



SAMPLE TEACHING AND LEARNING OUTLINE

THE ARTS – DANCE
YEAR 10

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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 refined and experimented with the elements of dance, choreographic devices and structure, and have practised improvisational skills when creating dance that communicates choreographic intent. They have practised skills to further develop technical competence in relation to body control, accuracy, posture/alignment, strength, flexibility, placement, balance, coordination articulation and endurance.

Students have been given performance opportunities where they have demonstrated performance skills appropriate to the dance genre/style.

Students have previously reflected on and evaluated the choices they have made in their dance making.

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"> • Introduction to structured improvisation to find solutions to simple movement tasks • Dance skills that further develop and refine technical competence in relation to body control, accuracy, posture/alignment, strength, flexibility, placement, balance, coordination, articulation and endurance • Safe dance practice of style-specific techniques, including working in the contemporary genre • Importance of warm-up and cool down procedures relevant to the genre/style for dance and rehearsal preparation 	<p>Composition workshops – creating a safe and comfortable environment to explore movement and experiment using improvisation and simple task-based activities</p> <p>http://www.humankinetics.com/excerpts/excerpts/learn-different-ways-to-create-improvisation</p> <p>http://www.danceadvantage.net/choreography-games/</p> <p>Basic contemporary technique class:</p> <ul style="list-style-type: none"> • Floor/grounded stretching warm-up • Spinal roll/flat back/ C-curve • Foot articulation and tendus/plies in 1st ,2nd and 4th positions • Drop swings/Arm swing • Small jumps warm up • Large/travelling jump sequence • Travel progressions into and out of floor • Stretch/flexibility • Extended sequence 	
3–4	<ul style="list-style-type: none"> • Elements of dance: body, energy, space, time (BEST), selected and manipulated to create dance that communicates choreographic intent • Dance skills that further develop and refine technical competence in relation to body control, accuracy, posture/alignment, strength, flexibility, placement, balance, coordination, articulation and endurance • Safe dance practice of style-specific techniques, including working in the contemporary genre • Importance of warm-up and cool down procedures relevant to the genre/style for dance and rehearsal preparation 	<p>Composition workshop – select an extended sequence and explore ways to manipulate the movement using elements of BEST</p> <ul style="list-style-type: none"> • Space (spatial patterns, directions, levels, relationship of dancers to one another and how these can be manipulated to support choreographic intent e.g. harmony/unity, power/dominance, order/organisation, worried/fear) • Body (shapes, body parts, body bases, initiation of movement and how these can be manipulated to support choreographic intent) 	

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		Basic contemporary technique class: <ul style="list-style-type: none"> • Floor/grounded stretching warm-up • Spinal roll/flat back/C-curve • Foot articulation and tendus/plies in 1st ,2nd and 4th positions • Drop swings/Arm swing • Small jumps warm up • Large/ travelling jump sequence • Travel progressions into and out of floor • Stretch/flexibility • Extended sequence • Worksheets on benefits of warmup and cool-down 	
5–6	<ul style="list-style-type: none"> • Elements of dance: body, energy, space, time (BEST), selected and manipulated to create dance that communicates choreographic intent • Dance skills that further develop and refine technical competence in relation to body control, accuracy, posture/alignment, strength, flexibility, placement, balance, coordination, articulation and endurance • Safe dance practice of style-specific techniques, including working in the contemporary genre • Importance of warm-up and cool down procedures relevant to the genre/style for dance and rehearsal preparation 	Composition workshop – select an extended sequence and explore ways to manipulate the movement using elements of BEST: <ul style="list-style-type: none"> • Energy (including force/effort and quality of the movement and how these can be manipulated to support choreographic intent) • Time (speed of movement and rhythm how these can be manipulated to support choreographic intent) Basic contemporary technique class: <ul style="list-style-type: none"> • Floor/grounded stretching warm-up • Spinal roll/flat back/C-curve • Foot articulation and tendus/plies in 1st ,2nd and 4th positions • Drop swings/Arm swing • Small jumps warm up • Large/ travelling jump sequence • Travel progressions into and out of floor • Stretch/flexibility • Extended sequence 	

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7–8	<ul style="list-style-type: none"> • Elements of dance: body, energy, space, time (BEST) selected and manipulated to create dance that communicates choreographic intent • Choreographic devices (unison, canon, repetition, abstraction, contrast, motif) and structures (narrative, binary, ternary) selected and combined to communicate choreographic intent in group and duo dance • Dance skills that further develop and refine technical competence in relation to body control, accuracy, posture/alignment, strength, flexibility, placement, balance, coordination, articulation and endurance • Safe dance practice of style-specific techniques, including working in the contemporary genre • Reflective writing, using dance terminology, on their own and others' work, analysing and evaluating choices made in dance making • Analytical writing, using dance terminology, about how the elements of dance, choreographic processes and design concepts (lighting, music/sound, multimedia, costume, props, sets, staging) contribute to the choreographic intention of a dance work 	<p>Composition workshops – revise choreographic devices and structure and how these can communicate choreographic intent</p> <p>https://prezi.com/ze4yybby7g3/choreographic-devices/</p> <p>Basic contemporary technique class and extended sequence:</p> <ul style="list-style-type: none"> • Floor/grounded stretching warm-up • Spinal roll/flat back/C-curve • Foot articulation and tendus/plies in 1st ,2nd and 4th positions • Drop swings/Arm swing • Small jumps warm up • Large/ travelling jump sequence • Travel progressions into and out of floor • Stretch/flexibility • Extended sequence <p>View Cookies Dance crew performance http://omeleto.com/206567/</p> <p>Class discussion on how the elements of dance and choreographic devices and structure are used to support the choreographic intent of the dance work</p>	<p>Commence Task 4 (due week 9): Short-answer questions on Cookies Dance crew performance</p>
9–10	<ul style="list-style-type: none"> • Dance skills that further develop and refine technical competence in relation to body control, accuracy, posture/alignment, strength, flexibility, placement, balance, coordination, articulation and endurance • Safe dance practice of style-specific techniques, including working in the contemporary genre 	<p>Basic Hip-Hop/Street Dance technique class and extended sequence (commence week 10) focus on:</p> <ul style="list-style-type: none"> • Whole body warm up, isolations, arm combinations, coordination skills, core strength development and major muscle group stretches • Travelling skills, weight transference, direction changes, musicality, floor combinations 	<p>Task 1 Due (week 9): Contemporary technique and performance assessment</p> <p>Task 4 Due (week 9): Short-answer questions on Cookies Dance crew performance</p>

Week	Dance syllabus content	Activities/Resources	Tasks and due date
	<ul style="list-style-type: none"> Group work practices (strategies for collaborative dance preparation, evaluation processes) in dance Systematic and corrective rehearsal strategies (practising transitions between dance sequences, exits and entrances appropriate to genre/style) 	<ul style="list-style-type: none"> In groups of four to six, students plan, rehearse and formally present a dance (between one and a half minutes to three minutes in length) that is based on one of the given pieces of prose/text “Bleak, dark, and piercing cold, it was a night for the well-housed and fed to draw round the bright fire, and thank God they were at home; and for the homeless starving wretch to lay him down and die. Many hunger-worn outcasts close their eyes in our bare streets at such times, who, let their crimes have been what they may, can hardly open them in a more bitter world.” From: Dickens, C. (1837). <i>Oliver Twist</i>. <p>The following links are related to homelessness quotes: http://www.doonething.org/quotes/homeless-quotes.htm https://www.goodreads.com/quotes/tag/homelessness</p>	<p>Commence Task 3: Group composition based on prose/text</p>
11–12	<ul style="list-style-type: none"> Dance skills that further develop and refine technical competence in relation to body control, accuracy, posture/alignment, strength, flexibility, placement, balance, coordination, articulation and endurance Group work practices (strategies for collaborative dance preparation, evaluation processes) in dance Systematic and corrective rehearsal strategies (practising transitions between dance sequences, exits and entrances appropriate to genre/style) Analytical writing, using dance terminology, about how the elements of dance, choreographic processes and design concepts (lighting, music/sound, multimedia, costume, props, sets, staging) contribute to the choreographic intention of a dance work 	<p>Basic Hip-Hop/Street Dance technique class and extended sequence focus on:</p> <ul style="list-style-type: none"> Whole body warm up, isolations, arm combinations, coordination skills, core strength development and major muscle group stretches Travelling skills, weight transference, direction changes, musicality, floor combinations Commence documenting ideas in choreographic planner Work on group composition Documentation in choreographic planner <p>View the YouTube links: https://www.youtube.com/watch?v=ofdFj_giGWU Swing Dance clip, 1930s https://www.youtube.com/watch?v=fY5pmzmiDO8 Hand jive from Grease, 1950s</p>	

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		<p>https://www.youtube.com/watch?v=UKiOwJ6HnIU SYTYCD disco, 1970s</p> <p>https://www.youtube.com/watch?v=c_Shwo10d6g Beat Street clip, 1980s</p> <p>Participate in a class discussion on the how the elements of dance and design concepts (costume and music) are used within each dance style.</p>	
13–14	<ul style="list-style-type: none"> • Dance skills that further develop and refine technical competence in relation to body control, accuracy, posture/alignment, strength, flexibility, placement, balance, coordination, articulation and endurance • Group work practices (strategies for collaborative dance preparation, evaluation processes) in dance • Systematic and corrective rehearsal strategies (practising transitions between dance sequences, exits and entrances appropriate to genre/style) • Analytical writing, using dance terminology, about how the elements of dance, choreographic processes and design concepts (lighting, music/sound, multimedia, costume, props, sets, staging) contribute to the choreographic intention of a dance work • Dance genres/styles influenced by the social, cultural and historical context in which they exist 	<p>Basic Hip-Hop/Street Dance technique class and extended sequence focus on:</p> <ul style="list-style-type: none"> • Whole body warm up, isolations, arm combinations, coordination skills, core strength development and major muscle group stretches • Travelling skills, weight transference, direction changes, musicality, floor combinations • Work on group composition • Documentation in choreographic planner • Undertake research on two of the dance styles, sourcing information on the historical, social and cultural contexts in which they existed by completing the research proforma 	

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15–16	<ul style="list-style-type: none"> • Dance skills that further develop and refine technical competence in relation to body control, accuracy, posture/alignment, strength, flexibility, placement, balance, coordination, articulation and endurance • Dance performance opportunities, demonstrating appropriate expression, projection, focus, commitment to movement and musicality • Reflective writing, using dance terminology, on their own and others' work, analysing and evaluating choices made in dance making • Dance genres/styles influenced by the social, cultural and historical context in which they exist 	<p>Basic Hip-Hop/Street Dance technique class and extended sequence focus on:</p> <ul style="list-style-type: none"> • Whole body warm up, isolations, arm combinations, coordination skills, core strength development and major muscle group stretches • Travelling skills, weight transference, direction changes, musicality, floor combinations • Informal performance of group composition – receive peer feedback • Documentation in choreographic planner 	<p>Task 5 due: Discuss the historical, social and cultural context of dance genres/styles using dance terminology and complete a written response under timed conditions</p>
17–18	<ul style="list-style-type: none"> • Dance skills that further develop and refine technical competence in relation to body control, accuracy, posture/alignment, strength, flexibility, placement, balance, coordination, articulation and endurance • Group work practices (strategies for collaborative dance preparation, evaluation processes) in dance • Systematic and corrective rehearsal strategies (practising transitions between dance sequences, exits and entrances appropriate to genre/style) 	<p>Basic Hip-Hop/Street Dance technique class and extended sequence focus on:</p> <ul style="list-style-type: none"> • Whole body warm up, isolations, arm combinations, coordination skills, core strength development and major muscle group stretches • Travelling skills, weight transference, direction changes, musicality, floor combinations • Work on group composition – refining choreography based on peer feedback • Documentation in choreographic planner 	<p>Task 2: Hip-Hop/Street Dance technique assessment</p>

Week	Dance syllabus content	Activities/Resources	Tasks and due date
19–20	<ul style="list-style-type: none"> • Dance performance opportunities, demonstrating appropriate expression, projection, focus, commitment to movement and musicality • Reflective writing, using dance terminology, on their own and others' work, analysing and evaluating choices made in dance making • Analytical writing, using dance terminology, about how the elements of dance, choreographic processes and design concepts (lighting, music/sound, multimedia, costume, props, sets, staging) contribute to the choreographic intention of a dance work 	Formal presentation of group choreography to an audience	<p>Task 3: Performance of group composition</p> <p>Choreographic Planner due</p> <p>Task 6: Evaluation of performance</p>