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.

**Copyright**

© School Curriculum and Standards Authority, 2023

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](https://creativecommons.org/licenses/by/4.0/).

**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. 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 | Overview of Unit 1 and assessment requirements  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  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  Experiential anatomy – identify major bones and muscle groups of the human body: vertebrae, shoulder girdle, pelvic region, limbs  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  Introduction to the features and functions of dance: ritualistic, artistic, social  Writing about dance using dance terminology to identify, respond to, and reflect on, components and contexts of dance using given frameworks | * technique specific to the dance genre * exercises and sequences that require a competent level of the components of fitness:   + strength   + flexibility   + coordination   + muscular endurance   + cardiovascular endurance * development of dance skills in:   + 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:   + 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 |
| 4–7 | 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  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  Writing about dance using dance terminology to identify, respond to, and reflect on, components and contexts of dance using given frameworks  Commence **Task 5:** Dance History Report  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) | * 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 | 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  Composition workshops – ways to find solutions to movement tasks through improvisation  Commence **Task 3:** Group choreography performance of a historical/ancestral dance  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  **Task 5:** Dance History Report (due Week 10) Investigation of the ways people have engaged in dance throughout history, the purpose and value of dance in different cultures, features of dance: genre, form, style and components | * ways to find solutions to movement tasks through improvisation |
| 11–12 | 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  Group choreography – ways to use rehearsal time effectively; create a schedule; different performance spaces for dance  Introduction to dance design related to selecting appropriate: lighting, music/sound, multimedia, costume, props, sets and staging | * ways to use effective rehearsal time * different performance spaces for dance * introduction to dance design related to selecting appropriate:   + lighting   + music/sound   + multimedia   + costume   + props, sets, staging |
| 13–14 | **Task 1:** Demonstration of genre/style specific technique.  Group choreography – techniques for focus and concentration; ways to practise with accuracy and retention, knowledge of a variety of performance spaces | * techniques for focus and concentration, ways to practise with accuracy, retention, knowledge of variety of performance spaces |
| 15 | Group choreography technical and dress rehearsal, care and appropriate use of costumes and props  **Task 3:** Group choreography performance of a historical/ancestral dance  Class time to present final reflection on influencing factors on their choreography; clean up post performance | * 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 | 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  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  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  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) | * technique specific to the dance genre * exercises and sequences that require a competent level of the components of fitness:   + strength   + flexibility   + coordination   + muscular endurance   + cardiovascular endurance * development of dance skills in:   + 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 | 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  Composition workshop: responding to stimuli to explore and create movement for concepts/themes: improvisation  Experimenting with and adapting the elements of dance: body, energy, space, time (BEST)  Exploring movement that reflects mood/emotion  Ways to structure dance – beginning, middle, end  Experiential anatomy – basic human physiology: joint structure and range of movement  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;  **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 | * 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 dance: body, energy, space, time (BEST) * 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 | 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  Composition workshop: use movement acquired from technique class to explore choreographic devices – motif and contrast  Commence **Task 4**: Plan, choreograph and present a dance scene in the musical theatre genre  Choreographed dance scene from a musical – brief history, characteristics and function of musical theatre. View excerpts from *Sweet charity*, *Singing in the rain,* *West side story* and *News boys* and discuss features and function of the dance  Determine function of dance in musical theatre – either to advance plot, develop character, create mood or atmosphere, or embody dramatic theme  Adapting available design concepts and technologies appropriate to the musical theatre genre: lighting, music/sound, multimedia, costume, props, sets and staging  Effective rehearsal techniques  Basic nutrition for the dancer  Common dance injuries and prevention | * choreographic devices: motif and contrast * adapting available design concepts and technologies appropriate to genre, style and concept:   + lighting   + music/sound   + multimedia   + costume   + props, sets, staging * effective rehearsal techniques * basic nutrition for the dancer * common dance injuries and prevention |
| 11–12 | 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  Continue with choreographed dance scene; ways to engage with the audience: facial expression, gesture, accurate reproduction of movement  Effective rehearsal techniques  Ways to adapt performances for different spaces  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  Use of dance terminology to describe particular movements and styles | * 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 | 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  Theatre etiquette, such as appropriate backstage behaviour, noise levels, ways to demonstrate consideration for other performers, positioning in wings  **Task 4:** Presentation of choreographed dance scene in the musical theatre genre | * theatre etiquette, such as appropriate backstage behaviour, noise levels, ways to demonstrate consideration for other performers, positioning in wings |
| 14–16 | 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  **Task 6:** In-class timed critical review of a scene from a musical theatre performance |  |
| 17–18 | **Task 2:** Demonstration of musical theatre jazz technique practical assessment |  |
| 19–20 | Year 11 examination weeks |  |