YEARS 9–10

RATIONALITY: 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 the medium for personal, social, emotional, spiritual and physical communication. 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 to their engagement 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’ dances 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 appreciation of 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 interleaved 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 students 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. In 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, designing, 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.

Dancing knowledge and skills
In Dance, students develop kinesthetic knowledge through the development of dance knowledge and skill with the materials of dance. Early sensory experience using the body as the instrument of expression and movement as the medium is fundamental to the development of this kinesthetic knowledge in dance and contributes to students’ overall aesthetic understanding. Dance may have a particular ‘look’, ‘sound’ and ‘feel’ that students respond to positively, negatively or with indifference according to the engagement of their senses, emotions and cognition. They consider their perceptions of different dances and their notions of what is appealing or not appealing in the emotional, movement, spatial and visual settings of dances that they appreciate in view.

Through Dance, students learn to reflect critically on their own aesthetic preferences by considering social, historical and cultural influences, and the effects of local and global cultures upon their tastes and decision making. From early family experiences, students’ aesthetic preferences are nurtured by an increasing range of cultural influences. The wider social, historical and cultural contexts for dance present students with differing aesthetic preferences, tastes and experiences determined by people and cultures.

Dance foundations
In Dance, students develop kinaesthetic knowledge through the development of dance knowledge and skill with the materials of dance. Dance enables learning and engagement with the body as the instrument and movement as the medium of the arts. Dance extends the concept of expression beyond what can be said through words to what can be said through movement. Through dance, students explore and question the nature of evidence and the contestability of ideas, debating and reflecting upon their own and others’. Students’ understanding of sustainability is progressively developed as they explore the nature of evidence and the contestability of ideas, debating and reflecting upon their own and others’.

Content descriptions in each Arts subject focus on similar concepts and skills that, across the bands, present a developmental sequence of knowledge, understanding and skills. The focus of each content description in Foundation to Year 6 expands into more specific content descriptions for Years 7 to 10 as presented in the table below. For transition purposes from primary to secondary in Years 7–9 and consistency state-wide, generalist primary teachers at Year 7 could focus on the four initial similar concepts and skills eg, the 1st, 3rd, 5th and 6th Content Descriptions, with the deeper and expanded concepts being the focus in Year 8, eg the 2nd, 4th, 5th, and 7th Content Descriptions. E.g. The focus in Year 7 could then be on: 3, 8, 3.5 and 8.5, and in Year 8: 2, 8, 3.5 and 8.5.

Dance: Years 9 and 10 Achievement Standard
By the end of Year 10, students analyse the choreographer’s use of the elements of dance, choreographic devices, form and production elements to communicate choreographic intent in dance practices that they make, perform and view. They evaluate the impact of dance from different cultures, places and times on Australian dance.

Students choreograph dances by manipulating and combining the elements of dance, choreographic devices, form and production elements to communicate their choreographic intent. They choreograph, rehearse and perform dances, demonstrating technical and expressive skills appropriate to the genre and style.
In Years 9 and 10, learning in Dance builds on the experience of the previous band. It involves students making and responding to dance, independently and in small groups, and with their teachers and communities. They explore dance as an art form through choreography, performance and appreciation. Students build on their understanding of the body and how it is used in particular dance styles. They extend their understanding and use space, time, dynamics and relationships to expand their choreographic intentions. They extend the combinations of fundamental movement skills to include dance style-specific movement skills. 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 those of the Asia region. Students reflect on the development of traditional and contemporary styles of dance and how choreographers can be identified through the style of their choreography. 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 of social, cultural and historical contexts of dance. They evaluate dancers’ success in expressing the choreographers’ intentions and use of 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.

Examples of knowledge and skills in Dance

- Improvise to find new movement possibilities and explore personal style by combining elements of dance
- Manipulate combinations of the elements of dance and choreographic devices to communicate their choreographic intentions
- Practise and refine technical skills to develop proficiency in genre- and style-specific techniques
- Structure dances using movement motifs, choreographic devices and form
- Perform dances using genre- and style-specific techniques and expressive skills to communicate a choreographer’s intention
- Evaluate their own choreography and performance, and that of others to inform and refine future work
- Analyse a range of dance from contemporary and past times to explore differing viewpoints and enrich their dance making, starting with dance from Australia and including dance of Aboriginal and Torres Strait Islander Peoples, and consider dance in international contexts

Examples of viewpoints and questions within the Dance Content Elaborations Years 9–10

- Considering Viewpoints in Dance
  - Meanings and interpretations: For example – What meanings are intended by the choreographer? What culturally symbolic movements are evident in this dance? How have the elements of space and time been manipulated in this work to communicate meaning?
  - Evaluations: For example – How successful were the dancers in conveying the choreographer’s stated intent? What political statement is this dance work making?
  - Psychology: For example – What emotion did you feel most strongly as you viewed the dance? For example – What culturally symbolic movements are evident in this dance?
  - Cultures: For example – What culturally symbolic movements are evident in this dance? What political statement is this dance work making?