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 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’ dances using physical and verbal communication. Active participation as dancers, choreographers and audiences promotes wellbeing 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 interrelated 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, 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.

Strands - Content descriptions for Years 7 to 10 as presented in the table below.

<table>
<thead>
<tr>
<th>Content description</th>
<th>Foundation—Yr 6</th>
<th>Content description</th>
<th>Yrs 7–10</th>
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</thead>
<tbody>
<tr>
<td>1st. Exploring ideas and improvising with ways to represent ideas</td>
<td>2nd. Exploring ideas and improvising with ways to represent ideas</td>
<td>2nd. Manipulating and applying the elements/concepts with intent</td>
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<td>2nd. Developing understanding of practices</td>
<td>3rd. Developing and refining understanding of skills and techniques</td>
<td>4th. Structuring and organising ideas into form</td>
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<tr>
<td>3rd. Sharing artworks through performance, presentation or display</td>
<td>5th. Sharing artworks through performance, presentation or display</td>
<td>6th. Analysing and reflecting upon intentions</td>
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<tr>
<td>4th. Responding to and interpreting artworks</td>
<td>7th. Responding to and interpreting artworks</td>
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</table>

Contents 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 above. For transition purposes from primary to secondary in Years 7–8 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 7th Content Descriptions. 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: 8.1, 8.3, 8.5 and 8.6, and in Year 8: 8.2, 8.4, 8.5 and 8.7.
Years F–2: Level Description: Dance

In Foundation to Year 2, students explore dance. They learn about how dance can represent the world and they make dances to represent their ideas about the world. They share their dance with peers and experience dance as audiences.

In Foundation to Year 2, learning in Dance builds upon the Early Years Learning Framework. Students are engaged through purposeful play in structured activities, fostering a strong sense of wellbeing and developing students’ connection with and contribution to the world.

Students become aware of their bodies and learn about the body bases, parts and zones used in dance. They explore space, time, dynamics and relationships as they make and observe dances. They explore locomotor and non-locomotor movements and use these fundamental movement skills in their own dance. They experiment with simple technical and expressive skills and begin to learn about choreographic devices through selecting and organising movements in their own dances.

In the Foundation Year, students undertake dance suitable to their level of development. As they experience dance, students draw on dances from a range of cultures, times and locations. They explore the dances and influences of Aboriginal and Torres Strait Islander Peoples, and those of the Asia region. While dance in the local community should be the initial focus for learning, students are also aware of and interested in dance from more distant locations and the curriculum provides opportunities to build on this curiosity. Students will learn that dances are used by Aboriginal and Torres Strait Islander people for different purposes. As they make and respond to dance, students explore meaning and interpretation, forms and elements and social and cultural contexts of dance. They make simple evaluations of dance expressing what they like and why. Students learn about safe dance practices. They experience the role of artist and they respond to feedback in their dance making. As an audience they learn to focus their attention on the performance and to respond at the end of the performance.

Years F–2: 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 awareness — awareness of body in space in relation to objects in class; awareness of position
  - Body zones/parts — whole body/parts of the body
  - Body bases (what supports the body)—feet, hands or knees

- **Elements of dance**
  - **Space**
    - Level — for example, moving through low (ground), medium (standing) and high (head height) levels
    - Directions — for example, forwards, backwards, sideways
    - Shapes — for example, angular, twisted, curved, straight, closed circular
    - Dimension — for example, big, small
  - **Personal (kinesphere) and general space** — for example, moving within the space around the body, extending as far as the body and body parts can reach without travelling; sharing the general dance space with other students.
  - **Time**
    - Tempo — for example, fast/slow, slowing down, speeding up, moving versus freezing
    - Rhythm — for example, even, uneven
  - **Dynamics** — gaining control over own energy levels
    - - moving to illustrate different environments — for example, melting ice, windy weather
    - - using different dynamics — for example, heavy/light, sharp/soft movements
    - - movement qualities — for example, jerky, percussive
    - - Force — bouncing, exploding, shaking
  - **Relationships**
    - Groupings — for example, dancing as an individual within a group
    - Spatial relationships — for example, around, side-by-side
    - Interaction — for example, mirroring movement with a partner
    - - use of simple objects/props — for example, moving in and around an object or prop

- **Fundamental movement skills**
  - - locomotor movements—for example, walking, running, marching, galloping, skipping, crawling, rolling
  - - non-locomotor movements — for example, bending, stretching, twisting, turning, growing, melting to the ground

- **Technical skills**
  - - with teacher guidance, practising to develop body control, posture, strength, balance and coordination

- **Expressive skills**
  - - for example, facing the audience, looking out to audience (as appropriate) and using facial expression

- **Safe dance practices**
  - - awareness of, care, respect and responsibility for other students dancing in the dance space
  - - awareness of the boundaries of the dance space

- **Choreographic devices**
  - - selecting meaningful movements
  - - combining movements.

Years F–2: Considering viewpoints in Dance

In both Making and Responding, students learn that meanings can be generated from different viewpoints and that these shift according to different world encounters. As students make, investigate or critique dances as choreographers, dancers and audiences, they may ask and answer questions to consider the choreographers’ and dancers’ meanings and the audiences’ interpretations. Meanings and interpretations are informed by an understanding of how the elements of dance, materials, skills and processes are used in differing social, cultural and historical contexts. These questions provide the basis for making informed critical judgments about their own dance and the dance they see as audiences. The complexity and sophistication of such questions will develop across Foundation to Year 10. In the later years, students will consider the interests and concerns of choreographers, dancers and audiences regarding philosophies and ideologies, critical theories, institutions and psychology.

Examples of viewpoints and questions within the Dance Content Elaborations Years F–2

Considering viewpoints:

- **Forms and elements:** For example – Which levels are you using in your dance? What sort of movements did the dancers perform? What are they wearing? What kind of music are they dancing to?

- **Meanings and interpretations:** For example – What did this dance make you think about? Did the dance movements remind you of anything? How are you communicating the ideas or intention in this dance?

- **Evaluations:** For example – Why are these people dancing? Where are they dancing? Where is this dance from?

Years F–2: Content Descriptions: Dance

2.1 Explore, improvise and organise ideas to make dance sequences using the elements of dance

2.2 Use fundamental movement skills to develop technical skills when practising dance sequences

2.3 Present dance that communicate ideas to an audience, including dance used by cultural groups in the community

2.4 Respond to dance and consider where and why people dance, starting with dances from Australia including dances 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