

Year Level Plan		Year 10		The Arts - Dance	
Semester 1			Semester 2		
Dance Down Under			Taking a Stance		
<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</p> <ul style="list-style-type: none"> • Students will learn a teacher devised routine within the Musical Theatre genre, demonstrating appropriate technical and expressive skills relevant to the genre. • Practise and refine technical skills to develop proficiency in genre- and style-specific techniques • Perform dances using genre- and style-specific techniques and expressive skills to communicate a choreographer's intent <p>Task 2 - Making - Choreography</p> <ul style="list-style-type: none"> • Students will research a choreographer that has been influential in the style of Jazz - understanding their style and influences and use this to create their own jazz routine. • Improvise to find new movement possibilities and explore personal style by combining elements of dance • Manipulate combinations of the elements of dance and choreographic devices to communicate their choreographic intent • Structure dances using movement motifs, choreographic devices and form <p>Task 3 - Responding - In Class Exam</p> <ul style="list-style-type: none"> • Students will analyse and evaluate choreographer Stephen Page and his use of dance and production elements in communicating his choreographic intent. • Evaluate their own choreography and performance, and that of others to inform and refine future work • Analyse a range of dance from contemporary and past times to explore differing viewpoints and enrich their dance making, starting with dance from Australia and including dance of Aboriginal and Torres Strait Islander Peoples, and consider dance in international contexts 			<p>Task 1 - Responding - Extended Written</p> <ul style="list-style-type: none"> • Students will analyse the work of Christopher Bruce - <i>Ghost Dances</i> with reference to the dance and production elements and evaluate how successful Bruce was in communicating the message of political oppression. <p>Task 2 - Making - Performance and Choreography</p> <ul style="list-style-type: none"> • Students will research historical events within a political context and use this as a stimulus to create a dance work using appropriate dance elements, choreographic devices, form and production elements that educates the audience of this event. (Christopher Bruce) • Improvise to find new movement possibilities and explore personal style by combining elements of dance • Manipulate combinations of the elements of dance and choreographic devices to communicate their choreographic intent • Practise and refine technical skills to develop proficiency in genre- and style-specific techniques • Structure dances using movement motifs, choreographic devices and form • Perform dances using genre- and style-specific techniques and expressive skills to communicate a choreographer's intent • Evaluate their own choreography and performance, and that of others to inform and refine future work • Analyse a range of dance from contemporary and past times to explore differing viewpoints and enrich their dance making, starting with dance from Australia and including dance of Aboriginal and Torres Strait Islander Peoples, and consider dance in international contexts 		