

**JUNIOR SECONDARY DANCE
ACARA 7 - 10 Overviews**

YEAR 7	
<p>Unit: Let's Move It Unit Length: 10 weeks</p> <p>Achievement Standard: By the end of Year 8, students identify and analyse the elements of dance, choreographic devices and production elements in dances in different styles and apply this knowledge in dances they make and perform. They evaluate how they and others from different cultures, times and places communicate meaning and intent through dance. Students choreograph dances demonstrating selection and organisation of the elements of dance, choreographic devices and form to communicate choreographic intent. They perform with confidence and clarity, dances which they choreograph and learn with technical and expressive skills appropriate to the dance style.</p> <p>Unit Outline:</p> <ul style="list-style-type: none"> • In this unit, students will combine elements of dance and improvise by making literal movements into abstract movements • Develop their choreographic intent by applying the elements of dance to select and organise movement • Practise and refine technical skills in style-specific techniques • Structure dances using choreographic devices and form • Rehearse and perform focusing on expressive skills appropriate to style and/or choreographic intent • Analyse how choreographers use elements of dance and production elements to communicate intent • Identify and connect specific features and purposes of dance from contemporary and past times to explore viewpoints and enrich their dance-making, starting with dance in Australia and including dance of Aboriginal and Torres Strait Islander Peoples 	<p>Content Descriptors:</p> <ul style="list-style-type: none"> • Practise and refine technical skills in style-specific techniques (ACADAM015) • Rehearse and perform focusing on expressive skills appropriate to style and/or choreographic intent (ACADAM017) • Combine elements of dance and improvise by making literal movements into abstract movements (ACADAM013) • Develop their choreographic intent by applying the elements of dance to select and organise movement (ACADAM014) • Analyse how choreographers use elements of dance and production elements to communicate intent (ACADAR018) • Identify and connect specific features and purposes of dance from contemporary and past times to explore viewpoints and enrich their dance-making, starting with dance in Australia and including dance of Aboriginal and Torres Strait Islander Peoples (ACADAR019) <p>Summative Assessment Tasks:</p> <p>Making</p> <ul style="list-style-type: none"> • Perform a choreographed set of contemporary dance sequences created by the teacher individually. • Choreograph continuous movement sequences which demonstrate elements of dance and choreographic devices specifically change in levels, formation, directions, size of movement; canon, dynamics, connected movement, beginning and end pose and creating a floor pattern. The final piece will be 1.5-2 minutes (with each student contributing a minimum of 30 seconds). <p>Responding</p> <ul style="list-style-type: none"> • PowerPoint – choreographic analysis <p>Formative Tasks:</p> <ul style="list-style-type: none"> • Drafts are filmed for self-evaluation • Inquiry Learning – Research, Develop, Resolve and Reflect • Proficiency Scale • Learning Goal Tracking Sheet • Written, Verbal and Video Feedback

YEAR 8

Unit: Let's Move It
Unit Length: 10 weeks

Achievement Standard:

By the end of Year 8, students identify and analyse the elements of dance, choreographic devices and production elements in dances in different styles and apply this knowledge in dances they make and perform. They evaluate how they and others from different cultures, times and places communicate meaning and intent through dance.

Students choreograph dances demonstrating selection and organisation of the elements of dance, choreographic devices and form to communicate choreographic intent. They perform with confidence and clarity, dances which they choreograph and learn with technical and expressive skills appropriate to the dance style.

Unit Outline:

- **Combine** elements of dance and improvise by making literal movements into abstract movements
- **Develop** their choreographic intent by applying the elements of dance to select and organise movement
- **Practise** and **refine** technical skills in style-specific techniques
- **Structure** dances using choreographic devices and form
- **Rehearse** and **perform** focusing on expressive skills appropriate to style and/or choreographic intent
- **Analyse** how choreographers use elements of dance and production elements to communicate intent
- **Identify** and **connect** specific features and purposes of dance from contemporary and past times to explore viewpoints and enrich their dance-making, starting with dance in Australia and including dance of Aboriginal and Torres Strait Islander Peoples

Content Descriptors:

- Practise and refine technical skills in style-specific techniques (ACADAM015)
- Rehearse and perform focusing on expressive skills appropriate to style and/or choreographic intent (ACADAM017)
- Combine elements of dance and improvise by making literal movements into abstract movements (ACADAM013)
- Develop their choreographic intent by applying the elements of dance to select and organise movement (ACADAM014)
- Analyse how choreographers use elements of dance and production elements to communicate intent (ACADAR018)
- Identify and connect specific features and purposes of dance from contemporary and past times to explore viewpoints and enrich their dance-making, starting with dance in Australia and including dance of Aboriginal and Torres Strait Islander Peoples (ACADAR019)

Summative Assessment Tasks:

Making

- Perform a choreographed set of contemporary dance sequences created by the teacher in small groups of 2-4 students.
- Choreograph continuous movement sequences which demonstrate elements of dance and choreographic devices. The final piece will be 1.5-2 minutes (with each student contributing a minimum of 40 seconds). Supporting evidence (PowerPoint with annotated screen shots).

Responding – 150 words. You are to analyse Bangarra's work 'Moth' and evaluate how successfully the concept of a moth is communicated. Research and present a descriptive analysis of the work that demonstrates both TEEL paragraph structures and knowledge of dance terminology when analysing the work.

Formative Task:

- Drafts are filmed for self-evaluation
- Inquiry Learning – Research, Develop, Resolve and Reflect
- Proficiency Scale
- Learning Goal Tracking Sheet
- Written, Verbal and Video Feedback

YEAR 9	
<p>Achievement Standard: By the end of Year 10, students analyse the choreographer's use of the elements of dance, choreographic devices, form and production elements to communicate choreographic intent in dances they make, perform and view. They evaluate the impact of dance from different cultures, places and times on Australian dance.</p> <p>Students choreograph dances by manipulating and combining the elements of dance, choreographic devices, form and production elements to communicate their choreographic intent. They choreograph, rehearse and perform dances, demonstrating technical and expressive skills appropriate to the genre and style.</p>	<p>Content Descriptors:</p> <ul style="list-style-type: none"> • Improve to find new movement possibilities and explore personal style by combining elements of dance (ACADAM020) • Manipulate combinations of the elements of dance and choreographic devices to communicate their choreographic intent (ACADAM021) • Practice and refine technical skills to develop proficiency in genre and style specific techniques (ACADAM022) • Perform dances using genre and style specific techniques and expressive skills to communicate a choreographer's intent (ACADAM024) • Evaluate their own choreography and performance, and that of others to inform and refine future work (ACADAR025) • 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 (ACADAR026)
<p>Unit 1: BYO Dream and Dance Unit Length: 1 Semester</p> <p>Unit 1 Outline:</p> <ul style="list-style-type: none"> • Combine elements of dance and improvise by making literal movements into abstract movements • Develop their choreographic intent by applying the elements of dance to select and organise movement • Practise and refine technical skills in style-specific techniques • Structure dances using choreographic devices and form • Rehearse and perform focusing on expressive skills appropriate to style and/or choreographic intent • Analyse how choreographers use elements of dance and production elements to communicate intent • Identify and connect specific features and purposes of dance from contemporary and past times to explore viewpoints and enrich their dance-making, starting with dance in Australia and including dance of Aboriginal and Torres Strait Islander Peoples 	<p>Summative Assessment Tasks:</p> <p>Making</p> <ul style="list-style-type: none"> • Perform a choreographed contemporary sequence created by the teacher in small groups of 2-4 students. Supporting documentation – performance work booklet. • Choreograph and structure contemporary movement sequences demonstrating your knowledge and understanding of how to manipulate dance elements and choreographic devices to communicate your chosen intention. The stimulus for your choreography will be drawn from issues that are relevant to you as a teenager in today's contemporary society. Length of choreography: a 1-minute section of a larger work. May be presented in pairs or small groups. Supporting documentation – stated choreographic intent in the form of annotated screen shots, maximum 100 words. <p>Responding</p> <ul style="list-style-type: none"> • 200 words. You are to analyse a contemporary dance work and evaluate how successfully the choreographer's intention is communicated. Research and present a descriptive analysis of the work that demonstrates both TEEL paragraph structures and knowledge of dance terminology when analysing the work.

Unit 2: BYO Dream and Dance

Unit Length: 1 Semester

Unit 2 Outline:

- **Combine** elements of dance and improvise by making literal movements into abstract movements
- **Develop** their choreographic intent by applying the elements of dance to select and organise movement
- **Practise** and **refine** technical skills in style-specific techniques
- **Structure** dances using choreographic devices and form
- **Rehearse** and **perform** focusing on expressive skills appropriate to style and/or choreographic intent
- **Analyse** how choreographers use elements of dance and production elements to communicate intent
- **Identify** and **connect** specific features and purposes of dance from contemporary and past times to explore viewpoints and enrich their dance-making, starting with dance in Australia and including dance of Aboriginal and Torres Strait Islander Peoples

Summative Assessment Tasks:

Making

- Perform a choreographed musical theatre sequence created by the teacher in small groups of 2-4 students.
- Choreograph and structure movement sequences demonstrating your knowledge and understanding of the musical theatre genre; manipulating the elements of dance and choreographic devices to communicate the context and stylistic nuances of your chosen musical. Length of choreography: a 1-minute section of a larger work. May be presented in pairs or small groups. Supporting documentation – PART 2: completed choreographic booklet.

Responding

- PART 1 Choreographic Booklet
TEEL paragraph folio developed across the semester – Analysing how a diverse range of musical theatre choreographers manipulate the elements of dance, choreographic devices, form and production elements to communicate their choreographic intention.

YEAR 10

Achievement Standard:

By the end of Year 10, students analyse the choreographer's use of the elements of dance, choreographic devices, form and production elements to communicate choreographic intent in dances they make, perform and view. They evaluate the impact of dance from different cultures, places and times on Australian dance.

Students choreograph dances by manipulating and combining the elements of dance, choreographic devices, form and production elements to communicate their choreographic intent. They choreograph, rehearse and perform dances, demonstrating technical and expressive skills appropriate to the genre and style.

Content Descriptors:

- Improvise to find new movement possibilities and explore personal style by combining elements of dance (ACADAM020)
- Manipulate combinations of the elements of dance and choreographic devices to communicate their choreographic intent (ACADAM021)
- Practice and refine technical skills to develop proficiency in genre and style specific techniques (ACADAM022)
- Perform dances using genre and style specific techniques and expressive skills to communicate a choreographer's intent (ACADAM024)
- Evaluate their own choreography and performance, and that of others to inform and refine future work (ACADAR025)
- 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 (ACADAR026)

Unit 1: Contemporary Dance Journey

Unit Length: 1 Semester

Unit 1 Outline:

- **Combine** elements of dance and improvise by making literal movements into abstract movements
- **Develop** their choreographic intent by applying the elements of dance to select and organise movement
- **Practise** and **refine** technical skills in style-specific techniques
- **Structure** dances using choreographic devices and form
- **Rehearse** and **perform** focusing on expressive skills appropriate to style and/or choreographic intent
- **Analyse** how choreographers use elements of dance and production elements to communicate intent
- **Identify** and **connect** specific features and purposes of dance from contemporary and past times to explore viewpoints and enrich their dance-making, starting with dance in Australia and including dance of Aboriginal Peoples and Torres Strait Islander Peoples.

Summative Assessment Tasks:

Making

- Perform a choreographed contemporary sequence created by the teacher in small groups of 2-4 students.
- Create, structure and form movement sequences into a cohesive choreography from provided stimulus. The sequence should demonstrate a sophisticated manipulation of the elements of dance and choreographic devices. Length of choreography: 1-minute section of a larger work. May be presented in groups of 3 or 4. Supporting documentation: 250-word choreographic statement of intent with annotated screen shots.

YEAR 10

Achievement Standard:

By the end of Year 10, students analyse the choreographer's use of the elements of dance, choreographic devices, form and production elements to communicate choreographic intent in dances they make, perform and view. They evaluate the impact of dance from different cultures, places and times on Australian dance.

Students choreograph dances by manipulating and combining the elements of dance, choreographic devices, form and production elements to communicate their choreographic intent. They choreograph, rehearse and perform dances, demonstrating technical and expressive skills appropriate to the genre and style.

Content Descriptors:

- Improvise to find new movement possibilities and explore personal style by combining elements of dance (ACADAM020)
- Manipulate combinations of the elements of dance and choreographic devices to communicate their choreographic intent (ACADAM021)
- Practice and refine technical skills to develop proficiency in genre and style specific techniques (ACADAM022)
- Perform dances using genre and style specific techniques and expressive skills to communicate a choreographer's intent (ACADAM024)
- Evaluate their own choreography and performance, and that of others to inform and refine future work (ACADAR025)
- 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 (ACADAR026)

Unit 2: Creative Environments

Length: 1 Semester

Unit 2 Outline:

- **Combine** elements of dance and improvise by making literal movements into abstract movements
- **Develop** their choreographic intent by applying the elements of dance to select and organise movement
- **Practise** and **refine** technical skills in style-specific techniques
- **Structure** dances using choreographic devices and form
- **Rehearse** and **perform** focusing on expressive skills appropriate to style and/or choreographic intent
- **Analyse** how choreographers use elements of dance and production elements to communicate intent
- **Identify** and **connect** specific features and purposes of dance from contemporary and past times to explore viewpoints and enrich their dance-making, starting with dance in Australia and including dance of Aboriginal Peoples and Torres Strait Islander Peoples.

Summative Assessment Tasks:

Making/Responding Project

- Perform a choreographed contemporary sequence created by the teacher in small groups of 2-4 students.
- Developing your own personal style; create, structure and form movement sequences, into a cohesive choreography in a created environment of your choice. The sequence should demonstrate a sophisticated manipulation of the elements of dance and choreographic devices specific to your chosen environment. Length of choreography: 1 minute 15 second section of a larger work. May be presented in groups of 3 or 4. Supporting documentation: 250-word choreographic statement of intent with annotated screen shots. Evaluative response to a choreographic problem that includes 200-250 words and a minimum of 3 screen shots.
- Written Exam: A response to unseen stimulus.