



Assessment task	
Year level	Pre-primary
Learning area	The Arts
Subject	Dance (Making)
Title of task	Australian animals
Task details	
Description of task	Students use ideas from stimuli to create improvised dance movements inspired by Australian animals. This task connects to Indigenous culture through the exploration of animal movements and provides time for students to explore and create movement ideas.
Type of assessment	Summative
Purpose of assessment	To identify students' ability to experiment with the elements of dance (body and space) and their use of locomotor and non-locomotor movements.
Assessment strategy	Observations and the process and performance of dance.
Evidence to be collected	Anecdotal notes and observations of performances
Suggested time	2 x 1 hour lessons
Content description	
Content from the Western Australian Curriculum	<p>Making Exploration, improvisation and organisation of movement ideas to create a dance, demonstrating a beginning and ending</p> <p>Skills Exploration of, and experimentation with, two (2) elements of dance</p> <ul style="list-style-type: none"> • Body: <ul style="list-style-type: none"> ▪ body awareness (awareness of body in space in relation to objects) ▪ body zones (whole body movements) ▪ body bases (feet) • Space: <ul style="list-style-type: none"> ▪ levels (medium) ▪ direction (forward, backward) ▪ personal space ▪ shape (straight, curved) <p>to create dance sequences Locomotor (walking, skipping, running) and non-locomotor movements (twisting, bending, turning, swaying) to develop body control and coordination Safe dance practices, including being aware of personal space Performance of improvised movements that communicate ideas to an audience Performance skills (facing the audience) when presenting dance</p>

Early Years Learning Framework	<p>Outcome 1: Children have a strong sense of identity Children develop knowledgeable and confident self-identities</p> <p>Outcome 3: Children have a strong sense of wellbeing Children become strong in their social and emotional wellbeing Children take increasing responsibility for their own health and physical wellbeing</p> <p>Outcome 4: Children are confident and involved learners Children resource their own learning through connecting with people, place, technologies and natural and processed materials</p> <p><small>[Commonwealth of Australia. (2009). <i>Belonging, Being & Becoming — The Early Years Learning Framework for Australia</i>. Canberra: Australian Government Department of Education, Employment and Workplace Relations.]</small></p>
National Quality Standards	<p>National Quality Standard, Quality Area 1 – Educational program and practice</p> <p>Standard 1.1 An approved learning framework informs the development of a curriculum that enhances each child’s learning and development.</p> <p>Element 1.1.5 Every child is supported to participate in the program.</p> <p><small>[Based on: <i>Guide to the National Quality Standard (ACECQA)</i>. Used under Creative Commons Attribution 3.0 Australia licence.]</small></p>
Task preparation	
Prior learning	Students are familiar with locomotor and non-locomotor movements and have had some exposure to the dance elements of body and space.
Assessment differentiation	<p>Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their level of readiness to learn and their need to be challenged.</p> <p>Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.</p>
Assessment task	
Assessment conditions	This is an individual assessment, with groups of students being assessed simultaneously
Resources	<ul style="list-style-type: none"> • Traditional Aboriginal music • Images of: <ul style="list-style-type: none"> ▪ Kangaroos <ul style="list-style-type: none"> ▪ http://www.youtube.com/watch?v=3DgsSLhts_k ▪ http://www.youtube.com/watch?v=hCL5Qu1X0Tw ▪ http://www.youtube.com/watch?v=-TiyMo61WTQ ▪ Emus <ul style="list-style-type: none"> ▪ http://www.youtube.com/watch?v=PIGTVrNmeSg ▪ http://www.youtube.com/watch?v=89ISw-WuQBg ▪ http://www.youtube.com/watch?v=xHlpxrkDQus ▪ Snakes <ul style="list-style-type: none"> ▪ http://www.youtube.com/watch?v=QtRjxec6qwl ▪ http://www.youtube.com/watch?v=6n9iYXsrpYs • Tapping sticks

Instructions for teacher

Lesson 1

[Based on iSTAR - A model for connected practice within and across classrooms. Western Australian Primary Principals' Association.]

Strategy	
Inspire/inform	<ul style="list-style-type: none"> • Show students videos and pictures of animals. Discuss as a class, the way the animals move and the types of movements they have. • Ask students to find their own space (and model what this looks like). <i>Discourage the use of 'windmill' arm movements to define an individual's space.</i> • Ask students to experiment with a variety of movements based on the footage they have seen.
Show	<ul style="list-style-type: none"> • Show students the tapping sticks. Demonstrate the sound they make. • Discuss the traditional use of the tapping sticks in Aboriginal culture. Useful link: http://www.abc.net.au/abc3/myplace/narrowband/1788/clapping-sticks.htm • Play traditional Aboriginal music. Discuss students' thoughts as to the images the music conveys. Steer conversation to a discussion of the kangaroo, emu and snake and remind them of the images and videos they saw earlier.
Try/Transfer	<ul style="list-style-type: none"> • Ask students to spread out and find a space again. • Tell students to curl up in a ball to begin. • Tell students that the first time will be a practice. The music will begin and the name of an animal will be called. When the students hear the tapping sticks (the teacher uses these), the students may move around the room as the chosen animal. When the tapping sticks stop, the students must freeze. • Practice.
Apply	<p><i>Continue activity with the other two animals. Encourage students to experiment with their movements and really think about how these animals move.</i></p> <ul style="list-style-type: none"> • Another animal name is called. The students move as this animal once the tapping sticks have begun. Students keep moving as this animal until the tapping sticks stop. They freeze and wait until the next animal's name is called. <p><i>Keep the music going the whole time. Students' cue to freeze is only when the tapping sticks stop.</i></p> <ul style="list-style-type: none"> • Use prompts to ensure students are using space, varying direction and using whole-body movements. Encourage students to use a variety of levels as well. <i>Note: only a medium level is required at Pre-primary.</i>
Reflect	<ul style="list-style-type: none"> • As a class, reflect on the activity. Students can share their thoughts in a discussion or a drawing activity.

Instructions for teacher

Lesson 2

[Based on iSTAR - A model for connected practice within and across classrooms. Western Australian Primary Principals' Association.]

Strategy	
Inspire/inform	<ul style="list-style-type: none">• Play music from last lesson.• Remind students about the activity completed last lesson. Discuss the animals and the choices different students made about how to move.• Remind them about the structure of the activity: tapping sticks/music and when to move.
Show	<ul style="list-style-type: none">• Show some of the videos and/or images again.• Model using different levels when moving and remind students about space, varying direction and using whole-body movements.• Explain to students that they will be asked to complete their movements in groups of 6 or 8 and the teacher will be moving around the space and making observations on the way they are moving.
Try/Transfer	<ul style="list-style-type: none">• Divide class into smaller groups. Be clear about when each group will perform.• Allow each group to have a practice. This can be done with all groups simultaneously.
Apply	<ul style="list-style-type: none">• Call first group.• Ask students to spread out and find a space and curl up in a ball to begin.• Teacher calls the name of the first animal and circulates, making observations on student performance. <p><i>Continue to use prompts to ensure students are effectively using space, varying direction and using whole-body movements. Encourage students to use a variety of levels as well. Note: only a medium level is required at Pre-primary.</i></p>
Reflect	<ul style="list-style-type: none">• As a class, reflect on the activity. Students can share their thoughts in a discussion or a drawing activity.

Sample marking key	
Description	Record
Locomotor and non-locomotor movements	
Demonstrates a range of locomotor (walking/skipping/running) and non-locomotor movement (twisting/bending/turning/swaying) in dance sequence.	
Demonstrates one locomotor (walking/skipping/running) and one non-locomotor movement (twisting/bending/turning/swaying) in dance sequence.	
Demonstrates locomotor (walking/skipping/running) and/or non-locomotor movement (twisting/bending/turning/swaying) in dance sequence.	
Description	Record
Movement response to music	
Uses imaginative movement ideas to purposefully portray animal movements and express the music in a meaningful way.	
Uses some imaginative movement ideas to portray animal movements and express the music in a meaningful way.	
Uses familiar or copied movement ideas to portray animal movements and express the music.	
Description	Record
Coordination of movements to create a dance sequence	
Creates a well-connected dance sequence using the elements of dance, including a range of levels, direction and different body shapes. Demonstrates consistent awareness of body in space.	
Creates a dance sequence using some of the elements of dance, such as levels, direction and body shapes. Demonstrates an awareness of body in space.	
Creates a dance sequence using the elements of dance (body and space) in a limited way. Demonstrates little awareness of body in space.	

Making connections across learning environments

National Quality Standard Quality Area 1 – Educational program and practice

Standard 1.1 An approved learning framework informs the development of a curriculum that enhances each child's learning and development.

Element 1.1.5 Every child is supported to participate in the program.

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	Provocation	Resources
Inside spaces/environments	<p>What am I?</p> <p>Have an assortment of 'lift the flap' books with the theme of Australian animals for the students to look at. Research how a 'lift the flap' book is made. Students explore, design and make their own 'lift the flap' picture as an art project. Mount artwork on colour card for presentation.</p>	<ul style="list-style-type: none"> • Various 'lift the flap' books (preferably with an Australian animal theme) • A4/A3 paper, black permanent markers, crayons, coloured pens • Coloured dye • Assorted paper types (cellophane, tissue, crepe), glue • Assorted coloured card for mounting picture
	<p>Treasure Tray – Outback wonders</p> <p>Fill a large tray with sand. Collect an assortment of plastic Australian animals and an assortment of natural items such as leaves, sticks, rocks, small branches. The students can explore and create a mini-environment depicting an Australian theme.</p>	<ul style="list-style-type: none"> • Large flat tray • Sand, rocks, sticks, leaves, small branches • Plastic Australian animals
	<p>Movement Chest – Buckets of fun!</p> <p>Fill the chest with real images of animals from Australia (photos or laminated pictures from magazines). Identify one element of each animal, such as feathers for the Emu, a tail for the Dingo, ears for the Kangaroo, some sticks for the Echidna and so on. Place these items in the chest with the images. Students sort and match the items and role-play the character selected.</p>	<ul style="list-style-type: none"> • A chest/bucket/tub large enough to hold the items • 10 + photos/pictures of Australian animals • Matching item representing the Australian animals
Outside spaces/environments	<p>Billybolly Painting</p> <p>Use nature to create paintbrushes, e.g. a stick with an assortment of leaves taped to it, feathers, nuts and cones etc. Put 2 or 3 different colours of paint into separate trays for the students</p>	<ul style="list-style-type: none"> • A3 (or larger) pieces of paper • An assortment of nature items such as sticks, nuts, feathers, small branches, cones and so on (take the students for a walk to collect the items before starting)

	<p>to dip their billybolly brush in. Provide a bucket of water for students to clean their billybolly brush.</p> <p>Encourage students to explore different actions of painting such as dabbing, flicking, whacking, rubbing, pressing etc.</p>	<ul style="list-style-type: none"> • Masking tape • 2–3 different colours of paint • Trays for the paint • Bucket for water • Drying frame
	<p>Bush tunes</p> <p>Provide a container of musical instruments and a CD of Australian songs.</p> <p>The students can explore creating their own music with an Australian bush theme or play along to the CD.</p> <p>Students should be encouraged to use familiar songs and tunes to create an original song to a familiar tune.</p>	<ul style="list-style-type: none"> • Assortment of musical instruments • Assortment of items that can be used as musical instruments such a boxes/crates, sticks, pots/pans and so on • CD player or device
<p>Ambience/Aesthetics</p>	<p>Background music</p> <p>The sounds of the bush in your class. Download or purchase CD's of Australian natural bush sounds.</p>	<ul style="list-style-type: none"> • Australian bush sounds CD • CD player or device