

# Dance in Practice 2019

## Study plan

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### Section 1: School statement

<b>School:</b>	Queensland Curriculum and Assessment Authority
<b>Subject code:</b>	6411
<b>Combined class:</b>	No
<b>School contact:</b>	SEO
<b>Phone:</b>	(07) 3864 0375
<b>Email:</b>	seo@qcaa.qld.edu.au

### Section 2: Course and assessment overview

Dance in Practice is a four-unit course of study.

Units 1 and 2 of the course are designed to allow students to begin their engagement with the course content, i.e. the knowledge, understanding and skills of the subject. Course content, learning experiences and assessment increase in complexity across the four units as students develop greater independence as learners.

Units 3 and 4 consolidate student learning.

### QCAA approval

**QCAA officer:**

**Date:**

Unit	Module number and description	Time in hours	Electives	Core concepts and ideas	Assess no.	Assessment technique, description and conditions	Dimensions
1	<p><b>Module 1: A contemporary perspective</b> This module explores the contemporary dance genre through the lens of current contemporary dance practitioners, such as Mia Michaels and Wade Robson. Students develop technical, expressive and creative skills in selected contemporary dance styles, explore the genre's capacity to communicate characters, moods and emotions.</p>	55	<ul style="list-style-type: none"> <li>Contemporary</li> </ul>	<p><b>Dance performance</b></p> <ul style="list-style-type: none"> <li>C1.1 Being a dancer</li> <li>C1.2 Observing and teaching others</li> <li>C1.3 Health and safe practices</li> </ul> <p><b>Dance production</b></p> <ul style="list-style-type: none"> <li>C2.1 Production design and enactment</li> <li>C2.2 Choreographic skills</li> <li>C2.3 Group work and communication</li> </ul> <p><b>Dance literacies</b></p> <ul style="list-style-type: none"> <li>C3.1 Responding to dance information and dance works</li> <li>C3.2 Dance terminology and language</li> <li>C3.3 Dance genres, styles and contexts</li> </ul>	<p>1</p> <p>2</p>	<p><b>Performance</b> Perform a contemporary dance sequence, reflecting a character or characters based on teacher-devised choreography.</p> <ul style="list-style-type: none"> <li>Dance performance and rehearsal Completed in small groups with results awarded individually. 1.0–2.0 minutes</li> </ul> <p><b>Project</b> In groups of 3 to 4, create and perform a contemporary dance work that communicates a mood or emotion for use in a school tour of feeder primary schools. Write an accompanying explanation of the dance work that explains the dance concepts and ideas.</p> <ul style="list-style-type: none"> <li>Performance component Performance of a contemporary dance work. Completed in small groups with results awarded individually. 0.5–1.5 minutes</li> <li>Written component Essay explaining the genre and style of the dance work, and how the mood or emotion of the work is communicated through various dance components. Analyse and evaluate the final performance. 400–700 words</li> </ul>	<ul style="list-style-type: none"> <li>Knowing and understanding</li> <li>Applying and analysing</li> <li>Creating and evaluating</li> </ul> <ul style="list-style-type: none"> <li>Knowing and understanding</li> <li>Applying and analysing</li> <li>Creating and evaluating</li> </ul>

Unit	Module number and description	Time in hours	Electives	Core concepts and ideas	Assess no.	Assessment technique, description and conditions	Dimensions
2	<p><b>Module 2: Bust a move</b> This module explores a range of styles within hip hop dance. Students develop dance skills and understanding in styles such as breaking, popping, locking, lyrical hip hop and krumping. They investigate and explore the sociological and community contexts of these styles, as well as their functions as personal/community expression and entertainment.</p>	55	<ul style="list-style-type: none"> <li>• Popular dance</li> </ul>	<p><b>Dance performance</b></p> <ul style="list-style-type: none"> <li>• C1.1 Being a dancer</li> <li>• C1.2 Observing and teaching others</li> <li>• C1.3 Health and safe practices</li> </ul> <p><b>Dance production</b></p> <ul style="list-style-type: none"> <li>• C2.1 Production design and enactment</li> <li>• C2.2 Choreographic skills</li> <li>• C2.3 Group work and communication</li> </ul> <p><b>Dance literacies</b></p> <ul style="list-style-type: none"> <li>• C3.1 Responding to dance information and dance works</li> <li>• C3.2 Dance terminology and language</li> <li>• C3.3 Dance genres, styles and contexts</li> </ul>	3	<p><b>Product</b> Choreograph a hip hop dance work for a dance battle event for the local community.</p> <ul style="list-style-type: none"> <li>• Choreographic work Completed in small groups with results awarded individually. Individual students are responsible for a section (or equivalent) of the dance work.</li> <li>• 1.0–2.0 minutes</li> </ul>	<ul style="list-style-type: none"> <li>• Knowing and understanding</li> <li>• Applying and analysing</li> <li>• Creating and evaluating</li> </ul>
					4	<p><b>Project</b> Plan and create a hip hop dance battle event as a class, including a pitch to local businesses to persuade them to fund this local event. Each group is responsible for performing one hip hop dance work.</p> <ul style="list-style-type: none"> <li>• Multimodal component — presentation Pitch to local businesses, outlining the benefits of the event and how it would add to the image of the business. Individual response. 2.0–4.0 minutes</li> <li>• Performance component Performance of the created hip hop dance work at the dance battle event. Completed in small groups with results awarded individually. 0.5–1.5 minutes</li> <li>• Written component Essay analysing and evaluating their individual performance when demonstrating the technical and expressive skills required for the hip hop style. 400-700 words</li> </ul>	<ul style="list-style-type: none"> <li>• Knowing and understanding</li> <li>• Applying and analysing</li> <li>• Creating and evaluating</li> </ul>

Unit	Module number and description	Time in hours	Electives	Core concepts and ideas	Assess no.	Assessment technique, description and conditions	Dimensions
3	<p><b>Module 3: So you think you want to make a video clip?</b></p> <p>This module explores popular dance as used in music video clips from the 1980s to the present day, specifically investigating and reflecting upon the work of key performers and choreographers influential in the development of this mode of production. Students develop the necessary technical, expressive, creative and reflective skills to plan, create, perform and reflect on their own dance/music video clip.</p>	55	<ul style="list-style-type: none"> <li>• Popular dance</li> </ul>	<p><b>Dance performance</b></p> <ul style="list-style-type: none"> <li>• C1.1 Being a dancer</li> <li>• C1.2 Observing and teaching others</li> <li>• C1.3 Health and safe practices</li> </ul> <p><b>Dance production</b></p> <ul style="list-style-type: none"> <li>• C2.1 Production design and enactment</li> <li>• C2.2 Choreographic skills</li> <li>• C2.3 Group work and communication</li> </ul> <p><b>Dance literacies</b></p> <ul style="list-style-type: none"> <li>• C3.1 Responding to dance information and dance works</li> <li>• C3.2 Dance terminology and language</li> <li>• C3.3 Dance genres, styles and contexts</li> </ul>	5	<p><b>Product</b></p> <p>In pairs, create a dance work in a popular dance style, reflecting the lyrics of a narrative pop song.</p> <ul style="list-style-type: none"> <li>• Choreographic work Completed in small groups with results awarded individually. Individual students are responsible for a section (or equivalent) of the dance work. 2.0–3.0 minutes</li> </ul>	<ul style="list-style-type: none"> <li>• Knowing and understanding</li> <li>• Applying and analysing</li> <li>• Creating and evaluating</li> </ul>
					6	<p><b>Project</b></p> <p>In pairs, create and perform in a dance/music video clip to be presented to a community audience, reflecting on the creative processes involved in an annotated diary.</p> <ul style="list-style-type: none"> <li>• Performance component Performance in a dance/music video clip. Completed in small groups with results awarded individually. 1.5–2.0 minutes</li> <li>• Multimodal component — non-presentation Annotated diary (with visuals), providing an analysis of the decisions in the planning and modification of creative processes involved in producing the dance/music video clip, evaluating the success of the dance/music video clip and its appeal to the chosen community audience. Individual response. Maximum: 8 A4 pages (or equivalent)</li> </ul>	<ul style="list-style-type: none"> <li>• Knowing and understanding</li> <li>• Applying and analysing</li> <li>• Creating and evaluating</li> </ul>

Unit	Module number and description	Time in hours	Electives	Core concepts and ideas	Assess no.	Assessment technique, description and conditions	Dimensions
4	<p><b>Module 4: Dancing cultures</b> This module explores the world dance genre through the lens of African dance, and investigates the historical connections between African dance and jazz dance through choreographers such as Sean Cheesman, whose work fuses the two styles. Through creative and rehearsal processes, students develop the technical and expressive skills necessary to plan, create, perform and reflect on dance works, to be performed at a cultural celebration event in the school or local community.</p>	55	<ul style="list-style-type: none"> <li>World dance</li> </ul>	<p><b>Dance performance</b></p> <ul style="list-style-type: none"> <li>C1.1 Being a dancer</li> <li>C1.2 Observing and teaching others</li> <li>C1.3 Health and safe practices</li> </ul> <p><b>Dance production</b></p> <ul style="list-style-type: none"> <li>C2.2 Choreographic skills</li> <li>C2.3 Group work and communication</li> </ul> <p><b>Dance literacies</b></p> <ul style="list-style-type: none"> <li>C3.1 Responding to dance information and dance works</li> <li>C3.2 Dance terminology and language</li> <li>C3.3 Dance genres, styles and contexts</li> </ul>	7	<p><b>Performance</b> Perform a dance work devised by a guest teacher, which reflects an African dance style, to be presented at a cultural celebration event.</p> <ul style="list-style-type: none"> <li>Dance performance and rehearsal Completed in small groups with results awarded individually.</li> <li>2.0–3.0 minutes</li> </ul> <p><b>Project</b> In pairs, create, perform and evaluate a dance work, which reflects African dance and jazz dance influences, to be performed at a cultural celebration event.</p> <ul style="list-style-type: none"> <li>Performance component Performance of a dance work that reflects African dance and jazz dance influences. Completed in small groups with results awarded individually. 1.5–2.0 minutes</li> <li>Spoken component Speech outlining the decisions in the planning and modification of creative processes involved in creating and performing the dance work, analysing and evaluating its success as a celebration of culture/s for the local community event. Individual response. 2.5–3.5 minutes</li> </ul>	<ul style="list-style-type: none"> <li>Knowing and understanding</li> <li>Applying and analysing</li> <li>Creating and evaluating</li> </ul> <ul style="list-style-type: none"> <li>Knowing and understanding</li> <li>Applying and analysing</li> <li>Creating and evaluating</li> </ul>

## Dance in Practice 2019

Teacher:

Student name:

Class:

Year:

Unit	Module of work	Assessment Instrument No.	Assessment Instrument	Formative or Summative	Knowing and understanding	Applying and analysing	Creating and evaluating
1	<b>Module one</b> A contemporary perspective	1	Performance	F			
		2	Project	F			
2	<b>Module two</b> Bust a move	3	Product	F			
		4	Project	F			
Interim Standards							
Interim Result							
3	<b>Module three</b> So you think you want to make a video clip?	5	Product	S			
		6	Project	S			
4	<b>Module four</b> Dancing cultures	7	Performance	S			
		8	Project	S			
Exit Standards							
Exit Result							