

## Year 9 Syllabus learning area contacts:

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 **Year 7 to Year 10** : | 

# Year 9 Syllabus

The syllabus is based on the requirement that in Years 9 and 10 the study of the Arts is optional.

## Year Level Description

In Year 9, Dance students are given further opportunities to choreograph using the elements of dance (BEST), choreographic devices and structures to develop choreographic intent. They build on and refine technical competence in their dance skills in specific dance styles. Students are given opportunities to present dance to an audience, focusing on retention and clarity of movement, projection, focus, expression and musicality. They further discuss the choreographer's use of the elements of dance, choreographic devices and structures, and design concepts for choreographic intent in the dances they make and view. They investigate the evolution of particular dance genres/styles.

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 new movement possibilities for the same idea ([ACADAM020](#))

 Critical and creative thinking

 Personal and social capability

Elements of dance: body, energy, space, time (BEST), selected and manipulated to create dance that communicates choreographic intent ([ACADAM021](#))

 Numeracy

 Critical and creative thinking

 Personal and social capability

Choreographic devices ( unison, canon, repetition, abstraction, contrast, motif ) and choreographic structures ( narrative, binary, ternary ) to create group dance that communicates choreographic intent ([ACADAM023](#))


 Critical and creative thinking

## Responding


### DANCE REFLECTING AND ANALYSING

Reflective writing, using dance terminology, on their own and others' work, evaluating the effectiveness of choices made in dance making ([ACADAR025](#))

 Literacy

 Information and Communication Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability


 Ethical understanding

 Intercultural understanding

Interpretation using dance terminology, of how the elements of dance and design concepts (lighting, music/sound, multimedia, costume, props, sets, staging) contribute to the meaning of a dance work ([ACADAR025](#))

 Literacy

 Information and Communication

 Personal and social capability

Group work practices (collaborative dance planning, giving and applying critical feedback) in dance

([ACADAM024](#))

 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Ethical understanding

 Intercultural understanding

## SKILLS AND TECHNIQUES

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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 ([ACADAM022](#))

 Information and Communication


Technology (ICT) capability

 Personal and social capability

Safe dance practice of style-specific techniques ([ACADAM022](#))

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Ethical understanding

 Intercultural understanding

## DANCE IN CONTEXT


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Evolution of various dance genres/styles ([ACADAR026](#))

 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Ethical understanding

 Intercultural understanding

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Information and Communication

Technology (ICT) capability

Personal and social capability

Intercultural understanding

Importance of warm-up and cool down procedures for dance and rehearsal preparation

[\(ACADAM022\)](#)

Personal and social capability

## PERFORMANCE

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Practical and reflective rehearsal strategies, focusing on movement retention, clarity of movement and choreographer's intention

[\(ACADAM022\)](#)

Information and Communication

Technology (ICT) capability

Critical and creative thinking


Personal and social capability

Ethical understanding

Dance performance opportunities, demonstrating appropriate expression, projection, focus and musicality [\(ACADAM024\)](#)

Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Ethical understanding

 Intercultural understanding

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## Achievement standard

At Standard, students use improvisation skills to sometimes explore new movement possibilities. They select and combine the elements of dance (BEST), use specified choreographic devices and structure, with some purpose, to choreograph dance that communicates choreographic intent. Students execute technical dance skills safely in a particular genre/style, demonstrating coordination, some control of body placement and **alignment** appropriate to the choreography. They perform dance to an audience demonstrating, on occasion, accuracy in retention and clarity of movement, projection, focus, musicality and appropriate expression, reflecting the choreographic intent throughout the performance.

Students use reflective writing to describe the effectiveness of the choices made in the use of BEST and design concepts, and how they contribute to the meaning in their own and others' dance. They use some relevant dance terminology. Students outline the evolution of particular dance genres/styles.

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