

Year Level Plan		Year 9		The Arts - Dance	
Semester 1			Semester 2		
Unit 1 Evolution of Dance			Unit 1 Let's Dance Around the World		
<p>In this unit, students:</p> <ul style="list-style-type: none"> • build on their awareness of the body and how it is used in particular dance styles • extend their understanding and use space, time, dynamics and relationships to expand their choreographic intentions • extend the combinations of fundamental movement skills to include dance style-specific movement skills • extend technical skills from the previous band, increasing their confidence, accuracy, clarity of movement and projection • draw on dances from a range of cultures, times and locations as they experience dance • explore the dance and influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia region • reflect on the development of traditional and contemporary styles of dance and how choreographers can be identified through the style of their choreography • learn about sustainability through the arts and sustainability of practices in the arts • explore meaning and interpretation, forms and elements, and social, cultural and historical contexts of dance as they make and respond to dance • evaluate dancers' success in expressing the choreographers' intentions and the use of expressive skills in dances they view and perform • understand that safe dance practices underlie all experiences in the study of dance • perform within their own body capabilities and work safely in groups. 			<p>In this unit, students:</p> <ul style="list-style-type: none"> • build on their awareness of the body and how it is used in particular dance styles • extend their understanding and use space, time, dynamics and relationships to expand their choreographic intentions • extend the combinations of fundamental movement skills to include dance style-specific movement skills • extend technical skills from the previous band, increasing their confidence, accuracy, clarity of movement and projection • draw on dances from a range of cultures, times and locations as they experience dance • explore the dance and influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia region • reflect on the development of traditional and contemporary styles of dance and how choreographers can be identified through the style of their choreography • learn about sustainability through the arts and sustainability of practices in the arts • explore meaning and interpretation, forms and elements, and social, cultural and historical contexts of dance as they make and respond to dance • evaluate dancers' success in expressing the choreographers' intentions and the use of expressive skills in dances they view and perform • understand that safe dance practices underlie all experiences in the study of dance • perform within their own body capabilities and work safely in groups. 		
Assessment Tasks					
<p>Task 1 - Making - Performance Teacher devised - Eras of Dance</p> <ul style="list-style-type: none"> • Students will be taught a routine, to enable them to demonstrate the technical and expressive skills relevant to the genre/era <p>Task 2 - Responding Analytical Review - Multi-Modal presentation</p> <ul style="list-style-type: none"> • In pairs, students will analyse a video clip of their choice from a chosen genre/era and evaluate the impact this has had on Australian dance. <p>Task 3 - Making - Choreography Individual within a group - choose a genre/era</p> <ul style="list-style-type: none"> • Students will choose a genre or era and individually choreograph for a group, to demonstrate their understanding of the elements of dance, choreographic devices, form and production elements. 			<p>Task 1 - Making - Choreography</p> <ul style="list-style-type: none"> • Create a Hip Hop dance that reflects your chosen style (popping and locking, tutting, whacking, b-boy, street, lyrical, girly hip hop) <p>Task 2 - Making - Performance</p> <ul style="list-style-type: none"> • Students will learn a teacher devised Bollywood routine that demonstrates their technical and expressive skills appropriate to the choreographic intent. <p>Task 3 - Forming - Responding</p> <ul style="list-style-type: none"> • Students will analyse and evaluate how successful the choreographer's intent was portrayed with reference to dance and production elements. 		