

Introducing Dance

Australian Curriculum: The Arts

Transcript of video 1 of 5

This video is available from <http://www.qcaa.qld.edu.au/arts-dance.html>

Australian Curriculum: The Arts is available from <http://www.qcaa.qld.edu.au/32902.html>

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The two strands of the Australian Curriculum: The Arts are making and responding. The making aspect of the new Australian Curriculum involves the children actually creating art or having a go and getting up there and dancing, making something, building something and performing.

Responding within the new Australian Curriculum would mean how they analyse a piece of dance, not just their own piece of dance but something that they may have seen performed by other people - how they would interpret it and how they would respond to what they've just seen.

Viewpoints are perspectives from both an audience perspective and an artist perspective. Viewpoints from the point of view of the artist - they would consider things like the creation of the dance, the making of the dance and those interpretive and analytical skills involved.

Viewpoints from the point of view of the audience is how the students respond to a piece of dance that they have just seen. This can occur within many different contexts. For example, it could be something that they've just seen their peers perform during task work, it could be a social dance or it could be something that they've seen on stage from a professional company.

The elements of dance are space, time, relationships and dynamics. Space is the area in which the body moves. That could take into consideration levels - high, medium and low. It could also look at directions - forward, backwards, in a circle.

Time is when the dance occurs. That would also consider things like fast and slow. Dynamics is how the dance is performed. It could include things like sharp and percussive movement or soft and lyrical, so those contrasts of movement.

Relationships is the association between the dancers within the space. It also involves a relationship with objects which may be involved in that space and also with body parts.

Choreographic devices are the tools that a choreographer would use to create a piece of dance. For Years 3 and 4 this would include both contrast and repetition.

The technical skills in performing dance involve both control and

accuracy. Most students can perform a movement fairly well but to get it technical they really then have to hone in on that control and those skills of accuracy as well.

The expressive skills in dance are both focus and projection. These skills really help to tell a mood or to tell a story. So it's how the student projects out to an audience. How focused are they within themselves and focus also being on stage within a group?

Safe dance practices involve selecting movements that your students are going to be able to perform safely. It also involves choosing a space which is safe for the dancers to work in, which includes - what is the floor like and what is the surrounding area like?

The Australian Curriculum website provides examples of knowledge and skills for this level.