



SAMPLE TEACHING AND LEARNING OUTLINE

THE ARTS – DANCE
YEAR 8

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Disclaimer

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their teaching and learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the learning area syllabus.

Time allocation on which the sample teaching and learning outline is based

Two hours of teaching per week for one school semester (20 weeks)

Dance key concepts embedded

- Choreographic processes
- Skills and techniques
- Performance
- Dance reflecting and analysing
- Dance in context

Prior knowledge

In previous years, students have used improvisation to explore new movement and ideas. They have used the elements of dance and choreographic devices and structure to create dance that communicates an idea. They continued to develop their dance skills focusing on developing technical competence in relation to body control, accuracy, posture/alignment, strength, flexibility, balance and coordination.

Students have been given performance opportunities where they have demonstrated performance skills of expression, projection and focus to an audience.

Students have previously reflected on the meaning, interpretations and purposes of dance.

Across the year, different key concepts are emphasised in:

- Making **(M)**
- Responding **(R)**

Suggested assessments are provided throughout the outline for teachers to select the timing, type and number of assessments in line with the school assessment policy. It is recommended that in Year 7 and Year 8, 80 % of the assessment program focuses on Making and 20% of the assessment program focuses on Responding. In Year 9 and Year 10 this can be adjusted to 70% for Making assessment tasks and 30% for Responding assessment tasks.

Week	Dance syllabus content	Activities/Resources	Tasks and due date
1–2	<ul style="list-style-type: none"> • Dance skills that develop technical competence in relation to body control, accuracy, posture/alignment, strength, flexibility, placement, balance and coordination • Safe dance practice of style-specific techniques • Warm-up and cool down procedures for dance participation • Improvisation skills to find ways to make literal movement into abstract movement • Elements of dance: body, energy, space, time (BEST), selected and combined to create dance that communicates choreographic intent 	<ul style="list-style-type: none"> • Warm-up and preparation exercises, progressions and sequences in a selected genre/style. • Activities to be assessed include: <ul style="list-style-type: none"> ▪ warming-up the body ▪ isolation exercises relevant to genre/style ▪ coordination exercises ▪ strength exercises ▪ flexibility exercises ▪ locomotor exercises ▪ jump exercises ▪ extended sequence, incorporating some of the movements from the above set exercises • Composition workshops – creating a safe and comfortable environment to explore movement and experiment using improvisation • Revise elements of dance (BEST) • Focus on Body: closed and open shapes, symmetrical and asymmetrical shapes, counter balance, partner balance 	
3–4	<ul style="list-style-type: none"> • Dance skills that develop technical competence in relation to body control, accuracy, posture/alignment, strength, flexibility, placement, balance and coordination • Safe dance practice of style-specific techniques • Warm-up and cool down procedures for dance participation • Improvisation skills to find ways to make literal movement into abstract movement • Elements of dance: body, energy, space, time (BEST), selected and combined to create dance that communicates choreographic intent 	<ul style="list-style-type: none"> • Warm-up and preparation exercises, progressions and sequences in a selected genre/style. • Activities to be assessed include: <ul style="list-style-type: none"> ▪ warming-up the body ▪ isolation exercises relevant to genre/style ▪ coordination exercises ▪ strength exercises ▪ flexibility exercises ▪ locomotor exercises ▪ jump exercises ▪ extended sequence, incorporating some of the movements from the above set exercises 	

Week	Dance syllabus content	Activities/Resources	Tasks and due date
		<ul style="list-style-type: none"> • Composition workshops – creating a safe and comfortable environment to explore movement and experiment using improvisation • Revise elements of dance (BEST) Focus on energy/movement dynamics. Movements can reflect different dynamic qualities: • Freeze, shake, vibrating, attack, heavy, light, smooth, bouncy, sudden, flowing, tight, swinging, collapse, fall, rebound and resistance • Combine with body to create new movement focussing on abstracting the movement 	
5–6	<ul style="list-style-type: none"> • Dance skills that develop technical competence in relation to body control, accuracy, posture/alignment, strength, flexibility, placement, balance and coordination • Safe dance practice of style-specific techniques • Warm-up and cool down procedures for dance participation • Improvisation skills to find ways to make literal movement into abstract movement • Elements of dance: body, energy, space, time (BEST), selected and combined to create dance that communicates choreographic intent 	<ul style="list-style-type: none"> • Warm-up and preparation exercises, progressions and sequences in a selected genre/style. • Activities to be assessed include: <ul style="list-style-type: none"> ▪ warming-up the body ▪ isolation exercises relevant to genre/style ▪ coordination exercises ▪ strength exercises ▪ flexibility exercises ▪ locomotor exercises ▪ jump exercises ▪ extended sequence, incorporating some of the movements from the above set exercises • Composition workshops – creating a safe and comfortable environment to explore movement and experiment using improvisation • Revise elements of dance (BEST) Focus on Time • Speeds (slow/fast), and working with accents of the music/beat • Combine with Body and Energy 	

Week	Dance syllabus content	Activities/Resources	Tasks and due date
7–8	<ul style="list-style-type: none"> • Dance skills that develop technical competence in relation to body control, accuracy, posture/alignment, strength, flexibility, placement, balance and coordination • Safe dance practice of style-specific techniques • Warm-up and cool down procedures for dance participation • Group work practices (sharing ideas, problem-solving, listening skills, providing constructive feedback) in dance • Improvisation skills to find ways to make literal movement into abstract movement • Elements of dance: body, energy, space, time (BEST), selected and combined to create dance that communicates choreographic intent 	<ul style="list-style-type: none"> • Warm-up and preparation exercises, progressions and sequences in a selected genre/style. • Activities to be assessed include: <ul style="list-style-type: none"> ▪ warming-up the body ▪ isolation exercises relevant to genre/style ▪ coordination exercises ▪ strength exercises ▪ flexibility exercises ▪ locomotor exercises ▪ jump exercises ▪ extended sequence, incorporating some of the movements from the above set exercises • Composition workshops – creating a safe and comfortable environment to explore movement and experiment using improvisation • Revise elements of dance (BEST) Focus on Space: levels, direction, spacing of people, formations • Combine with Body, Energy and Time 	<p>Commence Task 2 (week 7): Groups of 3 or 4 manipulate the extended sequence using the elements of dance</p>
9–10	<ul style="list-style-type: none"> • Dance skills that develop technical competence in relation to body control, accuracy, posture/alignment, strength, flexibility, placement, balance and coordination • Safe dance practice of style-specific techniques • Warm-up and cool down procedures for dance participation • Choreographic devices (unison, canon, repetition, abstraction) and choreographic structures (narrative, binary) to create dance that communicates meaning • Group work practices (sharing ideas, problem-solving, listening skills, providing constructive feedback) in dance 	<ul style="list-style-type: none"> • Task 2 preparation • Task 1 preparation • Revise unison, canon and repetition as ways to manipulate movement for effect 	<p>Task 2 (week 9): Manipulation of extended sequence presentation</p> <p>Task 1 (week 10): Technique assessment</p>

Week	Dance syllabus content	Activities/Resources	Tasks and due date
11–12	<ul style="list-style-type: none"> Performance skills (expression, projection, focus) demonstrated to an audience and appropriate to the dance genre/style Dance skills that develop technical competence in relation to body control, accuracy, posture/alignment, strength, flexibility, placement, balance and coordination Techniques that focus on developing retention of movement with accuracy and detail Choreographic devices (unison, canon, repetition, abstraction) and choreographic structures (narrative, binary) to create dance that communicates meaning Reflective processes, using dance terminology on their own and others' work, and the effectiveness in dance works of the use of the elements of dance and design concepts (lighting, music/sound, multimedia, costume, props, sets, staging) Differences in dance genres/styles and eras of dance 	<ul style="list-style-type: none"> Warm-up and preparation exercises, progressions and sequences in a selected genre/style different from weeks 1-10 Participate in task based activities that revise unison, canon, repetition View two dance excerpts, complete the viewing sheet and research proforma answering questions about the distinguishing features and purposes of the dances <p>Dance 1 LiceuOperaBarcelona (2013). Martha Graham Dance Company (Liceu 2010-11) 'Diversion of Angels'. Retrieved December 2015 from https://www.youtube.com/watch?v=Vv9r8-bq_FQ</p> <p>Dance 2 Patsworld007 (2012). Street Dance/Break Dance (1970/80's Old School Style) Pt. #1 of 11 Retrieved December 2015 from https://www.youtube.com/watch?v=hi-dMUCj2N0</p>	
13–14	<ul style="list-style-type: none"> Dance skills that develop technical competence in relation to body control, accuracy, posture/alignment, strength, flexibility, placement, balance and coordination Techniques that focus on developing retention of movement with accuracy and detail Elements of dance: body, energy, space, time (BEST), selected and combined to create dance that communicates choreographic intent 	<p>Warm-up and preparation exercises, progressions and sequences in a selected genre/style different from weeks 1-10</p> <p>Commence Task 4:</p> <ul style="list-style-type: none"> In groups, plan, rehearse and present a short dance that is based on sporting images as a stimulus Use improvisation skills to find ways to make literal movement into abstract movement – abstraction Select and combine different elements of dance: body, energy, space, time (BEST) to communicate choreographic intent. 	

Week	Dance syllabus content	Activities/Resources	Tasks and due date
	<ul style="list-style-type: none"> • Choreographic devices (unison, canon, repetition, abstraction) and choreographic structures (narrative, binary) to create dance that communicates meaning • Reflective processes, using dance terminology on their own and others' work, and the effectiveness in dance works of the use of the elements of dance and design concepts (lighting, music/sound, multimedia, costume, props, sets, staging) • Differences in dance genres/styles and eras of dance 	<ul style="list-style-type: none"> • Use choreographic devices of unison, canon, repetition and choreographic structure (binary) • Class discussion and research on the differences between the dance genres. <p>Commence Task 3: In pairs create a PowerPoint presentation to highlight the differences between the two genres/styles</p>	
15–16	<ul style="list-style-type: none"> • Dance skills that develop technical competence in relation to body control, accuracy, posture/alignment, strength, flexibility, placement, balance and coordination • Techniques that focus on developing retention of movement with accuracy and detail • Elements of dance: body, energy, space, time (BEST), selected and combined to create dance that communicates choreographic intent • Choreographic devices (unison, canon, repetition, abstraction) and choreographic structures (narrative, binary) to create dance that communicates meaning 	<ul style="list-style-type: none"> • Warm-up and preparation exercises, progressions and sequences in a selected genre/style different from weeks 1-10 • Continue with group composition • Consideration of design concepts 	<p>Task 3: PowerPoint presentation to the class</p>
17–18	<ul style="list-style-type: none"> • Dance skills that develop technical competence in relation to body control, accuracy, posture/alignment, strength, flexibility, placement, balance and coordination • Performance skills (expression, projection, focus) demonstrated to an audience and appropriate to the dance genre/style • Elements of dance: body, energy, space, time (BEST), selected and combined to create dance that communicates choreographic intent 	<ul style="list-style-type: none"> • Preparation for Task 5 – technique assessment • Informal performance of group composition –receive peer feedback • Work on group composition – refining choreography based on peer feedback • Planning for provision of design concepts 	<p>Task 5 (week 17): Technique assessment in style/genre 2</p>

Week	Dance syllabus content	Activities/Resources	Tasks and due date
	<ul style="list-style-type: none"> • Choreographic devices (unison, canon, repetition, abstraction) and choreographic structures (narrative, binary) to create dance that communicates meaning • Group work practices (sharing ideas, problem-solving, listening skills, providing constructive feedback) in dance 		
19–20	<ul style="list-style-type: none"> • Dance skills that develop technical competence in relation to body control, accuracy, posture/alignment, strength, flexibility, placement, balance and coordination • Performance skills (expression, projection, focus) demonstrated to an audience and appropriate to the dance genre/style • Reflective processes, using dance terminology, on their own and others' work, and the effectiveness in dance works of the use of the elements of dance and design concepts (lighting, music/sound, multimedia, costume, props, sets, staging) 	<ul style="list-style-type: none"> • Work on group composition – refining choreography based on peer feedback • Planning for provision of design concepts 	<p>Task 4: Performance</p> <p>Task 6: Evaluation of another group's performance</p>