SAMPLE COURSE OUTLINE

DANCE
ATAR YEAR 11
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Sample course outline
Dance – ATAR Year 11
Unit 1 and Unit 2

Term 1 – Popular culture

<table>
<thead>
<tr>
<th>Week</th>
<th>Key teaching points</th>
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</table>
| 1–3  | Overview of unit and assessment requirements  
Genre-specific technique classes – exercises and sequences that require a competent level of the components of fitness and develop technical dance skills; warm-up and cool-down specific to genre and class needs  
Experiential anatomy – identify and discuss neutral alignment; review basic bones and muscles; review joint structure, range of movement; introduce biomechanical terminology  
Composition workshops – storytelling and gesture focus; creating a safe and comfortable environment to explore movement and experiment using improvisation; movement tasks; exploring everyday gestures to create movement (solo); bringing gestures/movements together to tell a story (small groups); choreographic structure – narrative  
Functions of dance: ritualistic, artistic, social  
Aboriginal dance and its influence  
Writing about dance – describing, analysing, interpreting and evaluating dance from a variety of dance styles, using a given framework |
| 4–7  | Genre-specific technique classes – exercises and sequences that require a competent level of the components of fitness and develop technical dance skills, principles of safe exercising; commence learning set solo  
Composition workshops – selection and combination of elements of dance: body, energy, space, time (BEST); symmetry and asymmetry; incorporation of ideas from dance forms of diverse times and places  
Dance analysis using dance terminology and language to compare past and present popular genres, discussing how cultural contexts can provide inspiration for design concepts |
| 8–10 | Genre-specific technique classes – exercises and sequences that require a competent level of the components of fitness and develop technical dance skills; continue with set solo; neutral alignment to facilitate ease of movement; biomechanical principles of movement  
Composition workshops – select a sequence of movement from technique class with which to explore and experiment with choreographic devices unison: canon, motif, contrast and repetition; choreographic structure – binary  
Investigation of dance genres/styles from diverse cultures and different times, and how dance genres/styles reflect changes in moral, social and cultural attitudes  
**Task 6:** In-class response (due Week 10) |
## Sample course outline

### Dance

**ATAR Year 11**

### Term 2 – Popular culture

<table>
<thead>
<tr>
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<td>1–2</td>
<td>Genre-specific technique classes – exercises and sequences that require a competent level of the components of fitness and develop technical dance skills; continue with set solo; neutral alignment to facilitate ease of movement; biomechanical principles of movement. Improvisation workshops initiated by different stimuli or motivators – visual, tactile, (the use of props or imagery), kinaesthetic, and auditory.</td>
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| 3–5  | **Task 1:** Demonstration of technique (genre-specific) practical assessment (due Week 3)  
Choreographic workshops introducing choreographic devices – fragmentation, embellishment, accumulation, reversal and retrograde.  
Begin group choreography – brainstorm and document concept and ideas for the dance.  
Elements of dance and choreographic processes that produce dance works which reflect an understanding of contemporary Australian culture.  
Documentation of choreographic ideas.  
**Task 4:** Semester 1 practical examination (solo performance of selected sections of the set solo) and interview (based on experiential anatomy and biomechanical principles of movement) under examination conditions.  
**Task 9:** Semester 1 written examination – a representative sample of the syllabus content from Semester 1, using a modified examination design brief from the Year 12 syllabus. |
| 6–7  | Continue group choreography – elements of dance and choreographic processes that produce dance works which reflect an understanding of contemporary Australian culture.  
Exploration of different cultural contexts past and present to provide inspiration for design concepts related to: lighting, music/sound, multimedia, costume, props, sets and staging.  
Design concepts that reflect current popular trends.  
Theatre etiquette – responsible backstage behaviour, care of costumes, props and set.  
Warm-up appropriate for performance. |
| 8–9  | Continue with group choreography – elements of dance and choreographic processes that produce dance works which reflect an understanding of contemporary Australian culture.  
Continue with design concepts and technologies in planning and creating dance – choices of design concepts to reflect concept and convey meaning and effect: lighting, music/sound, multimedia, costume, props, sets, and staging.  
Theatre etiquette – responsible backstage behaviour, care of costumes, props and set.  
Warm-up appropriate for performance.  
**Task 2:** Group choreography presentation (due Week 10). |
## Term 3 – Australian dance

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| 1–4  | Choreographic workshops comparing group choreography with solo choreography  
Begin to work on original solo in genre of choice – focusing on manipulating the elements of dance and choices of choreographic devices to reflect choreographic intent; choreographic plans  
Improvisational skills – introduction to improvisation score  
Revision of choreographic structure – narrative, binary, introduce ternary, rondo  
Broad overview of the development of dance in Australia from the twentieth century to the present |
| 5–7  | Work on original solo in genre of choice – focusing on manipulating the elements of dance and choices of choreographic devices to reflect choreographic intent  
**Task 7:** Broad overview of development of dance in Australia report (due Week 5)  
Case study investigation covering the following – historical background information; historical, cultural and social context in terms of time and place; influences of popular culture. |
| 8–9  | Original solo rehearsal – performance of movement with accuracy and style; maintenance of performance focus; development of a stage presence  
Improvisational skills – developing an improvisation score  
Case study investigation covering the following – historical background information; related and relevant dance works: significance of the dance works, choreographic intent, choreographic devices, choreographic structures, movement choices and design concepts; historical, cultural and social context in terms of time and place; the ways cultural identity can be represented through dance. |
| 10   | Techniques to develop a performance persona and evoke an audience response  
Continue improvisational skills – developing an improvisation score  
Case study investigation covering the following: historical background information; related and relevant dance works: significance of the dance works, choreographic intent, choreographic devices, choreographic structures, movement choices and design concepts; historical, cultural and social context in terms of time and place; the ways cultural identity can be represented through dance.  
**Task 3:** Original solo presentation (due Week 10) |
## Term 4 – Australian dance

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| 1–4  | Revisit the set solo in preparation for the semester examination  
      | Improvisational skills – developing an improvisation score to a structured task  
      | Physical implementation of biomechanical principles of movement in locomotor and non-locomotor movement: centre of gravity, base of support, balance, motion, transfer of weight  
      | Interview preparation  
      | **Task 8**: In-class timed response based on case study (due Week 4) |
| 5–6  | **Task 5**: Semester 2 practical examination (solo performance of the set solo and original solo; structured improvisation task) and interview (based on experiential anatomy and biomechanical principles of movement) under examination conditions  
      | **Task 10**: Semester 2 written examination – a representative sample of the syllabus content from Unit 1 and Unit 2, using a modified examination design brief from the Year 12 syllabus |