

The Arts Levels 5–6

Dance

In the Arts Levels 1–4 progression points focus on the arts disciplines of Art, Dance, Drama, Media and Music individually and/or in combination. From Level 5 progression points have been developed for the arts disciplines of Art, Dance, Drama, Media, Music and Visual Communication.

The Arts (Dance) – Progressing towards Level 5

Progression point 4.25

At 4.25, the work of a student progressing towards the standard at Level 5 demonstrates, for example:

Creating and making

- generation of ideas for original dance works, in response to stimulus materials
- awareness of different ways of making dances; for example, dance-making and choreographic processes associated with selected dance styles, from student's own and/or other cultures
- exploration of movement vocabulary through structured improvisation
- development of a range of physical and expressive skills through the learning of movement phrases
- awareness of ways that a range of stagecraft elements can be used to communicate dance ideas

Progression point 4.5

At 4.5, the work of a student progressing towards the standard at Level 5 demonstrates, for example:

Creating and making

- documentation of plans for dance works that show approaches to developing ideas for characters, stories and settings
- trialing of dance-making or choreographic processes
- development and structuring of movement phrases to create group dances
- extension of a range and combination of physical and expressive skills
- understanding of ways that other dance-makers use specific stagecraft elements to communicate ideas

Progression point 4.75

At 4.75, the work of a student progressing towards the standard at Level 5 demonstrates, for example:

Creating and making

- documentation of plans for dance works that outline decisions about the ways characters, stories, ideas and/or settings could be communicated effectively to an audience
- selection and application of dance-making or choreographic processes to communicate intended ideas
- selection and development of movement phrases for a specific purpose
- selection and control of physical and expressive skills to realise intended aims in performance aesthetics
- selection of stagecraft elements to communicate ideas in expressive ways when performing dance works for a specific purpose

Progression point 4.25

At 4.25, the work of a student progressing towards the standard at Level 5 demonstrates, for example:

Exploring and responding

- awareness of how dance language is used to describe structural and expressive characteristics of selected dance works
- awareness of characteristic features of dance works from different times, places and cultures
- awareness of cultural influences on their own and others' dance works

Progression point 4.5

At 4.5, the work of a student progressing towards the standard at Level 5 demonstrates, for example:

Exploring and responding

- contribution, using appropriate dance language, to discussions about structural and expressive characteristics of selected dance works
- identification of key features of dance works from different times, places and cultures
- contribution to discussions about cultural influences on their own and others' dance works

Progression point 4.75

At 4.75, the work of a student progressing towards the standard at Level 5 demonstrates, for example:

Exploring and responding

- identification, using appropriate dance language, of ways that structural and expressive aspects of other dance-makers' works have influenced own dance works
- analysis of aspects of dance works from different times, places and cultures
- ability to describe the impact of specific cultural influences on their own and others' dance works

The Arts – Level 5
Creating and making

At Level 5, students, independently and collaboratively, plan, design, improvise, interpret, evaluate, refine, make and present arts works that represent and communicate ideas and purpose. They experiment with, select and use appropriate skills, techniques, processes, media, materials, equipment and technologies across a range of arts forms and styles. They generate and develop ideas that explore particular concepts, techniques and issues when making arts works. They combine and manipulate arts elements, principles and/or conventions to represent and communicate ideas and develop imaginative solutions to set tasks. They maintain a record of the creating and making of their arts works and explain their decisions about how they present arts works for specific purposes and audiences.

Exploring and responding

At Level 5, students research, observe and reflect on their explorations to develop, discuss, express and support opinions about their own and others' use of arts elements, principles and/or conventions, skills, techniques, processes, media, materials, equipment and technologies. They compare, analyse, evaluate, and interpret the content, meaning and qualities in arts works created in different social, cultural and historical contexts, offering informed responses and opinions, and using appropriate arts language. They describe aspects and requirements of different forms, audiences and traditions, and identify ways that contemporary arts works, including their own, are influenced by cultural and historical contexts. They use appropriate arts language.

The Arts (Dance) – Progressing towards Level 6
Progression point 5.25

At 5.25, the work of a student progressing towards the standard at Level 6 demonstrates, for example:

Creating and making

- showing of options for development of ideas relating to dance works; for example, through documentation
- development of ideas for dance works through structured improvisation
- use of skills and techniques suitable for selected dance styles
- trialing of physical and expressive skills used to communicate ideas in dance works from different times and places

Progression point 5.5

At 5.5, the work of a student progressing towards the standard at Level 6 demonstrates, for example:

Creating and making

- documentation of ways that results of research into themes, issues and/or characters could be incorporated into designs for dance works
- application of dance-making or choreographic processes relevant to selected dance styles and/or traditions to enhance aesthetic qualities in dance works
- selection and application of suitable skills and techniques to communicate ideas using movement vocabulary relevant to selected dance styles
- selection and application of physical and expressive skills to enhance the communication of ideas and aesthetic qualities in own dance works
- selection and application of suitable production technologies for selected dance style/s in original and/or learnt works

Progression point 5.75

At 5.75, the work of a student progressing towards the standard at Level 6 demonstrates, for example:

Creating and making

- documentation for original dance works that shows ways that cultural, historical and/or social influences impact on dance design
- refinement of intended aesthetic qualities in response to self-evaluation and/or feedback
- refinement of ways that skills and techniques relevant to selected dance style/s are used to realise ideas
- evaluation and refinement of physical and expressive skills relevant to specific performance styles when rehearsing and performing their own dance works
- evaluation and refinement of ways that production technologies are used to enhance effective communication of ideas and aesthetic qualities in original and/or learnt works

Progression point 5.25

At 5.25, the work of a student progressing towards the standard at Level 6 demonstrates, for example:

Exploring and responding

- awareness of different ways of responding to dance styles from a range of cultural, historical and social contexts
- contribution to discussions, using appropriate language, about the use of physical and expressive skills, elements of movement and/or production technologies in dance works
- contribution to discussions about cultural influences on aspects of their own and others' dance works

Progression point 5.5

At 5.5, the work of a student progressing towards the standard at Level 6 demonstrates, for example:

Exploring and responding

- responses to dance styles from a diverse range of cultural, historical and social contexts
- discussion of and response to the use of physical and expressive skills, dance elements and/or production technologies in dance works, using appropriate language
- awareness of cultural influences of works from various art forms on their own dance works

Progression point 5.75

At 5.75, the work of a student progressing towards the standard at Level 6 demonstrates, for example:

Exploring and responding

- knowledge of how responses to dance styles from a diverse range of cultural, historical and social contexts have influenced own dance works
- analysis of ways that physical and expressive skills, dance elements and production/or technologies are used to communicate intended aims in own dance works
- analysis of links between selected dancers, choreographers and/or production technologies from different times, cultural influences and their own dance works

The Arts – Level 6
Creating and making

At Level 6, within and across areas of specialisation, students apply decision making skills to find the most effective way to implement ideas, design, create and make arts works devised from a range of stimuli, demonstrating the development of a personal style. They evaluate, reflect on, refine and justify their work's content, design, development and their aesthetic choices. Students realise their ideas, represent observations and communicate their interpretations by effectively combining and manipulating selected arts elements, principles and/or conventions to create the desired aesthetic qualities. Independently and collaboratively, they apply their knowledge and understanding to design; create and produce arts works influenced by the style of particular artists or cultures. They vary the content, structure and form of their arts works to suit a range of purposes, contexts, audiences and/or the conventions of a specific style, and demonstrate technical competence in the use of skills, techniques and processes. They effectively use a range of traditional and contemporary media, materials, equipment and technologies. They maintain a record of how ideas develop in the creating, making and presenting of their arts works.

Exploring and responding

At Level 6, students observe, research and critically discuss a range of contemporary, traditional, stylistic, historical and cultural examples of arts works in the disciplines and forms in which they are working. They analyse, interpret, compare and evaluate the stylistic, technical, expressive and aesthetic features of arts works created by a range of artists, and made in particular times and cultural contexts. They describe and discuss ways that their own and others' arts works communicate and challenge ideas and meaning. They use appropriate arts language and, in the arts works they are exploring and responding to, refer to specific examples. They comment on the impact of arts works, forms and practices on other arts works and society in general.

The Arts (Dance) – Progressing beyond Level 6
Progression point 6.25

At 6.25, the work of a student progressing beyond the standard at Level 6 demonstrates, for example:

Creating and making

- documentation of designs for original dance works that shows how specific influences could be represented in aesthetic qualities
- use of appropriate movement creation processes to realise intended ideas and aesthetic qualities when creating devised dance works
- progressive development of movement vocabulary relevant to personal style
- awareness of ways selected physical and expressive skills can be refined to communicate intended aims for specific performances
- understanding of ways specialised skills associated with one or more production technologies can be applied

Progression point 6.5

At 6.5, the work of a student progressing beyond the standard at Level 6 demonstrates, for example:

Creating and making

- documentation of designs for original dance works showing understanding of historical, social and cultural influences on intended aesthetic qualities
- use of movement creation processes to manipulate and develop ideas and aesthetic qualities when creating devised dance works
- selection and application of movement vocabulary to enhance personal style when developing dance works in a variety of styles
- modifications of selected movements in physical and expressive skills based on self-evaluation and (as appropriate) group evaluation when rehearsing and/or performing
- conceptualisation of ways one or more production technologies could be applied to support the creation, rehearsal and performance of dance works

Progression point 6.75

At 6.75, the work of a student progressing beyond the standard at Level 6 demonstrates, for example:

Creating and making

- documentation showing refinement of plans/designs for original dance works to enhance communication of aesthetic qualities
- refinement of movement vocabulary to enhance aesthetic qualities when preparing dance works for performance
- application and manipulation of movement vocabulary appropriate to personal style when preparing performances of dance works for different purposes and audiences
- use of performance techniques to ensure that physical and expressive skills used in performance maintain relevance to intended aesthetic qualities
- manipulation of one or more production technologies to enhance communication of ideas and aesthetic ideas when creating, rehearsing and performing original dance works

Progression point 6.25

At 6.25, the work of a student progressing beyond the standard at Level 6 demonstrates, for example:

Exploring and responding

- critical responses to dance works in a range of styles that outline a range of opinions about the works
- use of critical responses to others' use of dance elements, stagecraft, physical and expressive skills when planning new dance works or performances
- awareness of features of dance works and/or performances that characterise the work of selected choreographers, directors, dancers, styles, periods and/or traditions

Progression point 6.5

At 6.5, the work of a student progressing beyond the standard at Level 6 demonstrates, for example:

Exploring and responding

- responses to a range of dance works that consider how dance style/s are represented in the works, and ways the works challenge aesthetic values
- documentation of ways that dance elements, stagecraft, physical and expressive skills can be manipulated to achieve particular aesthetic effects
- analysis of ways that dance elements, stagecraft, physical and expressive skills are used in characteristic ways to enhance their own and others' dance works for specific purposes and specific audiences

Progression point 6.75

At 6.75, the work of a student progressing beyond the standard at Level 6 demonstrates, for example:

Exploring and responding

- critical responses that debate opinions and justify preferences about ways dance styles are used to challenge aesthetic values in their own and others' dance works
- evaluation, based on audience feedback, of ways that dance elements, stagecraft, physical and expressive skills achieve intended aesthetic effects
- evaluation of the techniques and processes used by dance practitioners, choreographers, designers and/or technicians to make interpretive decisions that realise intended aesthetic qualities of dance works and/or performances