

Years 7–8 Dance

Curriculum and assessment plan

Example A

Level description	Context and cohort considerations
<p>In this band, learning in Dance builds on each student's prior learning and experiences. Students learn in and through the practices of Dance: choreography, performance and responding. They use dance-specific processes in purposeful and creative ways, and continue to develop their connection with and contribution to the world as artist and as audience. They work individually and in collaboration with peers and teachers.</p> <p>Students explore dance in local, regional, national and global contexts such as dance in countries or regions of Asia, including use of dance in multi-arts, trans-disciplinary or hybrid forms. They take opportunities to engage with living performers and choreographers, and expand their awareness of the diversity of dance practices, genres and/or styles.</p> <p>In this band, the focus is on students:</p> <ol style="list-style-type: none"> 1. exploring and responding to <ul style="list-style-type: none"> • dance works, the work of performers and choreographers, dance practices across cultures, times and places and/or other contexts; for example, through analysis and/or practical investigations such as improvisation • the diversity of dance choreographed and/or performed by First Nations Australians and how this work demonstrates respect for Indigenous Cultural and Intellectual Property rights 2. developing practices and skills <ul style="list-style-type: none"> • creative practices for performance and choreography, considering prior learning, safe dance practice, experience and interests. For example, students may focus on individual and ensemble or genre- or style-specific skills, techniques or processes. They build and refine technical and expressive skills, and skills to manipulate the elements of dance • critical practices by taking opportunities to reflect, evaluate or respond to their own work and the work of others; for example, documenting use of a choreographic process or ideas and intentions for a dance work or performance, evaluating their own and others' responses to dance works, reflecting on development of skills and techniques 3. creating/choreographing dance to communicate their intentions as choreographers, using the elements of dance, choreographic devices and form. Students may focus on choreographing in a range of dance styles and forms and/or choreographing for multi-arts, hybrid or trans-disciplinary work such as screen-based or theatrical forms 4. presenting and performing dance using technical and expressive skills to communicate their ideas and intentions to audiences; for example, through planned and rehearsed live or streamed performances, as appropriate. 	<p>Students are introduced to Dance through a term unit in Year 7 and a semester unit in Year 8. These units are designed to build on the knowledge from one unit to the next and provide a solid foundation for more in-depth study once Dance can be studied as an elective in Years 9 and 10.</p> <p>The units are designed with recognition that students have varying levels of dance experience. An extension Dance subject is available from Year 9 onwards.</p> <p>Celebrating diversity to build student capacity for understanding and engaging with a range of cultures is a focus for the school's strategic plan. Responding to dance choreographed and performed by Aboriginal peoples and Torres Strait Islander peoples is included in the program, as this aligns with mandated content in the subject and provides an opportunity to build student capacity for empathy and cultural awareness. The school has a Torres Strait Islander dance group run by past students. These former students are integrated into the cultural units as guest artists to provide authentic and engaging experiences for the students and build student capacity for empathy and cultural awareness.</p>

Unit 1 — Expressing emotion	Unit 2 — Dancing through the decades
<p>Duration: Year 7 Timing: 10 weeks</p>	<p>Duration: Year 8 Timing: 20 weeks</p>
<p>Viewpoint question: How can dance communicate emotion?</p> <p>Dance is a universal language that can be used to communicate an idea, meaning and/or perspective. As storytellers, choreographers make decisions to engage and/or inform their audience.</p> <p>In this unit, students develop their ability to choreograph meaningful movement and build their capacity to analyse dance to inform their own artistic choices. Students explore how to manipulate elements of dance and choreographic devices (e.g. contrast, motif and form) to express ideas. They experiment with using everyday movement (fundamental movement skills). They respond to dance excerpts from stimulus including images, picture books, texts, film clips, social media videos and film excerpts. They develop an understanding of how music influences and informs dance, experimenting with lyrics as well as timbre, tempo and dynamics to choreograph dance sequences.</p> <p>The focus then shifts to students experimenting with manipulating movement in a range of styles (e.g. hip hop, jazz and contemporary) to communicate an emotion and respond to one another's dance sequences. Students apply their understanding of how elements of dance, choreographic devices and structure/form are used to communicate meaning through workshops responding to a range of stimulus. They experiment with sequences learnt in class to manipulate movement to communicate an emotion. They develop their communication and collaboration skills working in pairs to choose an emotion for their choreography and refine their choices through responding to peer and teacher feedback.</p>	<p>Viewpoint question: How can dance reflect the culture, place, or time in which it was created?</p> <p>The way we have danced has changed dramatically over the last century, reflecting popular culture, societal values and cultural rituals. In this unit, students use social media to access global dance cultures to consider how dance reflects the culture, time, or place in which it was created.</p> <p>Students analyse elements of dance, choreographic devices and form from a range of contexts and for different social, ritual and/or artistic purposes. They explore dance throughout the ages (e.g. 1920s, 1970s and 1980s) as well as across cultures, (e.g. Australian folk dances, K-pop, Bollywood) and reflect on how dance can reflect social and cultural contexts. Students explore Torres Strait Islander cultural dance through a student-led dance group and consider how to navigate intercultural contexts. They develop an understanding of respectful practices for engaging with and performing dance from another culture. Responding to a range of diverse dance excerpts, students analyse how dance can communicate context.</p> <p>The focus then shifts to current dance fads and crazes. Students perform a dance to communicate popular dance styles of the 2020s, refining their technical and expressive skills in response to peer and teacher feedback. Demonstrating their understanding of how dance can reflect context, students manipulate elements of dance, choreographic devices and structure and form to choreograph a dance to reflect the 1970s, 1980s or 1990s. Students participate in class workshops to extend iconic dance repertoire from the focus eras. They develop collaboration skills during the creative process through appreciating diverse perspectives and decision making to choreograph a dance. Students evaluate their own draft choreography as well as reflect on their choreographic process to describe how they have been a respectful group member. Students refine their choreography and perform their final choreography for their peers.</p>

Unit 1 — Expressing emotion		Unit 2 — Dancing through the decades		
Assessment 1 — Expressing emotion short response	Term/week	Assessment 3 — Dancing through the decades performance	Term/week	
Assessment	<p>Description: Students view excerpts from different dance works over several lessons to analyse how elements of dance, choreographic devices and/or production elements are used to communicate ideas, perspectives and/or meaning. Students develop a folio of responses and choose one response to submit as their final response.</p> <p>Technique: Short response</p> <p>Mode: Written</p> <p>Conditions:</p> <ul style="list-style-type: none"> • 50–150 words • completed over several lessons • individual response 	Term 1, Week 6	<p>Description: Students perform a class dance as taught by the teacher, to communicate 2020s dance culture. Using technical and expressive skills, students perform the dance for the school's Open Day.</p> <p>Technique: Performance</p> <p>Mode: Practical</p> <p>Conditions:</p> <ul style="list-style-type: none"> • 45 seconds–1.5 minutes continuous sequence • presented as part of a group • assessed individually 	Term 1, Week 8
	<p>Assessment 2 — Expressing emotion project</p> <p>Description: In pairs, students manipulate the elements of dance and choreographic devices such as motif, to choreograph a dance to communicate an emotion of choice. Students communicate how the emotion can build or develop from mild to extreme or vice versa. Students perform the dance for their peers.</p> <p>Technique: Project</p> <p>Mode: Practical</p> <p>Conditions:</p> <ul style="list-style-type: none"> • up to 1 minute • individually responsible for whole work or a continuous section of a larger work • assessed individually 	Term 1, Week 9	<p>Assessment 4 — Dancing through the decades project</p> <p>Description: In a small group, students manipulate elements of dance, choreographic devices and choreograph a section of dance to reflect the 1970s, 1980s or 1990s.</p> <p>After performing their draft choreography, students reflect on their group work to describe how they demonstrated respectful approaches to choreographing dance and evaluate their draft choreography in celebrating their chosen era. Students refine their choreography from their own and other feedback and perform their final choreography for their peers.</p> <p>Technique: Project</p> <p>Part A</p> <p>Mode: Practical</p> <p>Conditions:</p> <ul style="list-style-type: none"> • individually responsible for up to 1 minute • assessed individually • individually responsible for a continuous section of a larger work <p>Part B</p> <p>Mode: Written or spoken</p> <p>Conditions:</p> <ul style="list-style-type: none"> • 50–150 words or 1–2 minute spoken (submitted as an mp3) per response • individual response 	Term 2, Week 8 Term 2, Week 9
Achievement standard	<p>By the end of Year 8, students analyse how the elements of dance, choreographic devices and/or production elements are manipulated in dance they create and/or experience. They evaluate the ways that dance works and/or performances in a range of styles and/or from across cultures, times, places and/or other contexts communicate ideas, perspectives and/or meaning. They describe respectful approaches to creating, performing and/or responding to dance.</p> <p>Students manipulate the elements of dance and choreographic devices to choreograph dance that communicate ideas, perspectives and/or meaning. They demonstrate safe dance practice when choreographing and performing dance. They employ technical and expressive skills and, as appropriate, genre- or style-specific techniques when performing dances for audiences.</p>		<p>By the end of Year 8, students analyse how the elements of dance, choreographic devices and/or production elements are manipulated in dance they create and/or experience. They evaluate the ways that dance works and/or performances in a range of styles and/or from across cultures, times, places and/or other contexts communicate ideas, perspectives and/or meaning. They describe respectful approaches to creating, performing and/or responding to dance.</p> <p>Students manipulate the elements of dance and choreographic devices to choreograph dance that communicate ideas, perspectives and/or meaning. They demonstrate safe dance practice when choreographing and performing dance. They employ technical and expressive skills and, as appropriate, genre- or style-specific techniques when performing dances for audiences.</p>	

	Unit 1 — Expressing emotion	Unit 2 — Dancing through the decades
Moderation	Calibration: Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the subject.	Consensus: Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the subject.

Content descriptions	Units		Content descriptions	Units		Content descriptions	Units		Content descriptions	Units	
	1	2		1	2		1	2		1	2
Exploring and responding			Developing practices and skills			Creating and making			Presenting and performing		
investigate ways that dance works, performers and/or choreographers across cultures, times, places and/or other contexts use the elements of dance, choreographic devices and/or production elements to communicate ideas, perspectives and/or meaning ACADA8E01	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	develop safe dance practice and use of expressive and technical skills and, as appropriate, genre- or style-specific techniques AC9ADA8D01	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	choreograph dance by selecting and manipulating elements of dance and choreographic devices to communicate ideas, perspectives and/or meaning AC9ADA8C01	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	rehearse and perform dance for audiences, using technical and expressive skills and, as appropriate genre- or style-specific techniques AC9ADAP01	<input type="checkbox"/>	<input checked="" type="checkbox"/>
investigate the diversity of dance choreographed and/or performed by First Nations Australians considering culturally responsive approaches to Indigenous Cultural and Intellectual Property rights AC9ADA8E02	<input type="checkbox"/>	<input checked="" type="checkbox"/>	reflect on own and others' dance works and/or practices to inform choreographic choices and use of technical and expressive skills AC9ADA8D02	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	apply technical and expressive skills and/or genre- or style-specific techniques to communicate ideas, perspectives and/or meaning AC9ADA8C02	<input type="checkbox"/>	<input checked="" type="checkbox"/>			

General capabilities	Units	
	1	2
Critical and creative thinking	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Digital literacy	<input type="checkbox"/>	<input type="checkbox"/>
Ethical understanding	<input type="checkbox"/>	<input type="checkbox"/>
Intercultural understanding	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Literacy	<input type="checkbox"/>	<input type="checkbox"/>
Numeracy	<input type="checkbox"/>	<input type="checkbox"/>
Personal and social capability	<input type="checkbox"/>	<input type="checkbox"/>

Cross-curriculum priorities	Units	
	1	2
Aboriginal and Torres Strait Islander histories and cultures	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Asia and Australia's engagement with Asia	<input type="checkbox"/>	<input type="checkbox"/>
Sustainability	<input type="checkbox"/>	<input type="checkbox"/>

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