

Approaches to Learning and Teaching – The Arts (Dance) Level 6

The Arts Standard	
Safe dance practice requires that before undertaking 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. At this level, students use structured and sequential warm-ups and warm-downs learning about injury prevention and different releasing and relaxation techniques.	
Dimension: Creating and making	When using Dance to implement standards for the Arts, teachers could develop learning activities that allow students to:
(Within) and across areas of specialisation, students ... create and make arts works devised from a range of stimuli, demonstrating development of a personal style.	<ul style="list-style-type: none"> • initiate ideas, both individually and in groups, referencing a range of contemporary, traditional, stylistic, historical and cultural dance styles to create own dance works • source the impetus for movement from a range of ideas and stimuli such as poetry, paintings and photographs, sounds, descriptions of historical events, fabrics and textures, newspaper reports, personal experiences and insights • use a range of problem-solving techniques to develop aesthetic qualities in movement sequences in ways that best express creative intention for the dance work • begin to develop a personal style displaying confidence in body awareness and competence in use of dance design, the elements of movement and dance-making methods in solo and group settings • keep a journal in order to document the development of ideas and notate the choreography and or movement instructions – their own and those with whom they collaborate
(Students) 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 art works.	<ul style="list-style-type: none"> • develop their dance ideas using a range of media, materials and technologies, such as computer-generated multimedia and video; for example, they may: <ul style="list-style-type: none"> – consider the manipulation of movement patterns via computer animation software before rehearsal with other students – use multimedia to enhance presentation of a dance performance • undertake systematic dance training focusing on developing increased technical control and an extended repertoire of skills; for example, developing ability to control speed, level or direction of movement involving turns or jumps • select physical actions and skills from movements developed through improvisation and adapt to create motifs or phrases that can be varied in different sections of a dance work • use a range of techniques to extend movement phrases from learnt works using choreographic devices such as variation or retrograde; for example, varying the underlying structure of their dance in order to place greater emphasis on a distinguishing movement variation or thematic motif • incorporate a range of production elements such as lighting and sound when presenting their dance works • apply technical dance terminology when creating and describing dance; and in supporting judgments of their own and other's dances • explore and adapt the processes and choreographic devices of dance-makers working in similar styles • design production elements such as props, costume, make-up and/or multimedia to complement ideas being communicated through own and learnt dance works
(Students) 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.	<ul style="list-style-type: none"> • work with others to plan, prepare and perform works for specific audiences and performance spaces, adapting aspects of the dance to suit the venue or audience (such as lengthening or shortening a running phrase to fit available space) • develop competence in their use of skills, techniques and processes related to dance-making methods of specific styles or dance traditions from cultures and times including their own through learning, rehearsing and performing a range of learnt work • use whole-body focus and gesture to emphasise level and direction • use style-specific conventions as a guide to position of hands, feet and head • use facial expressions and body language appropriate to the style to enhance communication of ideas, mood or character.

Ideas for assessment tasks

- create dance works from a range of ideas and stimuli
- use principles of dance design, the elements of movement and dance-making methods
- document the development of ideas and notating the choreography and or movement instructions
- use a range of materials and technologies to enhance development of dance ideas
- technical control and use of expressive skills
- competence in use of skills, techniques and processes related to dance-making methods of specific styles or dance traditions from a range of learnt work
- use a range of production elements to enhance presentation of own and learnt works
- apply technical dance terminology when creating and describing dance
- plan, rehearse and perform works for specific audiences.

Approaches to Learning and Teaching – The Arts (Dance) Level 6

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:
<p>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.</p> <p>(Students) critically analyse, interpret, compare and evaluate the stylistic, technical, expressive and aesthetic features of works created by a range of artists ...</p>	<ul style="list-style-type: none"> • identify, describe and analyse modes of dance making; focusing on processes and elements of variation in compositional forms used in works from different periods in the history of dance and from different local and global cultures • explore the range of methods available to create, record and evaluate dance by considering the roles of people working in dance, such as choreographers, designers, and dance therapists • analyse production elements in dance works from a range of styles, discussing their perception of the contribution these elements make to the choreographer's intent and/or the audience's understanding of the intention of the work in kinaesthetic and aesthetic terms • analyse and interpret use of elements of dance and movement vocabulary in dance works from a range of times and places • compare meanings communicated to different people by the dance and look at how their own response to a work may or may not reflect its intention
<p>(Students) describe ways that their own and other's arts works communicate and challenge ideas and meaning.</p> <p>They use appropriate arts language and ... refer to specific examples.</p>	<ul style="list-style-type: none"> • use appropriate dance language and examples to describe and evaluate cultural influences on their dance works, asking questions such as: In what ways does this dance challenge ideas?, How is it invested with the cultural values of today? or 'How is this dance work similar or different to other dances created in the same time or place? • describe, using appropriate dance language, and evaluate, cultural influences on others' dance works, asking questions such as: In what ways does this dance challenge ideas?, How is it invested with the cultural values of today? or 'How is this dance work similar or different to other dances created in the same time or place?
<p>(Students) comment on the impact of arts works, forms and practices on other arts works and society in general.</p>	<ul style="list-style-type: none"> • investigate and comment on a diverse range of dance styles, learning about different expressive ways of moving and ways in which the meanings behind movements may change according to cultural and historical context • discuss the importance of dance in their lives and the contribution of different styles of contemporary dance to local and global cultures.
Ideas for assessment tasks	
<ul style="list-style-type: none"> • identify, describe and analyse modes of dance making • analyse, interpret and describe dance works from a range of styles and cultures • compare meanings communicated by audience responses to dance works • describe and evaluate their own dance works • investigate a diverse range of dance styles • discuss the importance of dance in their lives and the contribution of different styles of contemporary dance to local and global cultures. 	

Approaches to Learning and Teaching – The Arts (Dance) Level 6

Interweaving other domains with Dance – Level 6

Strand	Domain
Physical, Personal and Social Learning	<p>Health and Physical Education (standard, Movement and physical activity) <i>(Students) demonstrate proficiency in the execution of manipulative and movement skills during complex activities. They demonstrate advanced skills in selected physical activities...use training methods to improve their fitness level...</i> For example, in a dance class students undertake systematic training to develop technical control and an extended repertoire of skills such as demonstrating an ability to control complex movement sequences; for example, containing the momentum of a turn or jump.</p> <p>Interpersonal Development (standard, Working in teams) <i>(Students) work collaboratively, negotiate roles and delegate tasks to complete complex tasks in teams. Working with the strengths of a team they achieve agreed goals within set timeframes.</i> For example, in dance class, students initiate ideas for group dance works, referencing a range of contemporary, traditional, stylistic, historical and cultural dance. Different members of the group lead different aspects of the dance-making process to take advantage of personal areas of skill; for example, one dancer's ability to draw ideas for motifs and phrases from structured improvisation activities or another dancer's ability to correct and refine technical skills across the group.</p>
Discipline-based Learning	<p>English (standard, Reading) <i>(Students) read, view, analyse, critique, reflect on and discuss contemporary and classical imaginative texts that explore personal, social, cultural and political issues of significance to their own lives.</i> For example, in a dance class students could reflect on a text they have read and use improvisation as a form of discussion to develop a dance work about ideas raised by the text.</p>
Interdisciplinary Learning	<p>Communication (learning focus) <i>Students experiment with communicating complex ideas in a variety of ways. They increasingly use metaphor and symbol to communicate. They organise their information, ideas and opinions into a coherent structure ...</i> For example, in a dance class students may:</p> <ul style="list-style-type: none"> – use improvisation processes to explore different ways of presenting an idea – work with others to plan, prepare and perform works that use movement motifs as metaphors and symbols – experiment with different dance forms when making decisions about the most effective structure of phrases and sections in a dance work. <p>Thinking Processes (standard, Creativity) <i>(Students) experiment with innovative possibilities within the parameters of a task. They take calculated risks when defining tasks and generating solutions.</i> For example, in a dance class students could:</p> <ul style="list-style-type: none"> – experiment with innovative possibilities by extending known movement vocabulary to create new motifs and phrases – use a range of problem-solving techniques to generate innovative ways of expressing their creative intention when designing dance works – take calculated risks when designing dance works or generating solutions to dance problems; for example, juxtaposing presentation of movements in ways that are not typical of the selected dance style to create tension.