



SAMPLE COURSE OUTLINE

DANCE

GENERAL YEAR 11

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

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Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course. Teachers must exercise their professional judgement as to the appropriateness of any they may wish to use.

Sample course outline

Dance – General Year 11

Unit 1 and Unit 2

Semester 1 – Exploring the components of dance

Week	Key teaching points	Content descriptors
1–3	<p>Overview of Unit 1 and assessment requirements</p> <p>Technique specific to the dance genre class – exercises and sequences that require a competent level of the components of fitness: strength, flexibility, coordination, muscular endurance, cardiovascular endurance. Technique specific to the development of the dance genre that develops dance skills in: floor work, standing work, centre work, turning, travelling and elevation; safe execution of skills and techniques</p> <p>Safe and healthy dance – importance of warm-up; appropriate dress for safe dance participation; rehearsal techniques, safety rules for working in the rehearsal and performance space</p> <p>Experiential anatomy – identify major bones and muscle groups of the human body: vertebrae, shoulder girdle, pelvic region, limbs</p> <p>Composition workshops – ways to link movement and concept using gesture and drawing from experience; storytelling and exploring choreographic structure with the use of narrative; creating a safe and comfortable environment to explore movement and experiment using improvisation</p> <p>Introduction to the features and functions of dance: ritualistic, artistic, social</p> <p>Writing about dance using dance terminology to identify, respond to, and reflect on, components and contexts of dance using given frameworks</p>	<ul style="list-style-type: none"> • technique specific to the dance genre • exercises and sequences that require a competent level of the components of fitness: <ul style="list-style-type: none"> ▪ strength ▪ flexibility ▪ coordination ▪ muscular endurance ▪ cardiovascular endurance • development of dance skills in: <ul style="list-style-type: none"> ▪ floor work ▪ standing work ▪ centre work ▪ turning ▪ travelling ▪ elevation • safe execution of skills and technique • importance of warm-up • appropriate dress for safe dance participation • rehearsal techniques, safety rules for working in rehearsal and performance space • identifying major bones and muscle groups of the human body: <ul style="list-style-type: none"> ▪ vertebrae ▪ shoulder girdle ▪ pelvic region ▪ limbs • ways to link movement and concept, using gesture and drawing from experience • exploring choreographic structure – the use of narrative • introduction to the functions of dance: ritualistic, artistic, social • use of dance terminology to identify, respond to, and reflect on, components and contexts of dance using given frameworks

Week	Key teaching points	Content descriptors
4–7	<p>Genre-specific technique classes – exercises and sequences that require a competent level of the components of fitness: strength, flexibility, coordination, muscular endurance, cardiovascular endurance. Technique specific to the dance genre that develops dance skills in: floor work, standing work, centre work, turning, travelling and elevation; safe execution of skills and techniques</p> <p>Composition workshops – select an extended sequence of movement from technique class and explore ways to use and manipulate the movement using the elements of dance: body, energy, space, time (BEST); explore choreographic devices: canon and unison</p> <p>Writing about dance using dance terminology to identify, respond to, and reflect on, components and contexts of dance using given frameworks</p> <p>Commence Task 5: Dance History Report</p> <p>Investigation of the ways people have engaged with dance throughout history, broad overview of the purpose and value of dance in different cultures, features of dance: genre, form, style and components; contexts of dance: historical, social, economic, cultural and geographical; European folk dance and its social context; dance of oppressed peoples (e.g. Brazilian and African slavery); particular focus on the social function and features of dances, particularly communication and community (e.g. capoeira, tap)</p>	<ul style="list-style-type: none"> • ways to use and manipulate the elements of dance: body, energy, space, time (BEST) • exploring choreographic devices: canon, unison • broad overview of the purpose and value of dance in different cultures • features of dance: genre, form, style and components • contexts of dance: historical, social, economic, cultural and geographical
8–10	<p>Genre-specific technique classes – exercises and sequences that require a competent level of the components of fitness: strength, flexibility, coordination, muscular endurance, cardiovascular endurance. Technique specific to the dance genre that develops dance skills in: floor work, standing work, centre work, turning, travelling and elevation; safe execution of skills and techniques</p> <p>Composition workshops – ways to find solutions to movement tasks through improvisation</p> <p>Commence Task 3: Group choreography performance of a historical/ancestral dance</p> <p>Investigation of purpose and value of dance in different cultures; features of dance: genre, form, style and components; contexts of dance: historical, social, economic, cultural and geographical</p> <p>Task 5: Dance History Report (due Week 10)</p> <p>Investigation of the ways people have engaged in dance throughout history, the purpose and value</p>	<ul style="list-style-type: none"> • ways to find solutions to movement tasks through improvisation

Week	Key teaching points	Content descriptors
	of dance in different cultures, features of dance: genre, form, style and components	
11–12	<p>Genre-specific technique classes – exercises and sequences that require a competent level of the components of fitness: strength, flexibility, coordination, muscular endurance, cardiovascular endurance. Technique specific to the dance genre that develops dance skills in: floor work, standing work, centre work, turning, travelling and elevation; safe execution of skills and techniques</p> <p>Group choreography – ways to use rehearsal time effectively; create a schedule; different performance spaces for dance</p> <p>Introduction to dance design related to selecting appropriate: lighting, music/sound, multimedia, costume, props, sets and staging</p>	<ul style="list-style-type: none"> • ways to use effective rehearsal time • different performance spaces for dance • introduction to dance design related to selecting appropriate: <ul style="list-style-type: none"> ▪ lighting ▪ music/sound ▪ multimedia ▪ costume ▪ props, sets, staging
13–14	<p>Task 1: Demonstration of genre/style specific technique.</p> <p>Group choreography – techniques for focus and concentration; ways to practise with accuracy and retention, knowledge of a variety of performance spaces</p>	<ul style="list-style-type: none"> • techniques for focus and concentration, ways to practise with accuracy, retention, knowledge of variety of performance spaces
15	<p>Group choreography technical and dress rehearsal, care and appropriate use of costumes and props</p> <p>Task 3: Group choreography performance of a historical/ancestral dance</p> <p>Class time to present final reflection on influencing factors on their choreography; clean up post performance</p>	<ul style="list-style-type: none"> • care and appropriate use of costumes and props • cleaning up post performance
16–17	Year 11 examination weeks	

Semester 2 – Dance as entertainment

Week	Key teaching points	Content descriptors
1–3	<p>Overview of Unit 2 and assessment requirements – discussion on how dance is used to entertain us (e.g. opening of Olympic games, advertisements, musicals, movies, music videos, concerts). Discuss how dance is used as an effective tool in advertisements to enhance the attractiveness of a product or service</p> <p>Genre-specific technique classes – technique specific to the dance genre; exercises and sequences that require a competent level of the components of fitness: strength, flexibility, coordination, muscular endurance and cardiovascular endurance</p> <p>Development of technical dance skills in musical theatre jazz, including floor work, standing work, centre work, turning, travelling and elevation; safe execution of skills and techniques; warm-up appropriate for performance</p> <p>Changes in the functions of dance – highlight the metamorphosis of social dance into artistic dance, e.g. compare the original jazz dance (traditional improvisation-based, musically-responsive, grounded/earthed jazz) with Fosse/Broadway styles (highly crafted/choreographed, blended with classical ballet technique to lift out of the floor)</p>	<ul style="list-style-type: none"> • technique specific to the dance genre • exercises and sequences that require a competent level of the components of fitness: <ul style="list-style-type: none"> ▪ strength ▪ flexibility ▪ coordination ▪ muscular endurance ▪ cardiovascular endurance • development of dance skills in: <ul style="list-style-type: none"> ▪ floor work ▪ standing work ▪ centre work ▪ turning ▪ travelling ▪ elevation • safe execution of skills and technique • warm-up appropriate for performance • changes in the functions of dance
4–7	<p>Genre-specific technique classes – exercises and sequences that require a competent level of the components of fitness: strength, flexibility, coordination, muscular endurance and cardiovascular endurance. Development of technical dance skills in musical theatre jazz, including floor work, standing work, centre work, turning, travelling and elevation; safe execution of skills and techniques; warm-up appropriate for performance; postural conventions specific to dance alignment, such as balancing bones on bones, the plumb line</p> <p>Composition workshop: responding to stimuli to explore and create movement for concepts/themes: improvisation</p>	<ul style="list-style-type: none"> • postural conventions specific to dance alignment, such as balancing bones on bones, the plumb line • responding to stimuli to explore and create movement for concepts/themes; improvisation • experimenting and adapting elements of

Week	Key teaching points	Content descriptors
	<p>Experimenting with and adapting the elements of dance: body, energy, space, time (BEST) Exploring movement that reflects mood/emotion</p> <p>Ways to structure dance – beginning, middle, end</p> <p>Experiential anatomy – basic human physiology: joint structure and range of movement</p> <p>Investigate what has changed: function, features, social/economic value – employment opportunities in dance; how dance is influenced by the contexts in which it exists – participation and presentation; dance as part of entertainment; dance as an effective tool in marketing and advertising;</p> <p>Task 7: In-class timed response on how a dance from a particular time is influenced by the historical and sociocultural context in which it exists</p>	<p>dance: body, energy, space, time (BEST)</p> <ul style="list-style-type: none"> • exploring movement that reflects mood/emotion • ways to structure dance – beginning, middle and end • basic human physiology: joint structure and range of movement • how dance is influenced by the contexts in which it exists – participation and presentation • dance as part of entertainment • dance as an effective tool in marketing and advertising
8–10	<p>Genre-specific technique classes – exercises and sequences that require a competent level of the components of fitness: strength, flexibility, coordination, muscular endurance and cardiovascular endurance. Development of technical dance skills in musical theatre jazz, including floor work, standing work, centre work, turning, travelling and elevation, including an extended jazz routine</p> <p>Composition workshop: use movement acquired from technique class to explore choreographic devices – motif and contrast</p> <p>Commence Task 4: Plan, choreograph and present a dance scene in the musical theatre genre</p> <p>Choreographed dance scene from a musical – brief history, characteristics and function of musical theatre. View excerpts from <i>Sweet charity</i>, <i>Singing in the rain</i>, <i>West side story</i> and <i>News boys</i> and discuss features and function of the dance</p> <p>Determine function of dance in musical theatre – either to advance plot, develop character, create mood or atmosphere, or embody dramatic theme</p> <p>Adapting available design concepts and technologies appropriate to the musical theatre genre: lighting, music/sound, multimedia, costume, props, sets and staging</p> <p>Effective rehearsal techniques</p>	<ul style="list-style-type: none"> • choreographic devices: motif and contrast • adapting available design concepts and technologies appropriate to genre, style and concept: <ul style="list-style-type: none"> ▪ lighting ▪ music/sound ▪ multimedia ▪ costume ▪ props, sets, staging • effective rehearsal techniques

Week	Key teaching points	Content descriptors
	<p>Basic nutrition for the dancer</p> <p>Common dance injuries and prevention</p>	<ul style="list-style-type: none"> • basic nutrition for the dancer • common dance injuries and prevention
11–12	<p>Genre-specific technique classes – exercises and sequences that require a competent level of the components of fitness: strength, flexibility, coordination, muscular endurance and cardiovascular endurance. Development of technical dance skills in musical theatre jazz, including floor work, standing work, centre work, turning, travelling and elevation, including an extended jazz routine</p> <p>Continue with choreographed dance scene; ways to engage with the audience: facial expression, gesture, accurate reproduction of movement</p> <p>Effective rehearsal techniques</p> <p>Ways to adapt performances for different spaces</p> <p>Critical review writing: use of dance terminology to respond to, reflect on, and evaluate, overall impact and entertainment value of a scene from a musical theatre production</p> <p>Use of dance terminology to describe particular movements and styles</p>	<ul style="list-style-type: none"> • ways to engage with the audience: facial expression, gesture, accurate reproduction of movement • ways to adapt performances for different spaces • use of dance terminology to respond to, reflect on and evaluate dance • use of dance terminology to describe particular movements and styles
13	<p>Genre-specific technique classes – exercises and sequences that require a competent level of the components of fitness: strength, flexibility, coordination, muscular endurance and cardiovascular endurance. Development of technical dance skills in musical theatre jazz, including floor work, standing work, centre work, turning, travelling and elevation, including an extended jazz routine</p> <p>Theatre etiquette, such as appropriate backstage behaviour, noise levels, ways to demonstrate consideration for other performers, positioning in wings</p> <p>Task 4: Presentation of choreographed dance scene in the musical theatre genre</p>	<ul style="list-style-type: none"> • theatre etiquette, such as appropriate backstage behaviour, noise levels, ways to demonstrate consideration for other performers, positioning in wings
14–16	<p>Genre-specific technique classes – exercises and sequences that require a competent level of the components of fitness: strength, flexibility, coordination, muscular endurance and cardiovascular endurance. Development of technical dance skills in musical theatre jazz, including floor work, standing work, centre work, turning, travelling and elevation, including an extended jazz routine</p> <p>Task 6: In-class timed critical review of a scene from a musical theatre performance</p>	

Week	Key teaching points	Content descriptors
17–18	Task 2: Demonstration of musical theatre jazz technique practical assessment	
19–20	Year 11 examination weeks	