

Approaches to Learning and Teaching – The Arts (Dance) Level 2

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) create and present performing and visual arts works that show emerging arts knowledge and an ability to plan arts works that communicate ideas, concepts, observations feelings and/or experiences.	<ul style="list-style-type: none"> • create dance works focused on expressive ways of communicating their broadening knowledge of their world. Working alone, with a partner or as part of a larger group of students and drawing on a range of stimuli such as text, music, images, words and/or sounds, students use dance to express emotions and feelings in physical (kinaesthetic) ways. They explore and manipulate a range of movements and conceptualise ideas about body awareness, time, space and energy; for example, making a rounded shape with a body part, and then using other body parts to explore ideas about enclosed spaces or making shapes with body parts. As they explore possibilities for forming and changing shapes within space, they also use the elements of time, and energy to enhance expressiveness of the shapes, for example by forming and changing shapes slowly, quickly, with force, lightly, heavily,
(Students) demonstrate an emerging ability to select, arrange and make choices about expressive ways of using arts elements, principles and/or conventions. They use skills, techniques, processes, media, materials, equipment and technologies in a range of arts forms.	<p>select and use ideas, and improvise and create movements and sequences of movement for presentation to others in the classroom and in other informal settings. They develop their personal movement vocabulary as they make, discuss and describe dance and movement activity. For example, students:</p> <ul style="list-style-type: none"> • use improvisation to devise a range of body shapes and travelling movements suggested by action words that suggest dynamic qualities of movement such as travelling, rising, jumping, stopping, falling, opening, closing, vibrating, turning or collapsing. These movements can then be sequenced to create pathways in the dance space • explore movements carried out in familiar situations such as a visit to the supermarket, beach, playground or other place in their community. They could then select a range of these movements and use the elements of time, space and energy to improvise a dance work about a familiar place. For example, they could improvise a dance about a visit to a supermarket by improvising movements to show walking down an aisle and reaching to get a product from a shelf. They select and arrange these movements, making choices based on expressive ways of using time, space and energy to indicate aspects of their experience such as how fast they are walking, pushing the trolley, how fast they reaching (reflecting how much they want the product). Details within larger movements may involve hesitating, stopping to look, turning around and going up and down the aisles wondering where to find that missing product • explore movement possibilities and make choices about ways of communicating particular emotions or observations about stimulus material such as the texture or sound of a particular object; for example, the feel of different furniture – rough, smooth, shiny, dry, sticky, or textures in their lunch box such as eating something that sticks to your jaw, or drinking a smoothie • imitate and improvise direct and indirect movements using high, medium and low levels and a range of relationships between movements such as beside, opposite, near, far • make decisions on how a short dance will begin, develop and end. Students use a dance composition process; for example, they select an idea or a stimulus, experiment through improvisation with movement ideas suggested by the stimulus, identifying movements, selecting movements, joining movements to create a sequence, refining and evaluating movements through feedback, practice and repetition.
(Students) identify, describe and discuss characteristics of their own and others' arts works.	discuss meanings they want to communicate through dance and describe characteristics of movements. They observe each other structure improvisations around a given stimulus, and identify different qualities of particular movements; for example, a fast, high extended arm movement, and discuss their perceptions about the dance; how the dance was structured and movement elements within it.
<p>Ideas for assessment tasks</p> <ul style="list-style-type: none"> • select and arrange movements to express ideas, concepts, observations feelings and/or experiences in response to creative movement tasks and/or stimuli • use emerging knowledge of movement and structural possibilities when making choices about movement selection and arrangement to create dances in response to given tasks • accurate re-creation of rhythm and time elements, body shape and spatial awareness in copied/learnt movement sequences when working in different contexts; for example, alone, in pairs and/or in groups • apply emerging dance knowledge when using guided improvisation and movement creation processes alone, in groups and/or in paired contexts • repeat and imitate copied/learnt movement sequences and short dances • identify uses of time, space and energy, and related concepts alongside body parts and physical actions explored and experienced in own improvisations and dances, and observed in the improvisations and dances of others. 	

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Interweaving other domains with Dance – Level 2

Strand	Domain
Physical, Personal and Social Learning	<p>At Level 2, 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 (standard, Working in teams) <i>(Students) work in teams in assigned roles, stay on task and complete structured activities within set timeframes. They share resources fairly. With teacher support, they describe their contribution to the activities of the team.</i> For example, students could:</p> <ul style="list-style-type: none"> • take on the role of teaching movements they have devised for a specific part of a dance to other group members • within a set timeframe, work with others in a group to solve a specific dance problem such as retelling aspects of a familiar narrative, story, song or poem • as a class, make decisions about the best allocation of available space when beginning a small group dance-making activity • describe movements they have devised when introducing the performance of a small group dance to the class. <p>Personal Learning (learning focus) <i>Students begin to record their feelings and understanding about their learning, responding to prompts which help them acknowledge their successes, noting where improvements could be made and reflecting on the effort they put into particular tasks.</i> For example, through improvisation and subsequent decision-making, students develop confidence in their ability to observe, discuss and refine dance and movement activity as a means of communicating ideas.</p>
Discipline-based Learning	<p>At Level 2, links between The Arts – Dance and other domains in the Discipline-based Learning strand that can be used to enhance student learning include:</p> <p>English (standard, Reading) <i>(Students) match sounds accurately to a range of letters, letter clusters and patterns, and work out the meaning of unfamiliar phrases and words in context.</i> For example, students could build on vocabulary-based activities by improvising, selecting and arranging movements to show the meaning of selected words such as action words and phrases associated with different types of movement; for example, rising, jumping, stopping, falling, opening, closing, vibrating and/or turning.</p> <p>Science (learning focus) <i>... they observe and describe phenomena; for example, properties of natural and manufactured materials, insect life cycles, phases of the moon, magnets in action, mirrors ...</i> For example, students:</p> <ul style="list-style-type: none"> • devise movements that show observations about phenomena studied at this level such as the growth cycle of an insect or characteristics of the ways different people or animals move • create short dance works that answer questions such as 'Are shadows the same size?'
Interdisciplinary Learning	<p>At Level 2, 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) <i>... they practise the skills of being attentive listeners and viewers in pairs, small groups and as a whole class.</i> For example, students:</p> <ul style="list-style-type: none"> • practice being attentive listeners and viewers when learning creating and performing movements and dances • observe, ask questions and offer feedback to clarify and describe meaning or understanding. <p>Thinking Processes (learning focus) <i>Students develop their skills in making accurate observations about people and events, and they begin to use a variety of means to record their observations.</i> For example, students:</p> <ul style="list-style-type: none"> • use dance as a way of exploring and presenting evidence in response to questions and their own curiosity about ideas or scenarios related to the community and environment around them and beyond their immediate experience • practise ordering and sequencing ideas as they explore different possibilities before deciding on the order of movements and phrases in a dance work they are creating.