YEARS 7–8
V 8.3

RATIONAL: DANCE
This rationale complements and extends the rationale for The Arts learning area. Dance is expressive movement with purpose and form. Through Dance, students represent, question and celebrate human experience, using the body as the instrument and movement as a creative medium for social, emotional, spiritual and physical development. Like all art forms, dance has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential.

Dance enables students to develop a movement vocabulary with which to explore and refine imaginative ways of moving both individually and collaboratively. They choreograph, rehearse, perform and respond as they engage with dance practice and practitioners in their own and others' cultures and communities.

Students use the elements of dance to explore choreography and performance and to practise choreographic, technical and expressive skills. Students respond to their own and others' dancing using physical and verbal communication.

Active participation as dancers, choreographers and audiences promotes well-being and social inclusion. Learning in and through Dance enhances students' knowledge and understanding of diverse cultures and contexts and develops their personal, social and cultural identity.

AIMS
In addition to the overarching aims of the Australian Curriculum: The Arts, Dance knowledge, understanding and skills ensure that, individually and collaboratively, students develop:
- body awareness and technical and expressive skills to communicate through movement confidently, creatively and intelligently
- choreographic and performance skills and their own and others' dances
- aesthetic, artistic and cultural understanding of dance in past and contemporary contexts as choreographers, performers and audiences
- respect for and knowledge of the diverse purposes, traditions, histories and cultures of dance by making and responding as active participants and informed audiences.

Organisation and Content Structure
In the Australian Curriculum, the Arts is a learning area that draws together related but distinct art forms. While these art forms have close relationships and are often used in integrated ways, each involves different approaches to arts practices and critical and creative thinking that reflect distinct bodies of knowledge, understanding and skills. The curriculum examines past, current and emerging arts practices in each art form across a range of cultures and places.

The Australian Curriculum: The Arts Foundation to Year 10 enables exploration of the dynamic relationships between Arts subjects. This can involve making and responding to artworks in traditional, contemporary and emerging forms, using materials, techniques and technologies from one Arts subject to support learning in another. This twenty-first century Arts curriculum, students explore innovative and hybrid art forms which extend and challenge art making and combine practices of two or more art forms.

Within all Arts subjects, design facilitates the creative and practical realisation of ideas. Design thinking is a fundamental strategy in the experimentation, refinement and resolution of an artwork and takes into account logical, critical and aesthetic considerations. Many different words describe design within the Arts such as choreographing, narrating, devising, constructing, composing and sculpting. Design connects the different art forms so that they inform each other, providing possibilities for students to create innovative and hybrid forms of art.

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Years 7–8: Level Description: Dance
In Years 7 and 8, Learning in Dance builds on the experience of the previous band. It involves students making and responding to dance independently, and with their classmates, teachers and communities. They explore dance as an art form through choreography, performance and appreciation. Students build on their awareness of the body through body part articulation. They extend their understanding and use of space, time, dynamics and relationships including performing in groups, spatial relationships and using interaction to communicate their choreographic intention. They extend the combinations of fundamental movement skills to explore dance styles. They extend technical skills from the previous band increasing their confidence, accuracy, clarity of movement and projection. As they experience dance, students draw on dances from a range of cultures, times and locations. They explore the dance and influences of Aboriginal and Torres Strait Islander Peoples, and of the Asia region. Students learn about style and choreographic intent in Aboriginal and Torres Strait Islander dances, and how these dances communicate social contexts and relationships. Students learn about sustainability through The Arts and sustainability of practices in The Arts. As they make and respond to dance, students explore meaning and interpretation, forms and elements, and social, cultural and historical contexts of dance. They evaluate choreographers’ intentions and expressive skills in dances they view and perform. Students understand that safe dance practices underlie all experiences in the study of dance. They perform within their own body capabilities and work safely in groups.

Years 7–8: Examples of knowledge and skills in Dance
Students choreograph, perform and appreciate dances from a range of contexts, demonstrating an increasing range of movement skills and style-specific techniques. Through Making and Responding, students develop skills in and understanding of their dance making by becoming increasingly proficient in using choreographic, performance and appreciating practices.

Examples of knowledge and skills in Dance
The following information serves to articulate the main parts of the broader conceptual areas of Knowledge and Skills. These are not an exclusive, exhaustive list, but an indication of the breadth of study within dance. In this band students develop their knowledge of how ideas and intentions are communicated in and through dance. They build on and refine their knowledge, understanding and skills through dance practices focusing on:

- **Body**
  - body part articulations - for example, isolation of body parts in combination with each other
  - weight transfer - for example, lunge, leap, roll
  - body awareness, body bases, body parts, body zones

- **Space**
  - using performance space - for example, confined, large
  - using level, dimension, direction, shape, active space, positive space, negative space, planes, pathways, general space and personal space
  - with increasing complexity/combinations

- **Time**
  - using metre, tempo, momentum, accent, duration, phrasing, rhythmic patterns, stillness and beat with increasing complexity/combinations

- **Dynamics**
  - inaction versus action, percussion, fluidity - for example, wiping, dab, mould, flow, bind
  - using weight, force, energy and movement qualities with increasing complexity/combinations

- **Relationships**
  - groupings - for example, large and small groups, meet/part, follow/lead
  - spatial relationships – dancers to objects, between dancers
  - interaction – emotional connections between dancers
  - style-specific use of props
  - opposition of body parts
  - using groupings, spatial relationships, interaction with increasing complexity/combinations

- **Fundamental movement skills**
  - combining fundamental movements in increasingly complex ways
  - considering conventions and vocabulary of selected dance styles and applying this knowledge to developing movement vocabulary and dance techniques, for example, theatrical styles: modern dance, jazz, street dance, musical theatre
  - increasing technical competence in control, accuracy, alignment, strength, balance, coordination, placement, flexibility, endurance and articulation

- **Technical skills**
  - increasing confidence, clarity of movement and intention, projection, focus and musicality
  - awareness of their own and others’ physical capabilities when performing a specific dance style;
  - knowledge of the musculoskeletal system

- **Expressive skills**
  - increasing confidence, clarity of movement and intention, projection, focus and musicality
  - awareness of their own and others’ physical capabilities when performing a specific dance style;
  - knowledge of the musculoskeletal system

- **Safe dance practices**
  - unison, contrast, repetition, sequence, variation, abstraction, transition, canon

- **Choreographic devices**
  - binary, ternary, narrative

- **Choreographic forms**
  - contrast, binary, ternary, narrative

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8.1 Combine elements of dance and improvise by making literal movements into abstract movements
8.2 Develop their choreographic intent by applying the elements of dance to select and organise movement
8.3 Practise and refine technical skills in style-specific techniques
8.4 Structure dances using choreographic devices and form
8.5 Rehearse and perform focusing on expressive skills appropriate to style and/or choreographic intent
8.6 Analyse how choreographers use elements of dance and production elements to communicate intention
8.7 Identify and connect specific features and purposes of dance from contemporary and past times to explore viewpoints and enrich their dance-making, starting with dance in Australia and including dance of Aboriginal and Torres Strait Islander Peoples.

NB: It is advised that the ‘Learning in Dance’ two page introduction (Subject, structure) is used along with this ‘explorer’ paper. Download it from the Australian Curriculum website. Source: www.australiancurriculum.edu.au / accessed 22/02/2017