Semester 2 Year 8 Creative Arts Academy- The Choice (Dance)

Achievement Standard:
By the end of Year 8, students **identify** and analyse the **elements of dance**, choreographic devices and production elements in dances in different styles and **apply this knowledge in dances they** make and **perform**. They evaluate how they and others from different cultures, times and places communicate meaning and intent through dance.

Students choreograph dances, demonstrating selection and organisation of the elements of dance, choreographic devices and form to communicate choreographic intent. They **choreograph** and **learn dances, and perform them with confidence and clarity, and with technical and expressive skills appropriate to the dance style**.

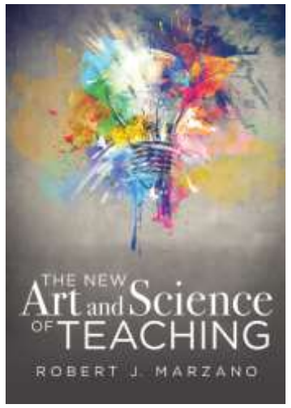
Unit Specific Information
Big picture learning goals:

- Manipulate the elements of dance to present a contemporary/jazz performance
- Use appropriate dance skills to communicate choreographic intent and meaning for audiences
- Experiment with different elements of dance to develop meaning in the choreographic intent
- Utilise the skills of creating dance movement to communicate an idea from a written stimulus then manipulate them and stylistic

You will participate in different technique workshops learning to identify the elements of dance, apply safe dance practice strategies, extend technical competence specific to contemporary and jazz technique. You will practise and refine technical skills in the contemporary, jazz and funk style/genre and apply this knowledge in a class performance. You will learn dances, and perform them with confidence and clarity, focusing on technical and expressive skills appropriate to the jazz and funk style and to communicate a choreographer's intent. You will also manipulate contemporary dance movements and investigate dance concepts to create a contemporary dance which communicates meaning through the use of these concepts.

Assessment Details:

Performance Task
Draft: Week 1 (T4)
Final: Week 2 (T4)
Choreography Task
Draft: Week 7 (T4)
Final: Week 8 (T4)
Choreographic Statement
Draft: Week 7 (T4)
Final: Week 8 (T4)



READING / VIEWING/ LISTENING:
Viewing- own choreography task

COMPREHENSION SKILL FOCUS:
Determining Importance
Making Connections

THINKING:
Demonstrate
Recall
Manipulate

WRITTEN / SPOKEN / MULTI-MODAL TEXT
Performance Task
Choreography Task
Choreographic Statement

HIGHLY VALUED LANGAUGE FEATURE FOCUS:
Dance Vocabulary
Implication Sequences

	Priority Standards – Performance and Choreography	Priority Standards – Responding
4	Students will effectively rehearse and authoritatively perform their Jazz/Funk piece, demonstrating skilful and sustained technical and expressive skills appropriate to the genre and style. Manipulate contemporary dance movements investigating dance concepts, various choreographic devices (motif, embellishment), form and production elements to communicate choreographic intent.	Students will provide an in-depth analysis and evaluate the elements of dance to determine successful portrayal of choreographic intent.
3	Students can rehearse and perform their Jazz/Funk piece, demonstrating technical and expressive skills appropriate to the genre and style. Explore a range of dance of concepts, form (narrative or rondo) and choreographic devices (motif and embellishment) to communicate choreograph intent in contemporary style.	Students analyse and evaluate the elements of dance to determine successful portrayal of choreographic intent.
2	Students will use Jazz/Funk dance to communicate meaning through the dance concepts such as: ○ Relationships ○ Spatial Elements ○ Dynamics ○ Choreographic Devices (motif) ○ Form (Narrative) ○ Production Elements (costumes, props) ○ Choreographic Intent (meaning) They will also create contemporary dance to communicate meaning through the use of these dance concepts. Identify context, meaning and purpose of dance works.	Identify context, meaning and purpose of their own dance works.

Learning Goals:

Australian Curriculum Content Descriptors	Kirwan High Learning Goals
Practise and refine technical skills in style-specific techniques (ACADAM015)	
• Extending technical competence as control, coordination, accuracy, alignment, balance, flexibility, strength, endurance and articulation when moving, in response to self, peer and/or teacher feedback • Applying safe dance practice strategies in consideration of their own body's and others' capabilities when performing a specific dance style, for example, identifying the musculoskeletal system and linking to alignment	• Demonstrate knowledge and understanding of the importance, purpose and functions of warm-up and cool-down processes to develop technical skills. • Demonstrate knowledge and understanding of how strength, flexibility, coordination, endurance and skill inform dance practice
Rehearse and perform focusing on expressive skills appropriate to style and/or choreographic intent (ACADAM017)	
• Identifying and demonstrating distinct stylistic characteristics of dance, for example, body posture and attitude within various styles such as contemporary and hip hop (including Asian examples) • Using evaluation and rehearsal strategies to enhance confidence, clarity of movement, projection, focus and musicality in performance • Linking the application of the elements of dance to the communication of the choreographer's intent in teacher-set dances	• Demonstrate knowledge and understanding of how to develop, refine and extend dance skills • Demonstrate knowledge and understanding of how to develop and refine expressive skills • Manipulate the elements of dance to present a contemporary/jazz performance • Use appropriate dance skills to communicate choreographic intent and meaning for audiences
Combine elements of dance and improvise by making literal movements into abstract movements (ACADAM013)	
• Experimenting with realistic movements, that is everyday movement, for example, exaggerating the movement of a single body part such as the arm in brushing hair or eating spaghetti, and blurring this into abstract movements, and responding to each other's movement ideas • Analysing dances from a range of times and locations, and considering how a single realistic movement can be manipulated from representational to symbolic • Using the elements of dance to develop new movements that still maintain the essence of the original movement	• Demonstrate knowledge and understanding of movement vocabulary through the elements of dance (eg. Everyday movement into abstract) • Explore how choreographers use the elements of dance in different dance styles • Investigate how elements of dance are utilised by artists within choreography
Develop their choreographic intent by applying the elements of dance to select and organise movement (ACADAM014)	
• Experimenting with different elements of dance to explore ideas about their choreographic intent • Selecting movement from their improvisations that best communicates their choreographic intentions, for example, movement that communicates mood or emotion • Exploring movement that may have symbolic meaning within a social or cultural context, for example, communicate a specific idea by developing a recurring movement idea (motif)	• Experiment with different elements of dance to develop meaning in the choreographic intent • Utilise the skills of creating dance movement to communicate an idea from a written stimulus • Demonstrate knowledge and understanding of how the relationship between anatomy and movement can inform choreography
Structure dances using choreographic devices and form (ACADAM016)	
• Selecting, combining, refining and sequencing movement using choreographic devices such as transitions, variation and contrast and choreographic forms such as binary, ternary and narrative • Analysing and evaluating the structural choices made in their dance by documenting their process in records such as journals, blogs, and video or audio recording, securing permission where appropriate • Reflecting on the creative process of choreography to clarify their choreographic intent and refine their dance • Responding to feedback by changing the order and pattern of dance movement, phrases or sequences, using choreographic devices	• Demonstrate knowledge and understanding of the importance of dynamics, relationships and choreographic devices in expressing the artistic context of the dance • Demonstrate knowledge and understanding of how the relationship between anatomy and movement can inform choreography

Possible Habit of Mind: Striving for Accuracy

Exploring Meaning of the HOM	Expanding Capacity for using the HOM	Increasing Alertness for the HOM	Extending Values of the HOM	Building Commitment towards the HOM
By the end of this unit students will be able to: • Strive for accuracy when rehearsing a teacher devised performance • Strive for accuracy when reflecting on their individual progress throughout the term.	By the end of this unit students will be able to:	By the end of this unit students will be able to: • Identify the importance of rehearsing and striving for accuracy	By the end of this unit students will be able to:	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]: