

# Years 7–8 Dance

## Curriculum and assessment plan

### Example B

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"> <li>1. exploring and responding to <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> </ul> </li> <li>2. developing practices and skills <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> </ul> </li> <li>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</li> <li>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.</li> </ol>	<p>Students are introduced to Dance through a term unit in Year 7 and Year 8. These units are designed to 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 unit is designed to accommodate different genres and styles to allow students to choose their preferred style and accommodate a range of abilities.</p>

Unit 1 — We got the spirit	Unit 2 — Everybody dance now
<p><b>Timing: Year 7</b> <b>Duration: 10 weeks</b></p> <p>Viewpoint question: How can I develop technical and expressive skills to perform dance?</p> <p>There are shortcuts to happiness and dancing is one of them. As an outlet for expression, dance enables people to move together in a united celebration.</p> <p>In this unit, students explore how dance is used in celebrations and respond to a range of stimulus from both Australian and international events. Students view diverse stimulus to understand and be able to explain how the elements of dance and choreographic devices communicate ideas, perspectives or meaning.</p> <p>Students participate in workshops that practically explore how to manipulate the elements of dance to communicate meaning. Exploring the function and purpose of a spirit video, students decide on an appropriate song as a reflection on their class group. Using the chosen song, the teacher choreographs and teaches the class several movement phrases. Students practice and rehearse the phrases and then experiment with different locations at the school to perform and be filmed as part of the spirit video. Opportunities to develop personal awareness through reflecting and evaluating their own technical and expressive skills throughout the unit. Students evaluate their draft performance to refine their performance skills and this unit culminates in a video from multiple locations at the school as edited by the teacher.</p>	<p><b>Timing: Year 8</b> <b>Duration: 10 weeks</b></p> <p>Viewpoint question: How can dance and be manipulated for different purposes?</p> <p>Dance is an outlet for social communication, connection and learning, providing an opportunity to communicate with one another in a common language.</p> <p>In this unit, students reflect on their interaction with dance in their everyday life and through social media. Through practical exploration, students experiment with manipulating the elements of dance and choreographic devices to choreograph movement. Focussing on the purposes of dance, students learn and perform social dances to appreciate their accessibility and experience social and physical benefits. Students experiment with manipulating elements of dance and using choreographic devices in social dances to change the purpose of the dance into an artistic dance, while focussing on accessibility and demonstrating safe dance practices throughout. Responding to a range of dances, students explore the many purposes of dance, including analysing artistic and ritual dance, including appropriate protocols and respectful practices. To apply their understanding of their learning, students will experiment with choreographing a ritual dance relevant to their context.</p> <p>The unit focus then changes to ways teenagers access dance as a social outlet through using popular music. Responding to video clips as well as popular dance sequences, students analyse how dance can communicate an idea or meaning. Through practical workshops, students experiment with choreographing movement using lyrics and themes and ensuring movement is accessible and achievable through teaching one another. Students then apply their understanding of the elements of dance, choreographic devices, and structure and form, to choreograph and perform a section of dance as a video for participants to follow the movement for a current popular song. Students refine their performance skills to</p>

Unit 1 — We got the spirit	Unit 2 — Everybody dance now
	perform their choreography and reflect on, as well as describe how they have been a respectful group member throughout the creative process.

Unit 1 — We got the spirit	Unit 2 — Everybody dance now		
Assessment 1 — We got the spirit project	Term/week	Assessment 2 — Everybody dance now examination	
<b>Description:</b> Students employ technical and expressive skills to perform a class dance that communicates a celebration as part of a class spirit video. Students evaluate a draft performance to refine their performance skills.  <b>Technique:</b> Project <b>Part A</b> <b>Mode:</b> Practical <b>Conditions:</b> <ul style="list-style-type: none"> <li>• 30 seconds–1 minute</li> <li>• individually responsible for whole work or a continuous section of a larger work</li> <li>• assessed individually</li> </ul> <b>Part B</b> <b>Mode:</b> Written <b>Conditions:</b> <ul style="list-style-type: none"> <li>• 50–200 words per item</li> <li>• completed under supervised conditions</li> <li>• individual response</li> </ul>	Term 1, Week 9	<b>Description:</b> Students analyse how elements of dance, choreographic devices and/or production elements are used to communicate an idea, meaning and/or perspective in stimulus.  <b>Technique:</b> Examination <b>Mode:</b> Written <b>Conditions:</b> <ul style="list-style-type: none"> <li>• short, extended or combination response 200–400 words in total</li> <li>• up to 70 minutes, plus 10 minutes planning over a single allocation of time, under supervised conditions</li> <li>• individual response</li> </ul>	
	Term 1, Week 7	<b>Assessment 3 — Everybody dance now project</b>  <b>Description:</b> In pairs, students manipulate the elements of dance and choreographic devices to choreograph a dance to communicate an idea or meaning for a film clip. The dance needs to be accessible and appropriate for teenagers, and reflective of popular dance styles or techniques. Students also reflect on their collaborative creative process to describe how they have been a respectful group member.  <b>Technique:</b> Project <b>Part A</b> <b>Mode:</b> Practical <b>Conditions:</b> <ul style="list-style-type: none"> <li>• 30 seconds–1 minute</li> <li>• individually responsible for whole work or a continuous section of a larger work</li> <li>• assessed individually</li> </ul> <b>Part B</b> <b>Mode:</b> Written <b>Conditions:</b> <ul style="list-style-type: none"> <li>• 50–200 words</li> <li>• individual response</li> </ul>	
		Term 1, Week 8	
		Term 1, Week 9	

	Unit 1 — We got the spirit	Unit 2 — Everybody dance now
<b>Achievement standard</b>	<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>
<b>Moderation</b>	<p><b>Calibration:</b> Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the subject.</p>	<p><b>Consensus:</b> Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the subject.</p>

Content descriptions	Units		Content descriptions	Units		Content descriptions	Units		Content descriptions	Units	
	1	2		1	2		1	2		1	2
<b>Exploring and responding</b>			<b>Developing practices and skills</b>			<b>Creating and making</b>			<b>Presenting and performing</b>		
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 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 checked="" 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 checked="" 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 type="checkbox"/>
Literacy	<input type="checkbox"/>	<input type="checkbox"/>
Numeracy	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Personal and social capability	<input checked="" type="checkbox"/>	<input checked="" 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"/>

