

9 Dance (In the Spotlight)

Achievement Standard:

By the end of Year 10, students **analyse** the choreographer's use of the elements of dance, choreographic devices, form and production elements to communicate choreographic intent in dances they make, perform and view. They evaluate the impact of dance from different cultures, places and times on Australian dance.

Students **choreograph** dances by **manipulating** and combining the elements of dance, choreographic devices, form and production elements to communicate their choreographic intent. They choreograph, rehearse and perform dances, **demonstrating technical and expressive skills appropriate to the genre and style**.

Unit Specific Information [various forms e.g. assessment focus, context, etc]

Big picture learning goals:

- Students will rehearse and perform a musical theatre piece, demonstrating technical and expressive skills.
- Students will choreograph and rehearse a musical theatre piece, demonstrating dance concepts and production elements.
- Students will interpret, analyse and evaluate their own choreographic choices to communicate intent.

In this unit, Students explore the elements of dance, structure and production elements within the genre of Jazz/Cabaret. Students gain a diverse perspective of the musical theatre world by experiencing life as a performer.

Assessment Details:

Performance: Musical Theatre

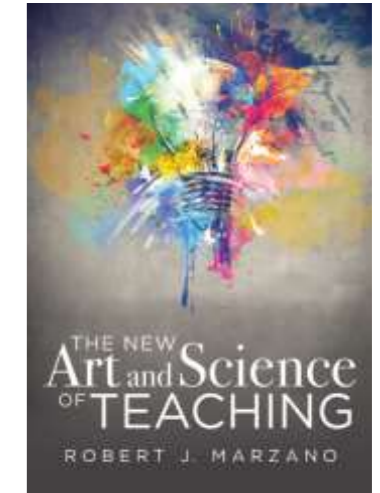
Due: Term 3, Week 4

Choreography: Musical Theatre

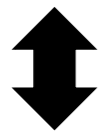
Due: Term 3, Week 9

Responding: Choreographic statement

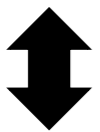
Due: Term 3, week 9



READING / VIEWING / LISTENING: Chicago – Cell Block Tango, Hairspray, Mary Poppins, Lion King
COMPREHENSION SKILL FOCUS: Note-taking, Text Code (determining importance)



THINKING: Infer, Analyse, Evaluate



WRITTEN / SPOKEN / MULTI-MODAL TEXT Interpretation Process
HIGHLY VALUED LANGUAGE FEATURE FOCUS: Elements of Dance and evaluative language

	Priority Standards – Performance and Choreography	Priority Standards – Responding
4	Students will effectively rehearse and authoritatively perform their Musical Theatre piece, demonstrating skilful and sustained technical and expressive skills appropriate to the genre and style .	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 Musical Theatre piece, demonstrating technical and expressive skills appropriate to the genre and style .	Students analyse and evaluate the elements of dance to determine successful portrayal of choreographic intent.
2	Students will use Musical Theatre dance to communicate meaning through the dance concepts such as: <ul style="list-style-type: none"> ○ Relationships ○ Spatial Elements ○ Dynamics ○ Choreographic Devices (motif) ○ Form (Narrative) ○ Production Elements (costumes, props) ○ Choreographic Intent (meaning) Identify context, meaning and purpose of dance works	Identify context, meaning and purpose of dance works.

Learning Goals:

Strands and Sub-Strands	Australian Curriculum Content Descriptors	Kirwan High Learning Goals
	Practise and refine technical skills to develop proficiency in genre- and style-specific techniques (ACADAM022)	
	<ul style="list-style-type: none"> Practising techniques used to perform increasingly complex dances of different genres and styles 	<ul style="list-style-type: none"> Demonstrate knowledge and understanding of Musical Theatre genre.
	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Application of safe dance practice to execute movements safely to prevent injury
	Refining technical skills in response to self-reflection to develop control, accuracy, strength, balance, alignment, flexibility, endurance, coordination and articulation	
	<ul style="list-style-type: none"> Perform dances using genre- and style-specific techniques and expressive skills to communicate a choreographer's intent (ACADAM024) 	<ul style="list-style-type: none"> Demonstrate knowledge and understanding of how strength, flexibility, coordination, endurance and skill inform dance practice.
	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> ✓ Use appropriate dance skills to communicate choreographic intent and meaning for audiences ✓ Demonstrate knowledge and understanding of how to develop, refine and extend dance skills
	<ul style="list-style-type: none"> ✓ Refining confidence, clarity of the movement, projection and focus to communicate the choreographer's intent 	<ul style="list-style-type: none"> ✓ Manipulate the elements of dance to present a Musical Theatre performance
	<ul style="list-style-type: none"> Manipulating the elements of dance in performance to interpret a choreographer's style and intent in contemporary styles, such as Aboriginal hip hop 	
	Identifying and refining expressive skills in performance, and selecting appropriate expressive skills to sensitively connect with varying social and cultural contexts and audiences	
	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> Identify and refine expressive skills in performance <ul style="list-style-type: none"> ✓ Identify key features of the interpretation analysis model ✓ Develop the skills to describe and interpret dance works ✓ Develop the skills to compare dance performances ✓ Develop the skills to synthesize understanding of class activities
	<ul style="list-style-type: none"> 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 	

Possible Habit of Mind:

<p>Exploring Meaning of the HOM By the end of this unit students will be able to:</p> <ul style="list-style-type: none"> • Strive for accuracy when rehearsing a teacher devised performance • Strive for accuracy when analysing dance works. 	<p>Expanding Capacity for using the HOM By the end of this unit students will be able to:</p>	<p>Increasing Alertness for the HOM By the end of this unit students will be able to:</p> <ul style="list-style-type: none"> • Identify the importance of rehearsing and striving for accuracy 	<p>Extending Values of the HOM By the end of this unit students will be able to:</p>	<p>Building Commitment towards the HOM By the end of this unit students will be able to:</p>
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General Capabilities: This unit provides opportunities for students to engage in following capabilities:

<p>Literacy</p> <ul style="list-style-type: none"> ✓ Comprehending texts through listening, reading and viewing ✓ Composing texts through speaking, writing and creating ✓ Text knowledge ✓ Grammar knowledge ✓ Word knowledge ✓ Visual knowledge <p>Numeracy</p> <ul style="list-style-type: none"> <input type="checkbox"/> Estimating and calculating with whole numbers ✓ Recognising and using patterns and relationships <input type="checkbox"/> Using fractions, decimals, percentages, ratios and rates ✓ Using spatial reasoning <input type="checkbox"/> Interpreting statistical information <input type="checkbox"/> Using measurement 	<p>ICT</p> <ul style="list-style-type: none"> ✓ Applying social and ethical protocols and practices when using ICT ✓ Investigating with ICT <input type="checkbox"/> Creating with ICT ✓ Communicating with ICT ✓ Managing and operating ICT <p>Critical and creative thinking</p> <ul style="list-style-type: none"> ✓ Inquiring - identifying, exploring and organising information and ideas ✓ Generating ideas, possibilities and actions ✓ Reflecting on thinking and processes <ul style="list-style-type: none"> ✓ Analysing, synthesising and evaluating reasoning and procedures 	<p>Personal and social capability</p> <ul style="list-style-type: none"> ✓ Self-awareness ✓ Self-management ✓ Social awareness <input type="checkbox"/> Social management <p>Ethical understanding</p> <ul style="list-style-type: none"> ✓ Understanding ethical concepts and issues ✓ Reasoning in decision making and actions ✓ Exploring values, rights and responsibilities <p>Intercultural understanding</p> <ul style="list-style-type: none"> ✓ Recognising culture and developing respect ✓ Interacting and empathising with others <input type="checkbox"/> Reflecting on intercultural experiences and taking responsibility
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Cross Curriculum Priorities:

<ul style="list-style-type: none"> ✓ Aboriginal and Torres Strait Islander histories and cultures 	<ul style="list-style-type: none"> • Asia and Australia’s engagement with Asia 	<ul style="list-style-type: none"> • Sustainability
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Differentiation [for small groups or individuals]:

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