

## Approaches to Learning and Teaching – The Arts (Dance) Level 3

The Arts Standard	
<p>Safe dance practice requires that, before students undertake any dance activity, students 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.</p> <p>At this level, students become aware of the importance of a warm-up in preparation for dance. When undertaking a warm-up, students focus on using a limited range of smooth movements across a range of body parts and major muscle groups individually and in combination. Note, that movements such as bouncing should not be undertaken at this age level. Warm-down might include relaxing and a limited range of movements accompanied by controlled breathing; for example, breathing in, holding, releasing breath, holding.</p>	
Dimension: Creating and making	When using Dance to implement standards for the Arts, teachers could develop learning activities that allow students to:
(Students) create and present works in a range of arts forms that communicate experiences, ideas, concepts, observations and feelings. They select and combine a range of arts elements, principles and/or conventions, and use a range of skills, techniques and processes, media, materials, equipment and technologies.	<ul style="list-style-type: none"> <li>• <b>create and present</b> short dances that communicate ideas and feelings based on their response to stimulus material such as found objects, newspaper and magazine text and/or pictures, favourite books, observed movement found in everyday activities or events in school, local, community or global settings, like home or sport. For example, students might create a dance using movement and production elements such as props or costumes to communicate ideas and feelings about a particular geographic feature such as mountain ranges, flat salt pans, the waves in the ocean, a desert or physical environment; an architectural feature like the flat surface and spiky texture of grass on an oval or a smooth surface, vastness of space, straightness of walls in the hall, or a description of a particular place like a swimming pool.</li> <li>• explore and consider stimulus material, identifying ideas, concepts, observations and feelings that suggest dance and movement possibilities. They develop dance and movement elements from these possibilities and apply choreographic structures. For example, a dance focusing on netball might include actions showing throwing the ball, leaping for the ball, shooting for goal, include formations based on how players move on the court and have a structure that reflects the timing and flow of an actual game. In a dance about bush walking, students might include the action of climbing up hill and decision making about where feet should be placed on the pathway and/or about where to step on a slippery surface. Students might also use the contour of the track they are walking as the basis for structuring the dance.</li> </ul> <p><b>make dance works by selecting and combining the elements of time, space and energy</b> with dance-making and <b>performance skills, techniques and processes</b> to; for example,</p> <ul style="list-style-type: none"> <li>• Complete structured improvisation tasks which introduce dance-making principles such as the choreographic devices of             <ul style="list-style-type: none"> <li>– unison – same movement, all together</li> <li>– canon – same movement, one person after the other</li> <li>– contrast – two movements of different qualities (shapes, levels, directions) at the same time</li> <li>– repetition – repeating single movements or patterns</li> </ul> </li> <li>• work with symmetrical and asymmetrical group formations; for example, exploring group formations for movements in unison, canon, contrast, repetition</li> <li>• select and combine movements to create a structure for a dance work that will support effective communication of their ideas.</li> </ul>
(Students) show evidence of arts knowledge when planning arts works for different purposes and audiences and identify techniques and features of other people's works that inform their own arts making.	apply their <b>dance knowledge</b> to make the best use of available space or to maximise the impact of particular movements when they <b>plan and prepare</b> works for a range of purposes; for example, works that focus on a particular theme or draw attention to a particular issue. Audiences may include other students, parents and teachers, the general public, senior citizens, grandparents. They discuss the planning, developing or refining aspects of a dance they are making, and <b>techniques and features of dance works they have viewed</b> or performed that are influencing their own dance-making.
(Students) refine their work in response to feedback and self-evaluation.	learn about the dance-making processes of refinement and evaluation by <b>seeking and responding to feedback</b> from, for example, other class members (peer-evaluation), teachers, and other audience members. They also carry out <b>self-evaluation</b> . Whilst planning and developing their dance, students might record dance-making ideas in visual format. They could then perform their work-in-progress to the class and make a video of this performance. Students then compare their original plans with the video and audience feedback. They then refine specific aspects of the dance to enhance communication of the ideas. Other activities that foster understanding of refinement and evaluation processes include <ul style="list-style-type: none"> <li>• group or individual preparation of brief verbal, written or visual descriptions of aspects of dances</li> <li>• develop questions to gain feedback about audience understanding of ways particular movements were used in a dance</li> <li>• refine aspects of group dances to incorporate ideas that extend the original ideas, for example adding additional qualities such as gestures to movements.</li> </ul>

### Ideas for assessment tasks

- investigate, through structured improvisation, and plan ways movements can be created and extended to communicate specific effects
- use the elements of time, space and energy, the process of improvisation and choreographic devices like unison, contrast, canon or repetition to explore ways a given concept can be communicated
- incorporate and/or adapt specific movements or use of skills or techniques observed in other people's dances into own dance works
- effective use of stagecraft such as props or costume to enhance dance works when preparing performances for a specific purpose or audience
- demonstrate how specific aspects of own dances were developed through selection and arrangement and then refined in response to feedback and self-evaluation; for example, through introductions to performances or by use of a dance-maker's journal.

## Approaches to Learning and Teaching – The Arts (Dance) Level 3

The Arts Standard	
Dimension: Exploring and responding	When using Dance to implement standards for the Arts, teachers could develop learning activities that allow students to:
(Students) comment on the exploration, development and presentation of their arts works, including the use of specific arts elements, principles and/or conventions, skills, techniques and processes.	<p>learn and create dance works, individually, in small groups and as a class <b>comment on</b> responses to specific questions and/or respond in other formats such as a journal, poster presentation or slide show. They demonstrate understanding of:</p> <ul style="list-style-type: none"> <li>• processes they are using to improvise and structure movement; for example, use of body parts, and choreographic devices (i.e. contrast, unison, canon and repetition)</li> <li>• use of time, space and energy and dance principles they have observed in others' dance and movement-making activity</li> <li>• use of props, costume, lighting, performance space, sound and music</li> <li>• their understanding of elements used by other dance-makers to make and present dance and movement works, which they can apply to their specific presentation and/or performance context.</li> </ul>
(Students) identify and describe key features of arts works from their own and other cultures, and use arts language to describe and discuss the communication of ideas, feelings and purpose in their own and other people's arts works.	<ul style="list-style-type: none"> <li>• <b>identify and describe key features</b> of dance works from their own and other cultures by, for example, investigating dance works that communicate ideas from their own culture or a culture that is unfamiliar to the students. They may, for example, view and discuss dances from different cultures to identify and describe features such as <ul style="list-style-type: none"> <li>– dance structure (do dances from this culture typically have a beginning, middle and conclusion?)</li> <li>– similarities and differences in the ways characters are communicated in narrative dances from different cultures</li> <li>– costume design such as typical colours and shapes, materials used to construct costumes</li> <li>– why some dances can be danced by all community members and others only performed by certain people</li> <li>– the sort of music used to accompany dances</li> <li>– the history of a specific dance – how did it come about? Who traditionally danced it for whom?</li> </ul> </li> </ul> <p><b>describe and discuss</b></p> <ul style="list-style-type: none"> <li>• how they have used (created, developed, refined) specific movements or choreographic principles in their own dance works</li> <li>• processes they used to refine aspects of their dances in response to feedback or self-evaluation.</li> </ul> <p><b>use appropriate dance language</b> as they; for example,</p> <ul style="list-style-type: none"> <li>• identify ways in which traditional dances they have studied use space, time, energy and the dancer's body</li> <li>• describe the structure of selected dances</li> <li>• comment on production elements such as makeup, costume, props, set design and lighting (as relevant) from the point of view of how they contribute to ideas and feelings.</li> </ul>
Ideas for assessment tasks	
<ul style="list-style-type: none"> <li>• reflect, using appropriate dance language, on the exploration, development and/or presentation of ideas and feelings in their own dance works</li> <li>• develop and present a brief commentary or report on use of time, space and energy, and specific choreographic principles to communicate ideas in their own and other people's dance works</li> <li>• orally identify key features of dances from their own and other cultures and times that shows emerging understanding of contexts</li> <li>• discuss and record ideas during a group dance-making process about <ul style="list-style-type: none"> <li>– different ways to structure movement to communicate a particular idea; for example, use of body parts, and choreographic devices (i.e. contrast, repetition, unison, and canon)</li> <li>– possible use of props, costume, lighting (theatrical or classroom lights turned on and off to create mood), performance space, sound and music</li> </ul> </li> <li>• demonstrate understanding of the range of elements that contribute to making and presenting dance and movement works by applying these to specific presentation and/or performance contexts.</li> </ul>	

# Approaches to Learning and Teaching – The Arts (Dance) Level 3

## Interweaving other domains with Dance – Level 3

Strand	Domain
Physical, Personal and Social Learning	<p>At Level 3, 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><b>Interpersonal development</b> (standard, Building social relationships)  <i>... support each other by sharing ideas and materials, offering assistance, giving appropriate feedback and acknowledging individual differences.</i> For example,</p> <ul style="list-style-type: none"> <li>students show respect for dance-making and cultural knowledge of peers' ideas and materials when learning dances from other cultures or using culturally specific dance techniques to create a new dance</li> <li>when working in groups or providing feedback, students offer assistance and acknowledge individual differences.</li> </ul> <p><b>Interpersonal development</b> (standard, Working in teams)  <i>(Students) cooperate with others in teams for agreed purposes, taking roles and following guidelines established within the task.</i> For example,</p> <ul style="list-style-type: none"> <li>students work together to achieve agreed aims such as moving together in particular ways or using gestures in identical ways to create emphasis when creating, learning or performing dance works</li> <li>with guidance, students undertake roles such as time-keeper or manager, to assist the group to develop all required aspects of a dance in available time.</li> </ul> <p><b>Personal learning</b> (learning focus)  <i>Students reflect on their contribution to the creation of a positive learning culture in the classroom and recognise that they may learn with and from peers. With support, students develop strategies for managing their own learning, and identify the need for resource and time management in completing short tasks.</i> For example,</p> <ul style="list-style-type: none"> <li>students might learn from peers when inquiring into key features of traditional or culturally specific dance works</li> <li>by learning to work to short-term achievable goals; for example, using structured improvisations strategies to complete tasks such as trialling ways of combining movements or creating formations in specific parts of a dance to show as work-in-progress at a nominated time in the class.</li> </ul>
Discipline-based Learning	<p>At Level 3, links between The Arts – Dance and domains in the Discipline-based Learning strand that can be used to enhance student learning include:</p> <p><b>English</b> (learning focus)  <i>Students read an increasing range of texts including imaginative texts such as chapter books, junior novels and poems, as well as informative texts, in print and electronic form. Texts typically have varied sentence patterns, written language structures and some specialised topic-related or literary vocabulary...</i> For example, in a dance class students could</p> <ul style="list-style-type: none"> <li>read and respond to a range of imaginative and informative texts as stimulus for exploring potential characters or expressive qualities for dances they are planning to make.</li> </ul> <p><b>LOTE</b> (Inter-cultural knowledge and language awareness)  <i>Through cultural self-awareness, the ability to rationally discuss and compare cultural differences is developed. This dimension involves developing curiosity about and openness to a variety of values and practices, as well as acquiring in-depth knowledge of the diverse cultural traditions of the source societies.</i> For example,</p> <ul style="list-style-type: none"> <li>learning, observing and discussing traditional culturally specific dances to gain insight into the beliefs and lifestyle of people from other countries who now live in Australia.</li> </ul>
Interdisciplinary Learning	<p>At Level 3, links between The Arts – Dance and domains in the Interdisciplinary Learning strand that can be used to enhance student learning include:</p> <p><b>Communication</b> (learning focus)  <i>Students explore a range of aural, written and visual communication forms such as the Internet, film, texts and music which illustrate a variety of perspectives on a range of topics and ideas.</i> For example,</p> <ul style="list-style-type: none"> <li>across a group, students could use a range of communication forms to inquire into features of a culturally specific traditional dance form and then compare perspectives. This knowledge could then inform planning for a performance of a dance in this form; for example, the type of dance space need, appropriate costumes, way of introducing the dance to the audience.</li> </ul> <p><b>Thinking Processes</b> (standard, Reasoning, processing, enquiring)  <i>(Students) collect information from a range of sources to answer their own and others' questions. They question the validity of sources when appropriate. They apply thinking strategies to organise information and concepts in a variety of contexts, including problem-solving activities.</i> For example, students might:</p> <ul style="list-style-type: none"> <li>use thinking strategies to solve dance-making problems such as forming and dissolving group formations or devising movements to communicate particular ideas or feelings</li> <li>learn through inquiry (research), imitation and structured improvisation processes, movement vocabulary from a particular dance tradition or style, and use this vocabulary to develop own dance work</li> <li>access a range of sources of information about dances created for similar purposes in several cultural settings, and categorise knowledge and ideas about features of these dances that show similarities and differences; for example, use of gestures, use of level (high, medium, low), use of specific locomotor and non-locomotor movements.</li> </ul>