

## Approaches to Learning and Teaching – The Arts (Dance) Level 5

The Arts Standard	
<p>Safe dance practice requires that 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.</p> <p>At this level, students use structured and sequential warm-ups and warm-downs, learning about injury prevention and different releasing and relaxation techniques.</p>	
Dimension: Creating and making	When using Dance to implement standards for the Arts, teachers could develop learning activities that allow students to:
(Students) independently and collaboratively, plan, design, improvise, interpret, evaluate, refine, make and present arts works that expressively communicate feelings, ideas and purpose.	<ul style="list-style-type: none"> <li>• <b>plan</b> original dance works based on given ideas or stimulus such as real or imagined themes; for example, undertaking an exploration of space juxtaposed with randomly selected music</li> <li>• <b>design</b> dance performances for specific <b>purposes</b> like demonstrating understanding of movement vocabulary relevant to a selected dance style or to <b>communicate ideas or feelings</b> about an issue</li> <li>• <b>design</b> dance works for different <b>purposes</b> such as rituals/ceremonies or theatrical dances for inclusion in a musical or theatre work</li> <li>• use <b>improvisation</b> as a way of creating new movement</li> <li>• research contemporary and historical issues as starting points for <b>improvisation</b> and the development of dance ideas</li> <li>• use experience, experimentation and problem-solving techniques like random selection or chance choreography, in their approaches to <b>creating dances</b></li> <li>• <b>plan</b> and use production elements like costume and make-up to enhance <b>presentation</b> of original and learnt dance works</li> <li>• use random selection or chance choreography as <b>design</b> approaches to creating dances</li> </ul>
(Students) experiment with, select and use appropriate skills, techniques, processes, media, materials, equipment and technologies across a range of arts forms and styles.	<ul style="list-style-type: none"> <li>• with teacher support, learn, extend and practise movement vocabulary, for example: <ul style="list-style-type: none"> <li>– select and apply <b>skills</b> to systematically develop coordination, flexibility, strength and agility, stamina, dexterity, as required to create and learn more complex and physically demanding dances</li> <li>– develop awareness of self and others in a performance and use <b>techniques</b> to control movement through the space</li> <li>– accurately translate rhythms and notations of spatial patterns into movement</li> <li>– memorise and reproduce movement patterns in a range of dance styles, including theatrical dance, folkloric dance and indigenous dance from past and present contexts</li> <li>– use collaborative <b>planning, selection and evaluation processes</b> to make contributions to group projects</li> </ul> </li> </ul>
(Students) generate and develop ideas that explore particular concepts, techniques and issues when making arts works.	<ul style="list-style-type: none"> <li>• <b>generate ideas</b> using abstraction (isolating an essential aspect of an image, feeling or idea and exploring it to create a non-realistic representation); for example, students might use the process of abstraction to explore themes from a cartoon, knowledge from another discipline, a musical phrase, a piece of spoken text</li> <li>• learn about the close relationship between dance, sound or music accompaniment and production elements such as lighting, costume, props and staging, and use of make-up to enhance body aesthetic or communicate ideas about a character</li> </ul>
(Students) ... manipulate arts elements, principles and/or conventions to represent and communicate ideas and develop imaginative solutions to set tasks.	<ul style="list-style-type: none"> <li>• use the <b>processes</b> of abstraction, improvisation and selection to: <ul style="list-style-type: none"> <li>– develop, extend and refine movement content to <b>communicate intended ideas</b></li> <li>– generate imaginative solutions to set tasks such as a unified composition that introduces an idea expressed as a movement motif or phrase, and develop the movement motif into phrases and sequences of movement that are then used to form a resolution</li> </ul> </li> <li>• <b>manipulate time, space and energy</b> through structured improvisation focusing on use of choreographic devices like accumulation (adding new movements to existing movements – A, AB, ABC etc.; group structures like call and response where one soloist or group performs, and a second soloist or group then performs in response; and formations in space)</li> <li>• <b>use of principles of dance design</b> to create a relationship between the ideas the student wishes to communicate and the movement vocabulary and dance form they use to do this</li> </ul>

(Students) ... explain their decisions about how they present arts works for specific purposes and audiences.

- use journals to **record decisions** when making, learning, rehearsing and refining dance works, using mobile phones, digital still and video camera, personal websites along with the more traditional diary or structured journal/workbook/poster/slide presentation
- develop the ability to **explain** how to use creative processes like improvisation to develop dance ideas and make decisions such as how to present a dance work within a particular performance space
- use rehearsal and evaluation to refine performances
- employ a range of presentation skills to suit particular performance spaces or audiences.

#### Ideas for assessment tasks

- explore themes to create dances
- observe and research contemporary and historical issues as starting points for improvisation and the development of dance ideas
- apply knowledge of dance styles when experimenting with options for solving set dance problems
- select and apply skills to develop coordination, flexibility, strength and agility, stamina and dexterity, as required for more intellectually complex and physically demanding dances
- develop awareness and control of movement through space
- translate rhythms and notations of spatial patterns into movement with accuracy and fluency
- memorise and reproduce movement patterns in a range of dance styles
- use journals to record the creative process and the decisions about the presentation of dance and movement works.

## Approaches to Learning and Teaching – The Arts (Dance) Level 5

<b>The Arts Standard</b>			
<b>Dimension: Exploring and responding</b>	When using Dance to implement standards for the Arts, teachers could develop learning activities that allow students to:		
(Students) ... 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 ... use appropriate arts language.	<p><b>develop and express opinions about their own use of dance elements, principles, skills, techniques, processes, media, materials and technologies.</b> For example:</p> <ul style="list-style-type: none"> <li>• use knowledge of the elements and processes of dance to compare and contrast their dance work with different dances, exploring the same ideas or concept or similar dance forms from different cultures or historical periods</li> <li>• evaluate and refine own dances, focusing on issues such as technique and skill in performance, expressiveness of the presentation and the imaginative use of production elements such as costume, lighting and sound.</li> </ul>	<p><b>develop and express opinions about others' use of dance elements, principles, skills, techniques, processes, media, materials and technologies.</b> For example:</p> <ul style="list-style-type: none"> <li>• use knowledge of the elements and processes of dance to compare and contrast their dance work with different dances, exploring the same ideas or concept or similar dance forms from different cultures or historical periods; for example, looking at the use of body and how different muscle groups are developed through specific techniques in different dances, such as the different uses of feet and the influences of shoes on qualities of movement</li> <li>• evaluate the dance making of others through discussing ideas such as technique and skill in performance, originality of the dance, expressiveness of the presentation and the imaginative use of production elements such as costume, lighting and sound.</li> </ul>	<p><b>use appropriate dance language.</b> For example:</p> <ul style="list-style-type: none"> <li>• when working in a group to select and develop movements for a dance work</li> <li>• to describe use of time, space and energy in structured improvisations</li> <li>• to identify aspects of movement vocabulary in other people's dance works</li> <li>• to describe content and form of own and other people's dance works.</li> </ul>
(Students) 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.	<p><b>evaluate, interpret and respond to dance and movement works created by artists from different social, cultural and historical contexts, offering informed opinions.</b> For example:</p> <ul style="list-style-type: none"> <li>• evaluate role of dance from selected social, cultural and historical contexts, looking at               <ul style="list-style-type: none"> <li>– how the dance represented cultural values when it was first created</li> <li>– ideas or aims of the dance-maker</li> <li>– ideas and feelings being and/or intended to be communicated.</li> </ul> </li> </ul>		
(Students) 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.	<p><b>describe aspects and requirements of different forms, audiences and traditions.</b> For example:</p> <ul style="list-style-type: none"> <li>• describe ways traditional dance audiences participate or observe dances for the purpose of ritual, celebration, role-play</li> <li>• describe differences between places where contemporary dance works can be performed, ranging from purpose-built settings like theatres to settings in the wider community environments like on the beach, in a street parade, or captured without the presence of a live audience and distributed globally via the Internet.</li> </ul>	<p><b>identify ways that contemporary dance and movement works, including their own, are influenced by cultural and historical contexts.</b> For example:</p> <ul style="list-style-type: none"> <li>• identify and research the work of a specific choreographer or company, focusing on aspects of the work that are linked to selected cultural or historical contexts</li> <li>• identify links between music and dance styles.</li> </ul>	

### Ideas for assessment tasks

- compare and contrast their dance work with dances from different cultures or historical periods
- analyse, evaluate and modify their dance-making ideas after discussing technique and skill in performance, expressiveness of the presentation and the imaginative use of production elements such as costume, lighting and sound
- evaluate dances from selected social, cultural and historical contexts participating in or observing dances for the purpose of ritual, celebration, role-play
- describe performance requirements for specific settings that will allow ideas and intentions of choreographers and performers to be realised
- describe how selected dance works are linked to particular cultural or historical contexts.

## Approaches to Learning and Teaching – The Arts (Dance) Level 5

### Interweaving other domains with Dance – Level 5

Strand	Domain
Physical, Personal and Social Learning	<p><b>Health and Physical Education</b> (standard, Movement and physical activity)  <i>(Students) demonstrate proficiency in the execution of manipulative and movement skills during complex activities.</i></p> <p>For example in a dance class, teachers support students to select and apply skills to develop coordination, flexibility, strength and agility, stamina, dexterity, as required to perform own or learnt dance works. Students think strategically when planning use of space in own dance works and develop spatial awareness that allows them to form and maintain successive group formations.</p> <p><b>Interpersonal Development</b> (standard, Building social relationships)  <i>(Students) demonstrate respect for the individuality of others and empathise with others in local, national and global contexts, acknowledging the diversity of individuals. They recognise and describe peer influence on their behaviour.</i></p> <p>For example, in a dance class, students evaluate dances from selected social, cultural and historical contexts with reference to the role of dance within its specific cultural and historical context, such as how the dance represented cultural values when it was first created, the ideas of the dance-maker, and taking into account the ideas and feelings being and/or intended to be communicated.</p>
Discipline-based Learning	<p><b>Mathematics</b> (learning focus)  <i>Students learn about key spatial concepts including continuity, edge, surface, region, boundary, connectedness, symmetry, invariance, congruence and similarity.</i></p> <p>For example, in a dance class, students develop awareness and control of movement through space, and accurately translate rhythms and notations of spatial patterns into movement.</p>
Interdisciplinary Learning	<p><b>Communication</b> (standard, Presenting)  <i>(Students) use the communication conventions, forms and language appropriate to the subject to convey a clear message across a range of presentation forms to meet the needs of the context, purpose and audience.</i></p> <p>For example, in a dance class, students can apply experience and experimentation in using random selection or chance choreography in their creating and presenting dances which communicate feelings, ideas and purpose.</p> <p><b>Thinking Processes</b> (standard, Creativity)  <i>(Students) apply creative thinking strategies to explore possibilities and generate multiple options, problem definitions and solutions. They demonstrate creativity, in the ways they engage with and explore ideas in a range of contexts.</i></p> <p>For example, in a dance class, students could use thinking strategies like a question matrix to explore real or imagined themes when creating dances.</p>