



SAMPLE COURSE OUTLINE

DANCE
GENERAL YEAR 12

Copyright

© School Curriculum and Standards Authority, 2015

This document – apart from any third party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that the School Curriculum and Standards Authority (the Authority) is acknowledged as the copyright owner, and that the Authority's moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the Authority. Copying or communication of any third party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the [Creative Commons Attribution 4.0 International licence](#).

Disclaimer

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.

Sample course outline

Dance – General Year 12

Unit 3 and Unit 4

Semester 1 – Popular culture

Week	Tasks and activities	Syllabus content
1–3	<p>Overview of unit and assessment requirements</p> <p>Genre-specific technique classes – safe execution of 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 hip-hop, including floor work, standing work, centre work, turning, travelling and elevation; safe execution of skills and techniques</p> <p>Warm-up and cool-down specific to genre and class needs</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; selection and combination of the elements of dance: body, energy, space and time, movement tasks; exploring everyday gestures to create movement (solo); bringing gestures/movements together to tell a story (small groups); choreographic structure – narrative and binary. Use and development of choreographic devices: unison, canon, motif, contrast and repetition</p> <p>Writing about dance use of dance terminology and language to compare past and popular genres – use of</p>	<ul style="list-style-type: none"> • exercises and sequences that require a competent level of the components of fitness: <ul style="list-style-type: none"> ▪ strength ▪ flexibility ▪ coordination ▪ muscular endurance ▪ cardio-vascular 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 and cool-down specific to genre and class needs • neutral alignment to facilitate ease of movement • selection and combination of the elements of dance: body, energy, space, time (BEST) • choreographic structure: narrative, binary • choreographic devices: unison, canon, motif, contrast and repetition • use of dance terminology and language to compare past and popular genres • use of dance terminology and language to respond to, reflect on and evaluate dance using given frameworks

Week	Tasks and activities	Syllabus content
	<p>dance terminology and language to respond to, reflect on and evaluate dance using given frameworks,</p> <p>Within the focus of popular culture investigate dance genres/styles from diverse cultures and different times using a given framework looking into one company, choreographer dancer or genres in detail, investigating historical background information, historical, cultural and social context in terms of time and place, influences of popular culture</p> <p>Explore 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</p>	<ul style="list-style-type: none"> • dance genres/styles from diverse cultures and different times • dance companies • choreographers • dancers • dance genre/style • historical background information • historical, cultural and social context in terms of time and place • influences of popular culture
4–7	<p>Genre-specific technique classes – safe execution of 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 hip-hop, including floor work, standing work, centre work, turning, travelling and elevation; safe execution of skills and techniques</p> <p>Warm-up and cool-down specific to genre and class needs</p> <p>Technique focusing on correct and accurate retention and execution specific to the dance genre</p> <ul style="list-style-type: none"> • Composition workshops – selection and combination of elements of dance: body, energy, space, time (BEST); review movements and sequences from hip-hop dance class, movement exploration through improvisation • experimenting with choreographic devices: unison, canon, motif, contrast and repetition, movement exploration through improvisation <p>Documentation of choreographic ideas: filming, recording on phone choreographic planner, visual organiser</p> <p>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</p> <p>Incorporation of ideas from dance forms of diverse times and places</p>	<ul style="list-style-type: none"> • technique focusing on correct and accurate retention and execution specific to the dance genre • selection and combination of the elements of dance: body, energy, space, time (BEST) • movement exploration through improvisation • choreographic devices: unison, canon, motif, contrast and repetition • documentation of choreographic ideas • incorporation of ideas from dance forms of diverse times and places • historical background information • historical, cultural and social context in terms of time and place • influences of popular culture

Week	Tasks and activities	Syllabus content
	Begin group choreography (Task 2)– brainstorm and document concept and ideas, using a choreographic planner, for a dance which reflects an understanding of popular culture; Task 2 Group choreography – plan, choreograph and present a dance in a popular genre/style for a particular audience and space	
8–10	<p>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 with increasingly complex and extended sequences; neutral alignment to facilitate ease of movement; biomechanical principles of movement: centre of gravity, base of support, balance, motion and transfer of weight and principles of safe exercising: frequency, intensity, type and time</p> <p>Continue work on Task 2 – Documentation of choreographic ideas</p> <p>Techniques for focus and concentration for retention of complex sequences</p> <p>Theatre etiquette, such as responsible backstage behaviour, care of costumes, props and set</p> <p>Investigation of dance genres/styles from diverse cultures and different times</p> <p>Task 5: Mock EST under timed conditions (due Week 9)</p>	<ul style="list-style-type: none"> • increasingly complex and extended sequences • neutral alignment to facilitate ease of movement • biomechanical principles of movement: <ul style="list-style-type: none"> ▪ centre of gravity ▪ base of support ▪ balance ▪ motion ▪ transfer of weight • principles of safe exercising: <ul style="list-style-type: none"> ▪ frequency ▪ intensity ▪ type ▪ time • documentation of choreographic ideas • techniques for focus and concentration for retention of complex sequences • theatre etiquette, such as responsible backstage behaviour, care of costumes, props and set
11–12	<p>Task 1: Demonstration of technique (hip-hop) practical assessment (due Week 12)</p> <p>Make considerations for design choices to support your task performance in popular culture, exploration of different cultural contexts past and present to provide inspiration for design concepts related to; lighting, music/sound, multimedia, costume, props, sets, staging and design concepts that reflect current popular trends</p>	<ul style="list-style-type: none"> • 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
13–15	<p>Final preparations, technical and dress rehearsal for Task 2</p> <p>Task 8: Externally set task (Week 13)</p> <p>Task 2: Group choreography – Performance of popular dance genres/styles for particular audiences and spaces (due Week 14) demonstrating techniques and focus and concentration for retention of complex sequences; theatre etiquette, such as responsible backstage behaviour, care of</p>	<ul style="list-style-type: none"> • performance of popular dance genres/styles • performance for particular audiences and performance spaces • techniques for focus and concentration for retention of complex sequences

Week	Tasks and activities	Syllabus content
	costumes, props and set; performance for particular audiences and performance spaces	<ul style="list-style-type: none">• theatre etiquette, such as responsible backstage behaviour, care of costumes, props and set• performance for particular audiences and performance spaces

Semester 2 – Australian dance

Week	Tasks and activities	Syllabus content
1–4	<p>Overview of unit and assessment requirements</p> <p>Genre-specific technique classes – safe execution of 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 contemporary technique, including floor work, standing work, centre work, turning, travelling and elevation; safe execution of skills and techniques; warm-up and cool-down specific to genre and class needs</p> <p>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</p> <p>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</p>	<ul style="list-style-type: none"> • exercises and sequences that require a competent level of the components of fitness: <ul style="list-style-type: none"> ▪ strength ▪ flexibility ▪ coordination ▪ muscular endurance ▪ cardio-vascular 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 and cool-down specific to genre and class needs • manipulate the elements of dance: body, energy, space, time (BEST) to reflect concept • choreographic devices: accumulation, reversal and retrograde • choreographic structure: rondo • choreographic plans
5–7	<p>Genre-specific technique classes – safe execution of 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 contemporary technique, including floor work, standing work, centre work, turning, travelling and elevation, in increasingly complex and extended sequences; warm-up and cool-down specific to genre and class needs</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>Composition workshop – improvisational skills – introduction to improvisation score</p> <p>Continue with group choreography – choice of design concepts to reflect concept and convey meaning and</p>	<ul style="list-style-type: none"> • increasingly complex and extended sequences • 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 • improvisational skills – introduction to improvisation score

Week	Tasks and activities	Syllabus content
	<p>effect: lighting, music/sound, multimedia, costume, props, sets and staging</p> <p>Dance writing – use a range of dance terminology to respond to, reflect on, and evaluate dance; use given framework for describing, analysing, interpreting and evaluating dance; use a framework for describing, analysing, interpreting and evaluating dance</p> <p>Broad overview of the development of dance in Australia from the twentieth century to the present</p> <p>Task 7: Broad overview of development of dance in Australia report (due Week 7)</p>	<ul style="list-style-type: none"> • use a range of dance terminology to respond to, reflect on, and evaluate dance • use given frameworks for describing, analysing, interpreting and evaluating dance • broad overview of the development of dance in Australia from the twentieth century to the present
8–9	<p>Genre-specific technique classes – safe execution of 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 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</p> <p>Recognising neutral alignment to facilitate ease of movement</p> <p>Injury prevention and treatment</p> <p>Continue with group choreography – rehearsal techniques for performance; maintenance of performance focus; choice of design concepts to reflect concept and convey meaning and effect: lighting, music/sound, multimedia, costume, props, sets and staging</p> <p>Aboriginal dance and its influences</p> <p>Case study investigation chosen from an Australian dance company or choreographer covering the following – historical background information; 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; ways cultural identity can be represented through dance</p>	<ul style="list-style-type: none"> • technique focusing on correct and accurate retention and execution specific to the dance genre • recognise neutral alignment to facilitate ease of movement • injury prevention and treatment • rehearsal techniques for performance • maintenance of performance focus • 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 • Aboriginal dance and its influences • Australian dance companies • Australian choreographers • historical background information • relevant dance works: significance of the dance work, choreographic intent, choreographic devices, choreographic structures, movement choices and design concepts

Week	Tasks and activities	Syllabus content
		<ul style="list-style-type: none"> historical, cultural and social context in terms of time and place ways cultural identity can be represented through dance
10–12	<p>Task 3: Demonstration of technique (genre-specific) practical assessment (due Week 12)</p> <p>Continue with group choreography – rehearsal techniques for performance</p> <p>Case study investigation on Aboriginal dance and its influences including; Australian company and/or Australian choreographer 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</p>	
13	<p>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</p> <p>Final preparations, technical and dress rehearsal for Task 4</p> <p>Task 4: Performance of group choreography (due Week 14)</p> <p>Task 6: In-class timed response based on case study (due Week 13)</p>	<ul style="list-style-type: none"> 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