

Dance Years 7–10 Life Skills unit: Let’s dance!

<p>Unit title: Let’s dance!</p> <p>Description: In this unit students appreciate and respond to dance performances, experiment with body movements and create and perform movement/dance sequences. Students use safe dance practices to engage in activities individually, in pairs and as part of a group. <i>Learning activities address selected ‘learn to’ and ‘learn about’ statements within the Life Skills content of the syllabus and may be prioritised and selected to suit the needs of students. The unit provides a range of ways in which students may engage in learning activities and students should participate at a level appropriate to their abilities and interests.</i></p>	
<p>Life Skills Outcomes</p> <p>A student:</p> <p>LS.1.1 demonstrates a range of movement skills</p> <p>LS.1.2 uses dance technique to communicate</p> <p>LS.1.3 demonstrates an awareness of safe dance practices</p> <p>LS.2.1 explores the elements of dance to create movement and communicate ideas</p> <p>LS.2.2 explores, selects and sequences movement to express feelings and ideas</p> <p>LS.3.1 experiences a variety of dance performances</p> <p>LS.3.2 responds to the elements of dance in performance</p> <p>LS.4.1 engages in dance activities. (Note: In the syllabus this outcome is incorrectly numbered as LS.5.1)</p>	<p>Resources</p> <ul style="list-style-type: none"> Videos of ‘Swan Lake’, ‘Sleeping Beauty’, ‘Strictly Ballroom’, ‘Saturday Night Fever’ and/or Aboriginal Dreamtime stories conveyed through dance Music from a range of cultural backgrounds; music with different rhythm, pitch, tempo and volume
<p>Links</p> <p>A student:</p> <p>English</p> <p>ENLS-1A listens and responds in familiar contexts</p> <p>ENLS-2A communicates for a variety of purposes, audiences and contexts</p> <p>ENLS-4A views and responds to a range of visual texts, media and multimedia</p> <p>ENLS-12C responds to texts in ways that are imaginative and interpretive</p> <p>Geography</p> <p>LS.7 explores the diversity of Australian communities</p> <p>Languages</p> <p>LS.MLC.2 explores ways in which meaning is conveyed in nonverbal communication.</p>	<p>A student:</p> <p>Mathematics</p> <p>MALS-4NA recognises language used to represent number</p> <p>MALS-18NA recognises and continues repeating patterns</p> <p>MALS-32MG responds to and uses the language of position in everyday contexts</p> <p>Music</p> <p>LS.1 uses movement, vocalisation or instruments to respond to a range of music</p> <p>PDHPE</p> <p>LS.8 demonstrates a range of movement skills across environments</p> <p>LS.9 participates in a range of physical activities</p> <p>Visual Arts</p> <p>LS.6 makes a variety of artworks that reflect experiences, responses or a point of view.</p>
<p>For students working towards Life Skills outcomes in regular classes, teachers may wish to link the activities in this unit with the Stage 5 unit ‘Shapes in Space’ in <i>Dance Years 7–10: Advice on Programming and Assessment</i> (pp 16–31).</p>	

Life Skills Outcomes	Life Skills Content	
LS.1.1 LS.1.2 LS.1.3 LS.2.1 LS.2.2 LS.3.1 LS.3.2 LS.4.1	Students learn to: Performance <ul style="list-style-type: none"> • prepare their body for dance through movement • move all or part of their body to change their positioning in space • move all or part of their body in different ways, taking account of body position, direction, patterns and relationships • move all or part of their body in the context of participating in various dance activities both as an individual and cooperatively as part of a group <ul style="list-style-type: none"> • express and communicate mood, feelings and ideas through a structured dance • extend their dance performance skills, eg energy, interpretation, expression, movement quality <ul style="list-style-type: none"> • recognise the capabilities and limitation of their own body and safely extend these limits where possible • use safe practices during dance and movement Composition <ul style="list-style-type: none"> • experiment with elements of space, time and dynamics to create and communicate meaning • create and organise movement to convey meaning that can be perceived, shared and interpreted by an audience <ul style="list-style-type: none"> • select specific movements to express a feeling or idea • sequence movement to express feelings or ideas structure movement in an ordered way to express feeling or ideas Appreciation <ul style="list-style-type: none"> • experience a range of live or recorded dance performances • display appropriate audience behaviour in different situations <ul style="list-style-type: none"> • respond appropriately to live or recorded dance performances • communicate responses to dance performances • recognise the elements of dance which make the performance engaging • recognise the main ideas conveyed through a dance performance • actively participate in dance performance when invited Study of dance as an artform <ul style="list-style-type: none"> • participate in dance activities • cooperate with others in dance activities 	Students learn about: <ul style="list-style-type: none"> • using movement in controlled ways to participate in dance • using elements of dance to communicate through movement and dance • safe dance practices • the elements of space, time and dynamics within the context of dance composition • selecting and sequencing movements to express feelings and ideas • structuring movement to express feelings or ideas • appreciating dance performances • appreciating dance as an audience member • valuing and appreciating dance

Focus: Let's look at dance						
Outcomes	Integrated learning experiences and instruction	P	C	A	Evidence of learning (words in italics refer to Life Skills outcomes)	Feedback
LS.3.1 LS.3.2	<ul style="list-style-type: none"> Students view one or more live narrative dance performances by visiting groups, by other students in the school and/or on video excerpts, eg 'Swan Lake', 'Sleeping Beauty', 'Strictly Ballroom', 'Saturday Night Fever' and/or Aboriginal Dreamtime stories conveyed through dance Teacher focuses students' attention on: <ul style="list-style-type: none"> the sequence of the narrative/story conveyed through the dance features of the dance that enhance the narrative, eg the integration of movements, costumes and music that express feelings or ideas individual movements that the dancers used to portray the characters in the dance the elements of dance such as time (tempo, stillness, rhythmic patterns) and space (shapes) and aspects of relationships that make the performance exciting, joyful, sad 				<ul style="list-style-type: none"> Viewing dance performances may involve <i>experiencing a variety of dance performances</i> and/or <i>responding to the elements of dance in performance</i>. 	<p>Oral, visual and tangible feedback prompting by the teacher to guide and affirm students':</p> <ul style="list-style-type: none"> responses to a variety of dance performances and identification of some of the features of dance performances
LS.3.2	<ul style="list-style-type: none"> Students demonstrate their appreciation of the dance by applauding at appropriate times 				<ul style="list-style-type: none"> Expression of appreciation of dance performances may involve <i>responding to the elements of dance in performance</i>. 	<ul style="list-style-type: none"> demonstration of appropriate responses to a variety of dance performances
LS.3.2	<ul style="list-style-type: none"> Teacher assists students to recognise the elements of the dance that make the dance performance engaging, eg 'What feelings or ideas are communicated through the dance?', 'How does the movement in the dance tell the story?' 'What shapes are used and how do they communicate meaning?', 'How do the tempo, rhythmic patterns and stillness contribute to the story?' 				<ul style="list-style-type: none"> Sharing their responses to the elements of the dance may indicate <i>responding to the elements of dance in performance</i>. 	<ul style="list-style-type: none"> sharing of their responses to the elements of dance in the dance performances
LS.3.2	<ul style="list-style-type: none"> Students record their responses to the dance performances in a journal, using photographs of performers, images, drawings and/or written description to focus on the elements of dance and how they were used to make the performance exciting, joyful, sad 				<ul style="list-style-type: none"> Recording responses to dance performances in a journal may involve <i>responding to the elements of dance in performance</i>. 	<ul style="list-style-type: none"> recording of their responses to the elements of dance in performance in an appropriate format.

P – Performance C – Composition A – Appreciation

Focus: How can my body move?						
Outcomes	Integrated learning experiences and instruction	P	C	A	Evidence of learning (words in italics refer to Life Skills outcomes)	Feedback
LS.3.1 LS.3.2	<ul style="list-style-type: none"> Students view a number of short video excerpts showing a range of dance as a stimulus for exploring and experimenting with personal movement. Teacher focuses students' attention on movements identified from video excerpts, such as bending, stretching, swaying, arching, curving, crouching 			☐	Viewing video excerpts showing a range of dance techniques may involve <i>experiencing a variety of dance performances and/or responding to the elements of dance in performance.</i>	Oral, visual and tangible feedback prompting by the teacher to guide and affirm students' identification of movement skills in dance performances.
LS.1.1 LS.1.3	<ul style="list-style-type: none"> Teacher assists students individually through instruction and modelling of safe dance practices to explore the parts of their body that can move in similar ways to those observed in the video excerpts, eg fingers, hands and arms can wave, stretch, curve and make shapes; legs can bend, stretch, kick; whole body can sway, curve, arch, crouch and make shapes Teacher assists students to: <ul style="list-style-type: none"> experiment with and extend variations of a movement using safe dance practices develop the vocabulary related to movements, eg arch, curve, sway, shapes perform single familiar movements, eg raising an arm complete a sequence of familiar movements such as walking, marching, running incorporating movement variations 	☐			Exploring ways in which their bodies can move may involve <i>demonstrating a range of movement skills.</i>	Use of physical demonstration to support, assist and encourage students in a range of movement skills.
LS.2.1 LS.2.2	<ul style="list-style-type: none"> Students experiment to increase their repertoire of movements to communicate ideas. This may be done through activities such as: <ul style="list-style-type: none"> performing variations of movements already developed performing movement in response to other stimuli, such as statue poses, images of trees swaying in the wind, recordings of didgeridoo music 	☐	☐		Engaging in personal movement may involve <i>demonstrating a range of movement skills and/or demonstrating an awareness of safe dance practices.</i>	Oral, visual and tangible feedback prompting by the teacher to guide and affirm students': <ul style="list-style-type: none"> demonstration of a range of movement skills
		☐			Performing variations of movements may indicate <i>demonstrating a range of movement skills and/or using dance technique to communicate.</i>	<ul style="list-style-type: none"> performance of a combination of movements to communicate ideas.

P – Performance C – Composition A – Appreciation

continued

Focus: How can my body move? (cont)						
Outcomes	Integrated learning experiences and instruction	P	C	A	Evidence of learning (words in italics refer to Life Skills outcomes)	Feedback
LS.2.1 LS.2.2	<ul style="list-style-type: none"> Students listen to a range of music as a stimulus for movement and dance, eg music from a range of cultural backgrounds; music with different rhythm, pitch, tempo and volume Teacher assists students to focus on qualities of the music that they hear, such as tempo, pitch, volume Teacher assists students to develop movement ideas from the quality of music Teacher assists students to explore the elements of dance to create dance movement derived from the qualities of the music such as tempo, pitch, volume, eg How would you respond in movement to the tempo (fast/slow), to the pitch (high/low movements or shapes), to the volume (various dynamics) Teacher assists students to explore and create movements that ‘match’ or respond to the features of the selected music 		☰		Increasing the repertoire of movements may involve <i>exploring the elements of dance to create movement and communicate ideas</i> and/or <i>exploring, selecting and sequencing movement to express feelings and ideas.</i>	Oral, visual and tangible feedback prompting by the teacher to guide and affirm students’: <ul style="list-style-type: none"> attention on qualities of music and matching these to appropriate body movements
LS.2.1 LS.2.2		<ul style="list-style-type: none"> Students develop changes to movement in response to changes in aspects of selected music such as rhythm, pitch, tempo and volume, eg change from a walk to a run; change level of movement in response to pitch 		☰		Creating and using different movements may involve <i>exploring the elements of dance to create movement and communicate ideas</i> and/or <i>exploring, selecting and sequencing movement to express feelings and ideas.</i>
Focus: Let’s move together						
LS.2.1 LS.2.2 LS.1.3	<ul style="list-style-type: none"> Students work in pairs to combine previously practised or new movements/shapes using safe dance practices. This may be in response to visual, auditory or kinaesthetic stimuli. It may involve activities such as: <ul style="list-style-type: none"> changing spatial aspects of movement such as direction, level, size, plane in consultation with partners to explore other dimensions performing individual movements in unison (concurrently), as prompted by the teacher performing individual movements in canon (consecutively) performing movements which involve interaction between partners 	☰	☰		Working in pairs to combine or create new movements/ shapes using safe dance practices may involve <i>exploring the elements of dance to create movement and communicate ideas</i> and/or <i>exploring, selecting and sequencing movement to express feelings and ideas</i> and/or <i>demonstrating an awareness of safe dance practices.</i>	Oral, visual and tangible feedback prompting by the teacher to guide and affirm students working in pairs to combine movements and demonstration of safe dance practices.

Focus: Performing dance together						
Outcomes	Integrated learning experiences and instruction	P	C	A	Evidence of learning (words in italics refer to Life Skills outcomes)	Feedback
LS.2.1 LS.2.2	<ul style="list-style-type: none"> Teacher provides a narrative/story sequence and assists students to re-tell the story using a range of dance movements. This may involve students working individually, in pairs or groups using safe dance practices Students explore, select, sequence and structure movement to express the ideas in the narrative/story provided by the teacher 		☐		Creating appropriate dance movement to communicate a narrative/story may involve <i>exploring the elements of dance to create movement and communicate ideas</i> and/or <i>exploring, selecting and sequencing movements to express feelings and ideas.</i>	Oral, visual and tangible feedback prompting by the teacher to guide and affirm students': <ul style="list-style-type: none"> retelling of a narrative/story using safe dance practices
LS.1.3 LS.2.1 LS.2.2 LS.4.1	<ul style="list-style-type: none"> Students select a narrative/story sequence, or create their own, and tell the story through dance. This may involve students in: <ul style="list-style-type: none"> selecting and combining movement to convey the ideas in the narrative/story sequencing and structuring movement to create a dance selecting music to accompany the dance selecting costumes and props to complement the dance selecting and/or arranging an appropriate performance space for the dance 	☐	☐	☐	Selecting appropriate dance movement to communicate a narrative/story may involve <i>exploring, selecting and sequencing movements to express feelings and ideas.</i>	<ul style="list-style-type: none"> exploration, selection and sequence of movements
LS.1.2 LS.1.3 LS.4.1	<ul style="list-style-type: none"> Students perform the dance to convey the story sequence with the accompaniment of appropriate background music, and using costumes or props if appropriate 	☐		☐	Using dance movements to perform the story sequence may involve <i>exploring, selecting and sequencing movement to express feelings and ideas</i> and/or <i>using dance technique to communicate</i> and/or <i>engaging in dance activities</i> and/or <i>demonstrating an awareness of safe dance practices.</i>	<ul style="list-style-type: none"> performance of the story sequence.

P – Performance C – Composition A – Appreciation

continued

Focus: Performing dance together (cont)						
Outcomes	Integrated learning experiences and instruction	P	C	A	Evidence of learning (words in italics refer to Life Skills outcomes)	Feedback
LS.3.1 LS.3.2	<ul style="list-style-type: none"> Students view and respond appropriately to the dances performed by others 			☐	Viewing and responding to dances performed by others may involve <i>experiencing a variety of dance performances</i> and/or <i>responding to the elements of dance in performance</i> .	Oral, visual and tangible feedback prompting by the teacher to guide and affirm students' focus and positive response to dance performed by others.
LS.3.2	<ul style="list-style-type: none"> Teacher assists students to maintain their journal to reflect their activities throughout their learning experiences. Entries may include: <ul style="list-style-type: none"> – photographs that the teacher takes of them during the activity – images from magazines and brochures etc related to the activity – free hand drawings – personal reflections on the activity – descriptions of the activity Students use their journal to share their experiences of dance with others 			☐	Maintenance of the journal may involve <i>responding to the elements of dance in performance</i> .	Oral, visual and tangible feedback prompting by the teacher to guide and affirm students' journal entries.

P – Performance C – Composition A – Appreciation