Year 8 Syllabus

The syllabus is based on the requirement that all students will study at least two of the five Arts subjects from Pre-primary to Year 8. It is a requirement that students study a performance subject and a visual subject.

Year Level Description

In Year 8, Dance students continue to use improvisation skills to build on their movement vocabulary. They choreograph dances using the elements of dance (BEST) and choreographic devices for a purpose. They further develop their dance skills to explore the technical aspects of different dance styles. Students are given opportunities to present dance to an audience, further developing their performance skills of retention and clarity of movement, projection, focus and expression. They discuss how dance can communicate meaning and how dance genres/styles differ.

Safe dance practices underlie all experiences, as students perform within their own body capabilities and work safely in groups.

A suggested learning focus should enable teaching the content through student interest in dance. Suggested genres or styles that may be taught, but are not limited to, include contemporary, ballet, jazz, hip hop, street dance, tap and cultural dance, for example Spanish, Indian, Bollywood.

The learning focus that teachers select should shape and drive the teaching of the content.

Making

CHOREOGRAPHIC PROCESSES

Improvisation skills to find ways to

Responding

DANCE REFLECTING AND ANALYSING

Reflective processes, using dance

make literal movement into abstract movement ([ACADAM013](#))

⊚ Critical and creative thinking

⊛ Personal and social capability

Elements of dance: body, energy, space, time (BEST), selected and combined to create dance that communicates choreographic intent ([ACADAM014](#))

⊞ Numeracy

⊚ Critical and creative thinking

⊛ Personal and social capability

Choreographic devices (unison, canon, repetition, abstraction) and choreographic structures (narrative, binary) to create dance that communicates meaning ([ACADAM016](#))

⊚ Critical and creative thinking

⊛ Personal and social capability

Group work practices (sharing ideas, problem-solving, listening skills, providing constructive feedback) in dance ([ACADAM017](#))

▤ Literacy

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) ([ACADAR018](#))

▤ Literacy

⋮⋏ Information and Communication Technology (ICT) capability

⊚ Critical and creative thinking

⊛ Personal and social capability

⇶ Ethical understanding

↺ Intercultural understanding

DANCE IN CONTEXT

Differences in dance genres/styles and eras of dance ([ACADAR019](#))

▤ Literacy

⋮⋏ Information and Communication Technology (ICT) capability

⊚ Critical and creative thinking

⇶ Ethical understanding

↺ Intercultural understanding

- ⠇ Information and Communication Technology (ICT) capability
- ◉ Critical and creative thinking
- ♟ Personal and social capability
- ⇌ Ethical understanding
- ↻ Intercultural understanding

SKILLS AND TECHNIQUES

Dance skills that develop technical competence in relation to body control, accuracy, posture/alignment, strength, flexibility, placement, balance and coordination ([ACADAM015](#))

- ⠇ Information and Communication Technology (ICT) capability
- ♟ Personal and social capability

Safe dance practice of style-specific techniques ([ACADAM015](#))

- ⠇ Information and Communication Technology (ICT) capability
- ♟ Personal and social capability
- ↻ Intercultural understanding

Warm-up and cool down procedures for dance participation ([ACADAM015](#))

* Personal and social capability

Techniques that focus on developing retention of movement with accuracy and detail ([ACADAM017](#))

* Critical and creative thinking
* Personal and social capability

Performance skills (expression, projection, focus) demonstrated to an audience and appropriate to the dance genre/style ([ACADAM017](#))

* Information and Communication Technology (ICT) capability
* Critical and creative thinking
* Personal and social capability
* Ethical understanding
* Intercultural understanding

Achievement standard

At Standard, students use improvisation skills to sometimes generate abstract movement from literal movement. They select and combine the elements of dance (BEST), use specified choreographic devices and structure to choreograph dance that explores and develops some

relationship to choreographic intent. Students execute technical dance skills safely in a particular genre/style, demonstrating some control of body placement and coordination of movement. They perform dance to an audience demonstrating, on occasion, accuracy in retention and clarity of movement, projection, focus and appropriate expression.

Students use some specific dance terminology and reflective processes to outline the effectiveness of how BEST and design concepts are used to communicate meaning in their own and others' dance. They identify and outline differences in dance genres/styles from different eras of dance.

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