

Approaches to Learning and Teaching – The Arts (Dance) Level 1

The Arts Standard			
<p>Before students undertake any dance activity, they should complete an appropriate warm-up that prepares their body for sustained physical activity; for example, a warm-up based on content that will be used in the lesson. After dance activity, students should complete an appropriate warm-down. At this level, warm-up might involve walking in different directions, at different levels and at different speeds, perhaps with different gestures, body shapes and freezes. Warm-down might involve lying down, thinking about and physically isolating different body parts; for example, by stretching. Students might do their warm-down with their eyes closed.</p>			
Dimension: Creating and making	When using Dance to implement the Arts domain in the Victorian Essential Learning Standards (VELS), teachers could develop learning activities that allow students to:		
(Students) make and share performing and visual arts works that communicate observations, personal ideas, feelings and experiences.	<ul style="list-style-type: none"> • make improvised dance and movement works based on activities that promote body awareness, stimulate the imagination and provide positive experiences of physical self-expression. Ideas for dancemaking can be drawn from the student's imagination, world, feelings, day-to-day experiences and observations in response to stimuli such as images, texts, music and/or sounds. • focus on making and sharing dance and movement works within the classroom. Sharing can involve talking about movements they are using, why they are using them and how they are communicating meaning through the movements. Students may also be involved in co-curricular activities involving dance such as the school concert or assembly performances. 		
Students explore and, with guidance, use a variety of arts elements (on their own or in combination), skills, techniques and processes, media, materials, equipment and technologies in a range of arts forms.	<p>explore and, with guidance, use; for example, the dance elements of:</p> <ul style="list-style-type: none"> • time: tempo – fast, slow, increasing, decreasing, stillness • space: direction – forward, backward, sideways, up, down, diagonal; pathways in space: straight, zig-zag, curved, direct, indirect; levels: high medium, low; relationships – mirroring, shadowing, beside, opposite, near, far • energy: weight, heavy, light, hard, soft, strong, weak using different body parts – isolated and together: hips/pelvis, arms, legs, head, fingers, ankles, elbows, knees, shoulders, toes and wrists • locomotor (through space) and non-locomotor (in the same space or position) movements at different speeds, such as locomotor movements: walking, running, jumping, rolling, sliding, hopping, skipping, galloping, leaping, swinging; non-locomotor movements: bending, stretching, twisting, swinging, melting, pushing, pulling, rocking, balancing, shaking, dabbing. 	<p>explore and, with guidance, use skills, techniques and processes, for example:</p> <ul style="list-style-type: none"> • use dance-making processes to extend single movement ideas into phrases and sequences by: <ul style="list-style-type: none"> – joining movements together – learning movement patterns – varying known movement patterns; for example, changing speed, direction, emphasising a different part of the movement, doing the same movement with a different body part • learn skills and techniques such as: <ul style="list-style-type: none"> – coordinate breathing and movement – copy and mirror movements – develop movement memory – develop awareness of self in space – combine stillness and movement • use processes such as visualisation; improvisation; responding to music, images, words and/or sounds. 	<p>explore and, with guidance, use the whole body and body parts in a range of combinations as media for dancemaking. Other media, materials, equipment and technologies that can be used with the body to create dance are, for example:</p> <ul style="list-style-type: none"> • fabrics such as chiffon or lycra as a movement device • objects – natural; for example, exploring touch and texture through the use of fruit skins, and constructed; for example, using hoola hoops, balloons, scarves, elastic lengths • day-to-day experiences; for example, brushing teeth, making bed • texts – written and visual; for example, stories, books about animal movement, cartoons, animations, stories about life cycles – human, butterflies, seasons • musical instruments as a stimulus for movement; for example, drums, ratchets, shakers, tambourine, claves, instruments made with recycled materials.

(Students) talk about aspects of their own arts works, and arts works and events in their community.

talk about aspects of their own dance works; for example:

- describe how they have expressed a feeling by moving in particular ways
- observe dances by other dance-makers and describe/comment on ways time, space and energy are used to communicate ideas, feelings or experiences; for example, 'the crinkly edges made me think of ...'

As students make their dance and movement works, they talk about the ideas, feelings and experiences they are aiming to communicate, about the qualities of their works and about qualities and features of dances they have observed. For example, students might talk about how a music or sound source makes them move and feel: 'I went slowly because the music had a slow beat' or 'the word heavy makes me feel slow'. They might also discuss movement/s associated with:

- everyday objects – doors, boxes, balls
- their immediate environment – fences, windows, playground equipment, trees
- living creatures – zoo animals, insects, pets
- humans – baby to grandparents
- the seasons and their inherent lines and colours as perceived by the students.

Ideas for assessment tasks

- explore, make and share movement responses to stimuli such as other people's dances, stories and/or everyday situations
- improvise and imitate movement sequences which use time, space and energy (the elements of dance) to safely and imaginatively communicate ideas, observations, feelings and/or experiences
- develop control of the body and body parts in movement and stillness when mirroring and/or copying locomotor movements; for example, skipping and rolling, and non-locomotor movements; for example, waving and pointing
- coordinate use of body parts in isolation and in combination; for example, arms alone and arms and head together
- remember movements that use different levels (high/low), shapes and/or pathways
- perform short, easily coordinated movement sequences
- use props and equipment such as scarves, percussion instruments and/or masks with which to communicate dance and movement ideas; for example, retell a known story or portray a mood or feeling
- participate in classroom conversations about ideas, feelings and/or experiences relevant to their own and others' dances and dance in their communities.

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Interweaving other domains with Dance – Level 1

Strand	Domain
Physical, Personal and Social Learning	<p>At Level 1, links between The Arts – Dance and domains in the Physical, Personal and Social Learning strand that can be used to enhance student learning include:</p> <p>Interpersonal Development (learning focus) Talking about dance and movement activities in which they have participated allows students to reflect on ... <i>their own experiences of working with a partner, in small-group and whole-class situations, students share their thoughts on group collaboration and learn to describe and practise skills that contribute to the formation of positive relationships, and explain why these skills are desirable.</i></p> <p>Interpersonal Development (standard Interpersonal Development) <i>(Students) contribute to the development of positive social relationships in a range of contexts.</i> For example, students</p> <ul style="list-style-type: none"> • share observations about dance works from the cultures of other students in the class; for example, dances they have seen performed at a community festival • learn about how to communicate their ideas, take on others' ideas and work cooperatively when creating group dances. <p>Personal Learning (learning focus) <i>Students are provided with opportunities to learn with peers and to share their feelings and thoughts about learning with others. They begin to understand that listening to [viewing] the responses of others can assist them to make sense of new experiences and provide useful cues for their own learning.</i> For example, students</p> <ul style="list-style-type: none"> • undertake activities that develop their understanding of how particular movements can communicate a range of ideas, feelings and experiences • reflect on their feelings about learning when talking about dances and movement they have created, learnt or observed.
Discipline-based Learning	<p>At Level 1, links between Dance activities and other domains in the Discipline-based Learning strand that can be used to enhance student learning include:</p> <p>English: (standard Reading) <i>They use context and information about words, letters, combinations of letters and the sounds associated with them to make meaning, and use illustrations to extend meaning.</i> For example, students can 'actively' explore words, providing context and information to consolidate meaning.</p> <p>Mathematics (standards) Number: ... <i>They form collections of sets of equal size ... They use materials to model addition and subtraction by the aggregation (grouping together) and disaggregation (moving apart) of objects.</i></p> <p>Space <i>(Students) develop and follow simple instructions to ... to move themselves from one place to another.</i> For example 2 steps to the left.</p> <p>Measurement, chance and data</p> <ul style="list-style-type: none"> – <i>(students) recognise the continuity of time and the natural cycles such as day/night and the seasons</i> – <i>can ... correctly sequence days of the week</i> – <i>can ... use informal units such as heartbeats and hand claps at regular intervals to measure and describe the passage of time.</i>

Strand	Domain
<p>Discipline-based Learning (continued)</p>	<p>Working mathematically <i>... (Students) explore patterns in number and space by manipulating objects according to simple rules (for example, turning letters to make patterns like bqbqbq, or flipping to make bdbdbdbd).</i></p> <p>When making or learning dance works, students can use locomotor and non-locomotor movements to show solutions to mathematics tasks, by, for example;</p> <ul style="list-style-type: none"> • following instructions in a structured improvisation activity to: <ul style="list-style-type: none"> – form groups, for example, group of 5 standing in a circle – model addition and subtraction, for example join pairs of dancers to form a group of four, one dancer from each group moves into the centre to form a new group etc move in different directions, such as to the left, to the right, three steps away from a partner • create group dances <ul style="list-style-type: none"> – that show the continuity of time, for example walking to school; summer and autumn; the park during the day and the park at night – focusing on specific days of the week such as Sunday, Monday or Friday, Saturday <p>– where movement changes after a set number of beats using handclaps from the teacher as a counting guide</p> <ul style="list-style-type: none"> • complete structured improvisations that explore patterns formed by the shapes of letters in the alphabet such as ‘b’ and ‘q’ asking questions like, what would bqbqbq look like? or how would you ‘flip’ the shape of ‘q’ to create a shape for ‘d’? and what would bdbdbdbd look like? <p>Science (learning focus) <i>(Students) use their senses to explore the world around them; for example day and night, the seasons, and living and non-living things ... sorting objects according to basic criteria such as size, shape, colour and weight, they identify and describe the similarities and differences between them.</i></p> <p>When making or learning dance works or undertaking structured improvisation activities, students can use locomotor and non-locomotor movements to; for example,</p> <ul style="list-style-type: none"> • show their observations from explorations of, for example, day and night, the seasons, and living and non-living things • describe similarities and differences between objects, for example showing differences in size or shape
<p>Interdisciplinary Learning</p>	<p>At Level 1, links between The Arts – Dance and domains in the Interdisciplinary Learning strand that can be used to enhance student learning include:</p> <p>Communication (learning focus)</p> <p>Dance-making and performance activities and talking about dance works and dance-making provides students with opportunities to:</p> <ul style="list-style-type: none"> • ... identify basic communication conventions in the classroom and playground such as being attentive listeners, facing the speaker and taking turns • ... learn to focus their attention and to listen without interrupting • ... practise retelling what a speaker has said to then ... students respond, in both formal and informal settings, to a variety of stimuli; for example, aural, written and visual texts. They share the meaning they make of these texts with their peers. <p><i>use [as props in a dance performance] visual aids such as photographs, objects and drawings to assist them to communicate more effectively.</i></p>