

9 Dance (Evolution of Artistic Dance)

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 an adapted repertoire, demonstrating technical and expressive skills.
- Students will interpret, analyse and evaluate the choreographic choices made by the choreographer to communicate intent.
- Students will use elements of dance and production elements to choreograph a contemporary piece that communicates an inspirational person's life.

In this unit, students will focus on the evolution of Ballet and contemporary dance, from Court Ballet to Modern Ballet. They will research different eras of ballet and the characteristics of Classical and Romantic Ballet. Students will also focus on the technical skills and development of contemporary dance. With focus of these choreographers; Isadora Duncan, Martha Graham, Merce Cunningham and Bangarra Dance Theatre (Patyegarang) and how they have influenced contemporary dance.

Assessment Details:

Performance: Adapted Repertoire

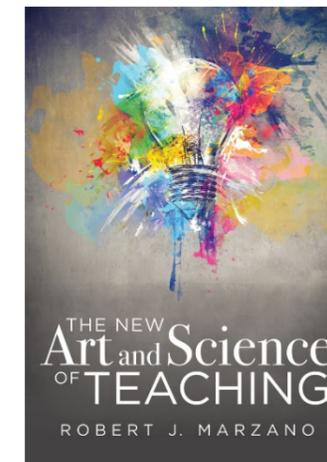
Due: Term 1, week 8

Responding: Interpretation of Patyegarang

Due: Term 2, week 4

Choreography: Inspirational People – small group

Due: Term 2, week 9



READING / VIEWING / LISTENING: Martha Graham – Night Journey, Bangarra - Patygerang
COMPREHENSION SKILL FOCUS: Note-taking, Text Coding (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 – Making

4	Students will effectively rehearse and authoritatively perform their adaptive repertoire piece, demonstrating skilful and sustained technical and expressive skills appropriate to the genre and style . Students manipulate contemporary dance movements exploring dance concepts, various choreographic devices (<i>motif, embellishment, ie</i>), form and production elements to communicate choreographic intent.
3	Students can rehearse and perform their Contemporary Dance piece, demonstrating technical and expressive skills appropriate to the genre and style . Students can create a contemporary dance, using a range of dance of concepts, form (<i>narrative or rondo</i>) and choreographic devices (<i>motif and embellishment</i>) to communicate choreograph intent.
2	Students will use contemporary 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

Priority Standards - Responding

Students provide an in-depth analysis and evaluation of how the dance concepts and production elements are used to successfully communicate the choreographic meaning/intent in Bangarra Dance Theatre's <i>Patyegarang</i> .
Students analyse and evaluate how the dance concepts and production elements are used to successfully communicate the choreographic meaning/intent in Bangarra Dance Theatre's <i>Patyegarang</i> .
Identify- <ul style="list-style-type: none"> - Dance Concepts - Elements of Dance (Relationships, Space, Dynamics) - Structure (Choreographic Devices) - Production Elements (costume, props, sets and make-up) Interpret and explain- <ul style="list-style-type: none"> - Meaning of the performance

Learning Goals:

Strands and Sub-Strands	Australian Curriculum Content Descriptors	Kirwan High Learning Goals
	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"> Investigating the practices and traditions in dance and how people are influenced by their histories, societies, cultures and environments 	<ul style="list-style-type: none"> Further develop understanding of the Dance Concepts <ul style="list-style-type: none"> Elements of Dance Relationships <ul style="list-style-type: none"> Space- level, direction, shape, active space, positive space, negative space, planes, pathways, general space, personal space, performance space Dynamics – weight, force, energy and movement qualities (Percussive, Sustained, Suspended, Collapsing) Time- including metre, tempo, momentum, accent, duration, phrasing, rhythmic patterns, stillness and beat Structure Form Choreographic Devices Production Elements: <ul style="list-style-type: none"> Dancers, Visual (Costume, Set, Props, Lighting), Aural (Accompaniment- music, dialogue) Investigate the histories of dance through the characteristics of Ballet
	<ul style="list-style-type: none"> Exploring dance from different viewpoints, for example, analysing philosophies and ideologies that inform dance making in various societies and cultures 	<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 synthesize understanding of class activities
	Practise and refine technical skills to develop proficiency in genre- and style-specific techniques	
	<ul style="list-style-type: none"> <i>Practising techniques used to perform increasingly complex dances of different genres and styles</i> 	
	<ul style="list-style-type: none"> <i>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</i> 	<ul style="list-style-type: none"> Demonstrate knowledge and understanding of Contemporary genre. Demonstrate knowledge and understanding of how strength, flexibility, coordination, endurance and skill inform dance practice
	<ul style="list-style-type: none"> <i>Refining technical skills in response to self-reflection to develop control, accuracy, strength, balance, alignment, flexibility, endurance, coordination and articulation</i> 	
	<ul style="list-style-type: none"> <i>Considering viewpoints – evaluations: For example – How successful were the dancers in conveying the choreographer’s stated intent?</i> 	

	Perform dances using genre- and style-specific techniques and expressive skills to communicate a choreographer's intent	
	<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 Contemporary performance Demonstrate knowledge and understanding of how to develop, refine and extend dance skills Use appropriate dance skills to communicate choreographic intent and meaning for audiences
	<ul style="list-style-type: none"> Manipulating the elements of dance in performance to interpret a choreographer's style and intent in contemporary styles 	
	<ul style="list-style-type: none"> 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"> Considering viewpoints – societies: For example – How does the dance relate to the social context in which it was created? 	
	Manipulate combinations of the elements of dance and choreographic devices to communicate their choreographic intent	
	<ul style="list-style-type: none"> Improvising with the elements of dance and analysing movement choices to reflect their individuality and to clarify their choreographic intent 	<ul style="list-style-type: none"> Manipulate the elements of dance to create a contemporary dance Demonstrate knowledge and understanding of choreographic devices Use appropriate dance skills to communicate choreographic intent and meaning for audiences
	<ul style="list-style-type: none"> Considering viewpoints – forms and elements: For example – How have the elements of space and dynamics been manipulated in your work to convey your ideas? 	
	<ul style="list-style-type: none"> Manipulating a variety of style-specific movements safely to support their intent 	
	Structure dances using movement motifs, choreographic devices and form	
	<ul style="list-style-type: none"> Developing movement motifs by manipulating the elements of dance to communicate their choreographic intent 	<ul style="list-style-type: none"> Demonstrate knowledge and understanding of the importance of choreographic devices in expressing the choreographic intent of the contemporary dance Demonstrate knowledge and understanding of how the relationship between action, space and form inform contemporary choreography
	<ul style="list-style-type: none"> Selecting choreographic devices and form appropriate to their choreographic intent 	
	<ul style="list-style-type: none"> Documenting their creative process, including use of analysis and evaluation strategies, in reflective records 	
	<ul style="list-style-type: none"> Considering viewpoints – psychology: For example – What emotion did you feel most strongly as you viewed the dance? 	
	Improvise to find new movement possibilities and explore personal style by combining elements of dance	
	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Identify distinguishing stylistic features of different dances and how this can inform their contemporary choreography Extend movement vocabulary to establish a personal style
	<ul style="list-style-type: none"> Developing a personal movement vocabulary by combining elements of dance with finding new ways of moving, and establishing a personal style 	
	<ul style="list-style-type: none"> Considering viewpoints- meanings and interpretations: For example- What meanings are intended by the choreographer? 	

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 <input type="checkbox"/> Investigating with ICT <input type="checkbox"/> Creating with ICT <input type="checkbox"/> 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 <input type="checkbox"/> Generating ideas, possibilities and actions ✓ Reflecting on thinking and processes ✓ 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"> <input type="checkbox"/> Understanding ethical concepts and issues ✓ 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 ✓ 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"> <input type="checkbox"/> Asia and Australia's engagement with Asia 	<ul style="list-style-type: none"> <input type="checkbox"/> Sustainability
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Differentiation [for small groups or individuals]:

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