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Disclaimer

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Sample course outline
Dance – General Year 12
Unit 3 and Unit 4

Semester 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 – safe execution of exercises and sequences that require a competent level of the components of fitness and develop technical dance skills in hip-hop; 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  
|      | 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 – safe execution of exercises and sequences that require a competent level of the components of fitness and develop technical dance skills in hip-hop, principles of safe exercising  
|      | Composition workshops – selection and combination of elements of dance: body, energy, space, time (BEST); review movements and sequences from hip-hop dance class, exploring the potential of these movements and phrases beyond the choreography, experimenting with unison, canon, symmetry and asymmetry  
|      | Commence Task 2. View selected music videos, observing evidence of traditional dance styles (e.g. Indian, African) in contemporary music videos; discuss the effectiveness of their use and observe the format of the music video, including quick edits, costume changes, scene changes, and narrative structure; how these techniques might be incorporated in live stage performance  
|      | Explore ways to simulate music video style and format. In pairs/threes, further develop the phrase/s created in class last week, exploring new choreographic devices of motif, contrast and repetition  
|      | Dance analysis using dance terminology and language to compare past and present popular genres, discussing how cultural contexts can provide inspiration for design concepts related to: lighting, music/sound, multimedia, costume, props, sets and staging; and how design concepts can reflect current popular trends  
|      | Investigate the influences of popular culture through a case study chosen from a dance company or choreographer or dancer or a dance genre/style which considers: historical, social and cultural contexts |
### Semester 2 – Australian dance

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| 1–4  | Overview of unit and assessment requirements  
Genre-specific technique classes – safe execution of exercises and sequences that require a competent level of the components of fitness and develop technical dance skills in contemporary technique, including floor work, standing work, centre work, turning, travelling and elevation, warm-up and cool-down specific to genre and class needs  
Composition workshops – manipulate the elements of dance: body, energy, space, time (BEST) to reflect a concept; choreographic devices, including accumulation, reversal and retrograde; using rondo form as a choreographic structure  
Begin group choreography (Task 4) – brainstorm and document concept and ideas, using a choreographic planner, for a dance which reflects an understanding of contemporary Australian culture |
| 5–7  | Genre-specific technique classes – safe execution of exercises and sequences that require a competent level of the components of fitness and develop technical dance skills in contemporary technique, including floor work, standing work, centre work, turning, travelling and elevation, warm-up and cool-down specific to genre and class needs  
Physical implementation of biomechanical principles of movement in locomotor and non-locomotor movement: centre of gravity, base of support, balance, motion, transfer of weight  
Composition workshop – improvisational skills – introduction to improvisation score  
Continue with group choreography – choice of design concepts to reflect concept and convey meaning and effect: lighting, music/sound, multimedia, costume, props, sets and staging  
Dance writing – using a range of dance terminology and given frameworks to describe, analyse, interpret and evaluate dance  
Broad overview of the development of dance in Australia from the twentieth century to the present  
**Task 7:** Broad overview of development of dance in Australia report (due Week 7) |
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| 8–9 | Genre-specific technique classes – safe execution of exercises and sequences that require a competent level of the components of fitness and develop technical dance skills in contemporary technique, including floor work, standing work, centre work, turning, travelling and elevation, warm-up and cool-down specific to genre and class needs. Technique focusing on correct and accurate retention and execution specific to the contemporary genre.  
Injury prevention and treatment  
Continue with group choreography – rehearsal techniques for performance; choice of design concepts to reflect concept and convey meaning and effect: lighting, music/sound, multimedia, costume, props, sets and staging  
Aboriginal dance and its influences  
Case study investigation covering the following – historical background information; related and relevant dance works, including 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. |
| 10–12 | Task 3: Demonstration of technique (genre-specific) practical assessment (due Week 12)  
Continue with group choreography – rehearsal techniques for performance  
Case study investigation covering the following: historical background information; related and relevant dance works, including 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. |
| 13–14 | Task 4: Performance of group choreography (due Week 14)  
Task 6: In-class timed response based on case study (due Week 13)  
Continue with group choreography – rehearsal techniques for performance, warm-up appropriate for performance, demonstration of appropriate theatre etiquette, performance of movement with accuracy and style, maintenance of performance focus  
Final preparations, technical and dress rehearsal for Task 4 |