



SAMPLE COURSE OUTLINE

DANCE

ATAR 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 – ATAR Year 11

Unit 1 and Unit 2

Semester 1 – Popular culture

Week	Key teaching points	Content descriptors
1–3	<p>Overview of unit and assessment requirements</p> <p>Genre-specific technique classes. Increasingly complex and extended sequences, and exercises and sequences that require a competent level of the components of fitness: strength, flexibility, coordination, muscular endurance and cardiovascular endurance. Increasingly complex and extended sequences, and sequences that develop technical dance skills in floor work, standing work, centre work, turning, travelling and elevation; warm-up and cool-down specific to genre and class needs; safe execution of skills and techniques.</p> <p>Experiential anatomy – identify and discuss neutral alignment to facilitate ease of movement; review basic bones and muscles; review joint structure, range of movement; introduce biomechanical terminology.</p> <p>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.</p> <p>Introduction to the functions of dance: ritualistic, artistic, social.</p> <p>Explore Aboriginal dance and its influence.</p> <p>Writing about dance from a variety of dance styles – respond to, reflect on and evaluate dance.</p>	<ul style="list-style-type: none"> • increasingly complex and extended sequences • 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 complex dance skills in: <ul style="list-style-type: none"> ▪ floor work ▪ standing work ▪ centre work ▪ turning ▪ travelling ▪ elevation • warm-up and cool-down specific to genre and class needs • safe execution of skills and technique • neutral alignment to facilitate ease of movement • introduction to the functions of dance: ritualistic, artistic, social • Aboriginal dance and its influence • theatre etiquette, such as responsible backstage behaviour, care of costumes, props and set • respond to, reflect on and evaluate dance using given frameworks

Week	Key teaching points	Content descriptors
4–7	<p>Genre-specific technique classes. Increasingly complex and extended exercises and sequences</p> <p>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.</p> <p>Dance analysis using the application of dance terminology and language to compare past and present popular genres, discussing how the exploration of different cultural contexts past and present can provide inspiration for design concepts related to lighting, music/sound, multimedia, costume, props, sets and staging.</p>	<ul style="list-style-type: none"> • principles of safe exercising: <ul style="list-style-type: none"> ▪ frequency ▪ intensity ▪ type ▪ time • selection and combination of elements of dance: body, energy, space, time (BEST) • incorporation of ideas from dance forms of diverse times and places • application of dance terminology and language to compare past and popular genres • exploration of different cultural contexts past and present to provide inspiration for design concepts related to: <ul style="list-style-type: none"> ▪ lighting ▪ music/sound ▪ multimedia ▪ costume ▪ props, sets, staging • design concepts that reflect current popular trends

Week	Key teaching points	Content descriptors
8–10	<p>Composition workshops – select a sequence of movement from technique class which can be used to explore movement through improvisation, explore and experiment with choreographic devices: unison, canon, motif, contrast and repetition; choreographic structure: narrative, binary; ways in which to have documentation of choreographic ideas.</p> <p>Investigate dance genres/styles from diverse cultures and different times, and how dance genres/styles reflect changes in moral, social and cultural attitudes.</p> <p>Task 7: In-class response (due Week 10).</p>	<ul style="list-style-type: none"> • techniques for focus and concentration for retention of complex sequences • technique focusing on correct and accurate retention and execution specific to the dance genre • biomechanical principles of movement: <ul style="list-style-type: none"> ▪ centre of gravity ▪ base of support ▪ balance ▪ motion ▪ transfer of weight • movement exploration through improvisation • choreographic devices: unison, canon, motif, contrast and repetition • choreographic structure: narrative, binary • documentation of choreographic ideas • dance genres/styles from diverse cultures and different times • dance genres/styles reflecting changes in moral, social and cultural attitudes
11–13	<p>Improvisation workshops initiated by different stimuli or motivators – visual, tactile, (the use of props or imagery), kinaesthetic and auditory.</p> <p>Task 1: Demonstration of technique for Unit 1 – genre-specific practical assessment (due Week 13).</p>	<ul style="list-style-type: none"> • movement exploration through improvisation
14–15	<p>Begin group choreography – brainstorm and document concept and ideas for the dance.</p> <p>Elements of dance and choreographic processes that produce dance works which reflect an understanding of contemporary Australian culture.</p> <p>Documentation of choreographic ideas.</p> <p>Within the focus of popular culture, investigate a case study chosen from a dance company, choreographer, dancer or dance genre/style covering the following: historical background information; historical, cultural and social context in terms of time and place; influences of popular culture.</p>	<ul style="list-style-type: none"> • performance of popular dance genres/styles • performance for particular audiences and performance spaces <p>Within the focus of popular culture, students must investigate one case study chosen from the following:</p> <ul style="list-style-type: none"> • dance companies • choreographers • dancers • dance genre/style <p>The case study must investigate the following:</p> <ul style="list-style-type: none"> • historical background information • historical, cultural and social context in terms of time and place • influences of popular culture.

Week	Key teaching points	Content descriptors
16	<p>Task 5: Semester 1 practical performance examination (solo performance of selected sections of the set solo) and interview (based on experiential anatomy and biomechanical principles of movement) under examination conditions.</p> <p>Task 11: 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.</p>	

Semester 2

Week	Key teaching points	Content descriptors
1–4	<p>Genre-specific technique classes. Increasingly complex and extended exercises and sequences that involve a competent level of the components of fitness: strength, flexibility, coordination, muscular endurance and cardiovascular endurance.</p> <p>Increasingly complex and extended exercises and sequences that show the development of complex dance skills in floor work, standing work, centre work, turning, travelling and elevation; warm-up and cool-down specific to genre and class needs; safe execution of skills and technique.</p> <p>Explore techniques focusing on correct and accurate retention and execution specific to the dance genre.</p> <p>Demonstrating neutral alignment to facilitate ease of movement.</p> <p>Choreographic workshops comparing group choreography with solo choreography and introducing choreographic devices – fragmentation, embellishment, accumulation, reversal and retrograde.</p> <p>Elements of dance and choreographic processes produce dance works which reflect an understanding of contemporary Australian culture.</p> <p>Choices of design concepts to reflect concept and convey meaning and effect: lighting, music/sound, multimedia, costume, props, sets, staging; design concepts and technologies in planning and creating dance.</p> <p>Begin to work on original solo in genre of choice – focusing on manipulating the elements of dance: body, energy, space, time (BEST) to reflect concept, and choices of choreographic devices to</p>	<ul style="list-style-type: none"> • increasingly complex and extended sequences • exercises and sequences that involve a competent level of the components of fitness: <ul style="list-style-type: none"> ▪ strength ▪ flexibility ▪ coordination ▪ muscular endurance ▪ cardiovascular endurance • development of complex dance skills in: <ul style="list-style-type: none"> ▪ floor work ▪ standing work ▪ centre work ▪ turning ▪ travelling ▪ elevation • warm-up and cool-down specific to genre and class needs • safe execution of skills and technique • technique focusing on correct and accurate retention and execution specific to the dance genre • neutral alignment to facilitate ease of movement • choreographic devices: fragmentation, embellishment, accumulation, reversal and retrograde • elements of dance and choreographic processes produce dance works which reflect an understanding of contemporary Australian culture • choices of design concepts to reflect concept and convey meaning and effect: <ul style="list-style-type: none"> ▪ lighting ▪ music/sound ▪ multimedia ▪ costume ▪ props, sets, staging • design concepts and technologies in planning and creating dance • choreographic plans • improvisational skills – introduction to improvisation score • choreographic structure: ternary, rondo

Week	Key teaching points	Content descriptors
	<p>reflect choreographic intent; choreographic plans.</p> <p>Improvisational skills – introduction to improvisation score.</p> <p>Choreographic structure – revise narrative, binary; introduce ternary, rondo.</p> <p>Broad overview of the development of dance in Australia from the twentieth century to the present.</p>	<ul style="list-style-type: none"> • broad overview of the development of dance in Australia from the twentieth century to the present
5–7	<p>Genre-specific technique classes. Increasingly complex and extended exercises and sequences that require a competent level of the components of fitness: strength, flexibility, coordination, muscular endurance and cardiovascular endurance. Increasingly complex and extended exercises and sequences that develop technical dance skills in floor work, standing work, centre work, turning, travelling and elevation; warm-up and cool-down specific to genre and class needs; safe execution of skills and technique.</p> <p>Technique focusing on correct and accurate retention and execution specific to the dance genre.</p> <p>Work on original solo in genre of choice – focusing on manipulating the elements of dance: body, energy, space, time (BEST) to reflect concept and choices of choreographic devices to reflect choreographic intent.</p> <p>Injury prevention and treatment.</p> <p>Task 8: Report – broad overview of development of dance in Australia from the twentieth century to present (due Week 5).</p> <p>Research and develop two case studies chosen from Australian dance companies or Australian choreographers.</p>	<ul style="list-style-type: none"> • manipulate the elements of dance: body, energy, space, time (BEST) to reflect concept • injury prevention and treatment <p>Within the focus of Australian dance, students must conduct two case studies from the following:</p> <ul style="list-style-type: none"> • Australian dance companies • Australian choreographers. <p>Each case study must investigate the following:</p> <ul style="list-style-type: none"> • historical background information • related and relevant dance works: significance of the dance work, 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 • application of dance terminology to respond to and reflect on the development of ideas and concepts and to examine how dance in Australia is unique: <ul style="list-style-type: none"> ▪ Aboriginal dance and its influence
8–9	<p>Original solo rehearsal – performance of movement with accuracy and style;</p>	<ul style="list-style-type: none"> • performance of movement with accuracy and style

Week	Key teaching points	Content descriptors
	<p>maintenance of performance focus; development of a stage presence.</p> <p>Rehearsal techniques for performance.</p> <p>Demonstration of appropriate theatre etiquette.</p> <p>Improvisational skills – developing an improvisation score.</p> <p>Application of dance terminology to respond to and reflect on the development of ideas and concepts and to examine how dance in Australia is unique.</p> <p>Describe, analyse, interpret and evaluate dance using given frameworks.</p> <p>Task 2: Demonstration of technique for Unit 2 – genre-specific practical assessment (due Week 9).</p> <p>Task 9: In-class timed response based on case study one (due Week 9).</p>	<ul style="list-style-type: none"> • maintenance of performance focus • development of a stage presence • rehearsal techniques for performance • demonstration of appropriate theatre etiquette • application of dance terminology to respond to and reflect on the development of ideas and concepts and to examine how dance in Australia is unique • describe, analyse, interpret and evaluate dance using given frameworks • dance genres/styles reflecting changes in moral, social and cultural attitudes
10	<p>Rehearsal techniques for performance.</p> <p>Continue improvisational skills – developing an improvisation score.</p> <p>Conduct case study two chosen from Australian dance companies or Australian choreographers. The case study must investigate the following: historical background information; related and relevant dance works: significance of the dance work, 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.</p> <p>Application of dance terminology to respond to and reflect on the development of ideas and concepts and to examine how dance in Australia is unique.</p> <p>Describe, analyse, interpret and evaluate dance using given frameworks.</p>	<ul style="list-style-type: none"> • rehearsal techniques for performance • historical background information • related and relevant dance works: significance of the dance work, 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

Week	Key teaching points	Content descriptors
	<p>Task 4: Original solo composition presentation (due Week 10).</p>	
11–14	<p>Revisit the set solo in preparation for the Semester 2 examination.</p> <p>Warm-up appropriate for performance.</p> <p>Improvisational skills – developing an improvisation score to a structured task.</p> <p>Physical implementation of biomechanical principles of movement in locomotor and non-locomotor movement: centre of gravity, base of support, balance, motion, transfer of weight.</p> <p>Interview preparation.</p> <p>Task 10: In-class timed response based on case study two (due Week 14).</p>	<ul style="list-style-type: none"> • warm-up appropriate for performance • physical implementation of biomechanical principles of movement in locomotor and non-locomotor movement: <ul style="list-style-type: none"> ▪ centre of gravity ▪ base of support ▪ balance ▪ motion ▪ transfer of weight
15–16	<p>Task 6: Semester 2 practical examination (solo performance of the set solo and/or original solo composition; structured improvisation task) and interview (based on experiential anatomy and biomechanical principles of movement) under examination conditions.</p> <p>Task 12: 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.</p>	