

DANCE

SEMESTER 1 OUTLINE 2017

Dance is the expression of emotions, feelings and opinions through the movement and manipulation of the body. Dance often finds itself in the form of telling a story or conveying emotion through choreography.



*Dance is a conversation
between body & soul.*

SEMESTER 1 FOCUS:

ARTS SKILLS AND PROCESSES

Year 1

Year Level Description (School Curriculum and Standards Authority) -

In Year 1, learning in dance builds on the dispositions developed in the early years.

Students use their natural curiosity to explore improvised movement. They are introduced to 'time' as an element of dance. Students continue to develop fundamental movement skills and begin to experiment with the elements of dance (body, space and time) to create simple dance sequences in a supportive, safe environment.

They have the opportunity to explore different types of dance. As an audience, students make simple observations of dances they view and make, exploring what they like and why.

Year One Skills:

Exploration of, and experimentation with, three (3) elements of dance

Body:

- body awareness (awareness of body in space in relation to objects)
- body zones (whole body movements, moving different parts of the body)
- body bases (feet, knees)

Space:

- levels (medium, low)
- direction (forward, backward)
- personal space and general space
- dimensions (big, small)
- shape (straight, curved, angular)

Time:

- tempo (fast, slow)

to create dance

Locomotor (walking, skipping, running, jumping, hopping, galloping) and non-locomotor (twisting, bending, turning, swaying) movements to develop body control, strength and coordination

Safe dance practices, including respecting others in the dance space.

Activities include:

- *working within ones own 'bubble of space.'*
- *various locomotions within the space.*
- *body awareness activities ie using whole body or body zones.*
- *Travelling activities using space & direction.*
- *creating shapes within partners and small groups using different levels & dimensions.*
- *improvised movements both individually & in partners (ie creating & mirroring to various types of music).*
- *learning more complex choreography to various music styles & tempos involving movements on the spot and travelling steps.*



Year 2

Year Level Description (School Curriculum and Standards Authority) -

In Year 2, learning in dance builds on the dispositions developed in the early years.

Students continue to explore and experiment with the elements of dance (body, space and time) to create dance, demonstrating a beginning, middle and end. They continue to build on their fundamental movement skills to develop control, posture, strength, balance and coordination.

As an audience, they make simple observations of the specific elements of dance (body, space and time) sharing what they like and why.

As students make and respond to dance, they explore the reasons why people dance.

Year Two Skills:

Exploration of, and experimentation with, three (3) elements of dance

Body:

- body awareness (awareness of body in space in relation to objects)
- body zones (whole body movements, moving different parts of the body)
- body bases (feet, knees)

Space:

- levels (medium, low, high)
- direction (forward, backward)
- personal space and general space
- dimensions (big, small)
- shape (straight, curved, angular, twisted, closed,

- circular, symmetry to asymmetry)
- pathways (in the air with the arms, under, over)

Time:

- Tempo (fast, slow, slowing down, speeding up)
- Locomotor (walking, skipping, running, jumping, hopping, galloping, various animal walks) and non-locomotor (twisting, bending, turning, swaying) movements to develop body control, strength and coordination.

Safe dance practices, including being aware of the dance space boundaries when involved in dance lessons or rehearsals.

Activities include:

- *working within ones own 'bubble of space.'*
- *various locomotions within the space.*
- *body awareness activities ie using whole body or body zones.*
- *Travelling activities using space & direction.*
- *creating shapes within partners and small groups using different levels & dimensions.*
- *improvised movements both individually & in partners (ie creating & mirroring to various types of music).*
- *learning more complex choreography to various music styles & tempos involving movements on the spot and travelling steps.*



Year 3

Year Level Description (School Curriculum and Standards Authority) -

In Year 3, students extend their exploration of the elements of dance (body, energy, space and time) to create dance sequences to express an idea.

Students continue to develop control, balance, strength, coordination and accuracy through simple combinations of fundamental movement skills. They work individually and collaboratively to create and rehearse sequences and consider safe dance practices.

Students experience performing dance, and as an audience, learn to respect the dance of others.

Year Three Skills:

Exploration of, and experimentation with, four (4) elements of dance (BEST)

Body:

- body parts (gestures)
- body zones (front, back, sideways)
- body bases (feet, knees, hands)

Energy:

- controlling and combining different movement qualities (smooth to jagged, floppy to stiff)

Space:

- levels (medium, low, high)
- direction (forward, backward, diagonal)
- personal space and general space

- dimensions (big, small, narrow, wide)
- shape (straight, curved, angular, twisted, closed, circular, symmetry to asymmetry, angular to curved)
- pathways (in the air with the arms, under, over, on the floor)

Time:

- tempo (fast, slow, slowing down, speeding up)
- rhythm (regular, irregular) to create dance sequences

Combinations of fundamental movement skills that develop body awareness, control, balance, strength, coordination and accuracy

Safe dance practices, including following warming-up and cooling down procedures.

Activities Include:

- *Various warm-up & cool down activities.*
- *Various movements throughout the room using different levels, directions & dimensions.*
- *More complex travelling dance steps.*
- *Focus on beginning to learn Performing Arts routine – including understanding the various elements of learning, perfecting & performing.*



Year 5

Year Level Description (School Curriculum and Standards Authority) –

In Year 5, students continue to integrate the elements of dance (body, energy, space and time) and use the choreographic devices of repetition, contrast and unison to create dance that communicates an idea.

There is a continued focus on safe dance practices as students are introduced to increasingly complex fundamental movement skills that develop body awareness, control, balance, strength, coordination, accuracy and alignment.

Students experience performing dance and, as an audience, reflecting on the meanings and interpretations of dances they view.

Year Five Skills:

Integration of the four (4) elements of dance (BEST)

Body:

- body parts (gestures)
- body actions (arm and leg gestures that lead toward, away from and around own)
- body zones (front, back, sideways, cross-lateral)
- body bases (feet, knees, hands, buttocks)

Energy:

- controlling and combining different movement qualities (smooth to jagged, floppy to stiff, varying dynamics)
- force (lightness, strength, slash, press, flick)

Space:

- levels (medium, low, high, moving between levels)

- direction (forward, backward, diagonal, circular)
- group formations (small or large groups of dancers in lines, circles, diagonals, clusters, squares) throughout the space
- personal space and general space
- positive and negative space
- dimensions (big, small, narrow, wide)
- shape (straight, curved, angular, twisted, closed, circular, symmetry to asymmetry, angular to curved)
- pathways (in the air with the arms, under, over, on the floor)

Time:

- tempo (fast, slow, slowing down, speeding up)
- rhythm (regular, irregular)
- stillness (pausing, freezing, holding a shape then continuing dance sequence)
- duration (long and short movements)
- acceleration/deceleration

to choreograph dance.

Use of the choreographic devices of repetition, contrast and unison when choreographing group dance.

Combinations of increasingly complex fundamental movement skills incorporating spatial changes that develop body awareness, control, balance, strength, coordination, accuracy and alignment.

Safe dance practices, including knowing own body capabilities when participating in dance lessons or rehearsals.

Activities Include:

- *A variety of warm-up and cool down activities*
- *Yoga mats - A variety of activities using mats including*

standing and floor work.

- *Simple and complex travelling progressions across the floor demonstrating different levels, dimensions & pathways.*
- *Simple and complex centre (non-travelling) combinations to prepare for longer dance routines.*
- *Focus on group formations and a variety of patterns involving small groups and whole class.*
- *Focus on beginning to learn Performing Arts routine – including understanding the various elements of learning, perfecting & performing the routine.*

- Year 6

Year Level Description (School Curriculum and Standards Authority) –

In Year 6, students continue to choreograph dance, exploring character and mood using and integrating a selection of the elements of dance (body, energy, space and time) and choreographic devices.

There is a continued focus on safe dance practices as students use increasingly complex combinations of fundamental movement skills that further develop their body awareness, control, balance, strength, coordination, accuracy and alignment.

Students experience performing in dance and, as an audience, reflect on the meanings and interpretations of dances they view using dance terminology.

In making and responding to dance, students consider the elements of dance (body, energy, space and time), choreographic devices and design concepts.

Year Six Skills:

Selection and integration of the four (4) elements of dance (BEST)

Body:

- body parts (gestures)
- body actions (arm and leg gestures that lead toward, away from and around own)
- body zones (front, back, sideways, cross-lateral)
- body bases (feet, knees, hands, buttocks)

Energy:

- controlling and combining different movement qualities (smooth to jagged, floppy to stiff, varying dynamics)
- force (lightness, strength, slash, press, flick)

Space:

- levels (medium, low, high, moving between levels)
- direction (forward and backward, diagonal, circular)
- group formations (small or large groups of dancers in lines, circles, diagonals, clusters, squares) throughout the space
- personal space and general space
- positive and negative space
- dimensions (big, small, narrow, wide)
- shape (straight, curved, angular, twisted, closed, circular, symmetry to asymmetry, angular to curved, centred, off-centred, complementary, contrasting)
- pathways (in the air with the arms, under, over, on the floor)

Time:

- tempo (fast, slow, slowing down, speeding up)
- rhythm (regular, irregular)
- stillness (pausing, freezing, holding a shape then continuing dance sequence)
- duration (long and short movements)
- acceleration/deceleration
- accent (emphasis placed on a movement)

to choreograph dance.

Use of the choreographic devices of repetition, contrast, unison and canon when choreographing group dance.

Combinations of increasingly complex fundamental movement skills, incorporating spatial changes that develop body awareness, control, balance, strength, coordination,

accuracy and alignment.

Safe dance practices, including knowing own body capabilities when participating in dance lessons or rehearsals.

Activities Include:

- *A variety of warm-up and cool down activities*
- *Yoga mats - A variety of activities using mats including standing and floor work.*
- *Simple and complex travelling progressions across the floor demonstrating different levels, dimensions & pathways.*
- *Simple and complex centre (non-travelling) combinations to prepare for longer dance routines.*
- *Focus on group formations and a variety of patterns involving small groups and whole class.*
- *Focus on learning assembly routine – including understanding the various elements of learning, perfecting & performing the routine.*

Dance Teacher – Bonita Muir
Curriculum Focus – Arts Skills & Processes
Semester 1, 2017

