

7 Creative Arts Academy – Term 2 The Body - Dance

Achievement Standard: [insert year level achievement standard. Bold the statements that will be assessed in the unit]
 By the end of Year 7, students **identify** and analyse how the elements of dance are used, combined and manipulated in different styles. **They apply this knowledge in a practical dance performance and an appreciation task.** They evaluate how they and others from different cultures, times and places communicate meaning and intent through dance.

Students collaborate to devise, interpret and **perform dance.** **They manipulate the elements of dance,** choreographic devices and form **to control and communicate meaning.** **They use performance skills and expressive skills to communicate the choreographic intent to the audience.**

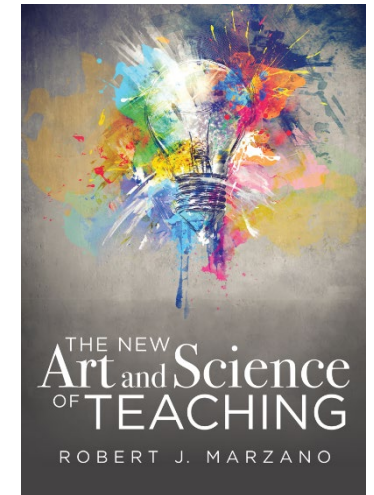
Unit Specific Information [various forms e.g. assessment focus, context, etc.]
Big picture learning goals:

- I can understand the elements of dance, performance skills and expressive skills to communicate the choreographic intent.
- I can rehearse to develop my performance, expressive and technical skills.
- I can perform and communicate the choreographic intent of the dance piece.
- I can analyse and interpret the meaning of a dance performance.

In this introductory unit to dance, students will develop an understanding of the elements of dance, and develop their performance, technical and expressive skills. Students will be introduced to Hip Hop and Contemporary dance styles, Relationships (connection between body parts and each other), basic warm-up techniques, Dynamics (energy of movement), Choreographic Devices (motif-movement with meaning) and technical and expressive skills. With these skills, students will work collaboratively as a whole cohort to perform a teacher devised Contemporary dance piece demonstrating technical and expressive skills to communicate meaning.

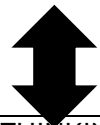
Assessment Details:
 Performance of a devised dance piece.
 Draft Due: Week 4
 Due Date: Week 5

Analysis of a Musical Theatre piece
 Draft Due: Week 9
 Due Date: Week 10

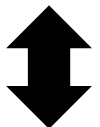


READING / VIEWING / LISTENING:
 Reading: new articles, informative texts, etc.
 Viewing: YouTube clips, music videos, snippets of musicals/movies, etc.

COMPREHENSION SKILL FOCUS:
 Interpretation Process
 Text Coding



THINKING:
 Demonstrate, Recall, Analyse, Interpret



WRITTEN / SPOKEN / MULTI-MODAL TEXT
 Interpretation and Analysis
HIGHLY VALUED LANGUAGE FEATURE FOCUS:
 Implication Sequence

Priority Standards- Assessment Task	
4	Students apply and manipulate their knowledge of the elements of dance to perform a teacher-devised dance piece, and to analyse and interpret the choreographic intent of a chosen dance piece.
3	Students develop their knowledge of the elements of dance, technical skills and expressive skills to successfully communicate meaning through movement. Students develop their knowledge of the elements of dance to interpret and analyse specific elements of a dance piece to understand the choreographic intent.
2	Demonstrate <ul style="list-style-type: none"> - Technical skills - Expressive skills Recall <ul style="list-style-type: none"> - Choreography of dance (movement) - Elements of Dance (dynamics, relationships, choreographic devices) Analyse <ul style="list-style-type: none"> - Dance piece (looking at elements of dance) - Choreographic Intent Interpret <ul style="list-style-type: none"> - Choreographic Intent of the dance piece

Priority Standards- Expressive Skills	
4	The student will: Effectively manipulate expressive skills to convey meaning when performing movement sequences.
3	The student will: Use expressive skills to convey meaning when performing movement sequences.
2	The student will: <ul style="list-style-type: none"> • Recognise or recalls specific terminology, such as: Focus, projection of intent, facial expression, confidence and energy

Priority Standards- Technical Skills	
4	The student will: Effectively rehearse and authoritatively perform their class Dance Piece demonstrating sustained technical skills appropriate to the genre and style.
3	The student will: Rehearse and perform their class Dance Piece, demonstrating technical skills appropriate to the genre and style.
2	The student will: <ul style="list-style-type: none"> • Recognise or recalls specific terminology, such as: control, coordination, balance, alignment, timing, spatial awareness, genre and style specific techniques. • Perform basic processes, such as: rehearsing, practicing, using feedback, clarifying, warming up and reflecting.

Learning Goals:

Australian Curriculum Content Descriptors	Kirwan High Learning Goals:
<ul style="list-style-type: none"> • Practise and refine technical skills in style-specific techniques 	<ul style="list-style-type: none"> • I can understand the elements of dance to communicate meaning • I can use technical and expressive skills to perform a dance piece • I can rehearse to develop technical and expressive skills to help communicate meaning through movement • I can analyse and interpret a dance piece to understand the choreographic intent/meaning of the piece • I can use peer and teacher feedback and when rehearsing, devising my performance
<ul style="list-style-type: none"> • Rehearse and perform focusing on expressive skills appropriate to style and/or choreographic intent 	
<ul style="list-style-type: none"> • Analyse how choreographers use elements of dance and production elements to communicate intent 	

Possible Habit of Mind: Taking Responsible Risks

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: <ul style="list-style-type: none"> • Develop confidence to perform in front of their peers • Try new things 	By the end of this unit students will be able to:	By the end of this unit students will be able to: <ul style="list-style-type: none"> • Identify the importance of taking a responsible risk in the Creative Arts Industry 	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 <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 Numeracy <ul style="list-style-type: none"> ☐ 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 <ul style="list-style-type: none"> ✓ 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 <ul style="list-style-type: none"> ✓ 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 <ul style="list-style-type: none"> ✓ Self-awareness ✓ Self-management ✓ Social awareness ☐ Social management Ethical understanding <ul style="list-style-type: none"> ✓ Understanding ethical concepts and issues ☐ Reasoning in decision making and actions ✓ Exploring values, rights and responsibilities Intercultural understanding <ul style="list-style-type: none"> ✓ Recognising culture and developing respect ✓ Interacting and empathising with others ✓ 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]:

Scaffolding for the interpretation assessment task.

Possible Habit of Mind:

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

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