style-type: none"> - demonstrating relationships with other dancers, space and objects - interpreting choreographic ideas through expressive skills, including musicality, focus (eye line, concentration), projection of intent, facial expression, body expression/body characterisation, confidence, energy - applying safe dance practices 	<p>Lesson 2:</p> <p>Lesson 3:</p>	
11	1,3,7	<ul style="list-style-type: none"> • create and present a cohesive dance by <ul style="list-style-type: none"> - selecting an idea in response to stimulus - identifying the purpose and context for the dance - using an idea from selected stimulus to identify a viewpoint that links to the purpose and context - organising and applying the dance concepts to communicate meaning through the creation of dance by: selecting relevant movements, manipulating movement through the application of elements of dance and structure, selecting and integrating relevant production elements. • Synthesise understanding of the technical and expressive skills in the rehearsal and performance of contemporary dance and other dance genres and styles to communicate meaning by 	<p>Lesson 1: Do Now- pop quiz revise choreo devices Safe Dance Practice Choreo Activity- Narrative, motif, fragmentation.</p>	
12			<p>Lesson 2: Do Now- revise Purpose, context, viewpoint TASK SHEET Choreo Process</p>	
13			<p>Lesson 3: Choreo Activity Choreo Process</p>	
14			<p>Lesson 1:Choreo Process-</p>	
			<p>Lesson 2: Choreographic Statement- Stimulus Research</p>	
			<p>Lesson 3: Choreo Process Check Exemplar- Concept write.</p>	
			<p>Lesson 1: Choreo Process</p>	
			<p>Lesson 2: Choreo Process</p>	
			<p>Lesson 3: Choreo Process- Choreography discussion and viewing- feedback provided</p>	
			<p>Lesson 1: Choreo Process</p>	
			<p>Lesson 2: Choreo Process</p>	
			<p>Lesson 3:DRAFT CHOREOGRAPHY</p>	
15			<p>Lesson 1: Choreo Process</p>	
			<p>Lesson 2: Choreo Process</p>	
			<p>Lesson 3: CHOREOGRAPHY TASK DUE</p>	

		<ul style="list-style-type: none"> - Refining a variety of technical skills including control, coordination, balance, strength, flexibility, alignment, timing, rhythm, extension, spatial awareness, and genre- an style-specific techniques - varying spatial elements, including levels (dimensions), directions and floor patterns (pathways) - varying time and dynamic elements - demonstrating relationships with other dancers, space and objects - interpreting choreographic ideas through expressive skills, including musicality, focus (eye line, concentration), projection of intent, facial expression, body expression/body characterisation, confidence, energy - applying safe dance practices 		
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YEAR-TO-YEAR INFORMATION:

Differentiation [for small groups or individuals]:

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LESSON SEQUENCE

WEEK	LESSON 1	LESSON 2	LESSON 3
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