

**RATIONALE: DANCE**

This rationale complements and extends the rationale for The Arts learning area.

Dance is expressive movement with purpose and form. Through Dance, students represent, question and celebrate human experience, using the body as the instrument and movement as the medium for personal, social, emotional, spiritual and physical communication. Like all art forms, dance has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential. Dance enables students to develop a movement vocabulary with which to explore and refine imaginative ways of moving both individually and collaboratively. They choreograph, rehearse, perform and respond as they engage with dance practice and practitioners in their own and others' cultures and communities.

Students use the elements of dance to explore choreography and performance and to practice choreographic, technical and expressive skills. Students respond to their own and others' dances using physical and verbal communication.

Active participation as dancers, choreographers and audiences promotes wellbeing and social inclusion. Learning in and through Dance enhances students' knowledge and understanding of diverse cultures and contexts and develops their personal, social and cultural identity.

**Learning Area The Arts: Years 5 and 6 Achievement Standard**

By the end of Year 6, students explain how ideas are communicated in artworks they make and to which they respond. They describe characteristics of artworks from different social, historical and cultural contexts that influence their art making.

Students structure elements and processes of arts subjects to make artworks that communicate meaning. They work collaboratively to share artworks for audiences, demonstrating skills and techniques.

**Dance: Years 5 and 6 Achievement Standard**

By the end of Year 6, students explain how the elements of dance, choreographic devices and production elements communicate meaning in dances they make, perform and view. They describe characteristics of dances from different social, historical and cultural contexts that influence their dance making.

Students structure movements in dance sequences and use the elements of dance and choreographic devices to make dances that communicate meaning. They work collaboratively to perform dances for audiences, demonstrating technical and expressive skills.

**AIMS**

In addition to the overarching aims of the Australian Curriculum: The Arts, Dance knowledge, understanding and skills ensure that, individually and collaboratively, students develop:

- body awareness and technical and expressive skills to communicate through movement confidently, creatively and intelligently
- choreographic and performance skills and appreciation of their own and others' dances
- aesthetic, artistic and cultural understanding of dance in past and contemporary contexts as choreographers, performers and audiences
- respect for and knowledge of the diverse purposes, traditions, histories and cultures of dance by making and responding as active participants and informed audiences.

**Organisation and Content Structure**

In the Australian Curriculum, the Arts is a learning area that draws together related but distinct art forms. While these art forms have close relationships and are often used in interrelated ways, each involves different approaches to arts practices and critical and creative thinking that reflect distinct bodies of knowledge, understanding and skills. The curriculum examines past, current and emerging arts practices in each art form across a range of cultures and places.

The Australian Curriculum: The Arts Foundation to Year 10 enables exploration of the dynamic relationships between Arts subjects. This can involve students making and responding to artworks in traditional, contemporary and emerging forms, using materials, techniques and technologies from one Arts subject to support learning in another. In this twenty-first century Arts curriculum, students explore innovative and hybrid art forms which extend and challenge art making and combine practices of two or more art forms.

Within all Arts subjects, design facilitates the creative and practical realisation of ideas. Design thinking is a fundamental strategy in the experimentation, refinement and resolution of an artwork and takes into account logical, critical and aesthetic considerations. Many different words describe design within the Arts such as choreographing, narrating, devising, constructing, composing and sculpting. Design connects the different art forms so that they inform each other, providing possibilities for students to create innovative and hybrid forms of art.

**Strands** - Content descriptions in each Arts subject reflect the interrelated strands of *Making* and *Responding*.

- *Making* includes learning about and using knowledge, skills, techniques, processes, materials and technologies to explore arts practices and make artworks that communicate ideas and intentions.
- *Responding* includes exploring, responding to, analysing and interpreting artworks.

**Relationship between the strands:**

*Making* and *Responding* are intrinsically connected. Together they provide students with knowledge, understanding and skills as artists, performers and audience and develop students' skills in critical and creative thinking. As students make artworks they actively respond to their developing artwork and the artworks of others; as students respond to artworks they draw on the knowledge, understanding and skills acquired through their experiences in making artworks.

**Viewpoints** - In both making and responding to artworks, students consider a range of viewpoints or perspectives through which artworks can be explored and interpreted. These include the contexts in which the artworks are made by artists and experienced by audiences. The world can be interpreted through different contexts, including social, cultural and historical contexts. Based on this curriculum, key questions are provided as a framework for developing students' knowledge, understanding and inquiry skills.

In **Dance**, students use the body to communicate and express meaning through purposeful movement. Dance practice integrates choreography, performance, and appreciation of and responses to dance and dance making.

**Knowledge and skills of Dance**

In Dance, students develop kinaesthetic knowledge through the development of dance knowledge and skills and their engagement with the materials of dance. Early sensory experience using the body as the instrument of expression and movement as the medium is fundamental to the development of this kinaesthetic knowledge in dance and contributes to students' overall aesthetic understanding.

Dances may have a particular 'look', 'sound' and 'feel' that students respond to positively, negatively or with indifference according to the engagement of their senses, emotions and cognition. They consider their perceptions of different dances and their notions of what is appealing or not appealing in the bodies, movement, sounds, aural and visual settings of dances they participate in or view.

Through Dance, students learn to reflect critically on their own aesthetic preferences by considering social, historical and cultural influences, and the effects of local and global cultures upon their tastes and decision making. From early family experiences, students' aesthetic preferences are nurtured by an increasing range of cultural influences. The wider social, historical and cultural contexts for dance present students with differing aesthetic preferences, tastes and viewpoints determined by people and their cultures

**The Arts across Foundation to Years 10: Years 3–6**

Through the primary years, students draw on their growing experience of family, school and the wider community to develop their understanding of the world and their relationships with others. In Years 3 to 6, learning in the Arts occurs both through integrated curriculum and The Arts subject-specific approaches. Some of the instinct to play evident in the early years becomes formalised into both experimentation and artistic practice. Students in these years increasingly recognise the connections between the Arts and other learning areas.

While arts in the local community continues to be the initial focus for learning in the Arts, students are also aware of and interested in arts from more distant locations and the curriculum provides opportunities to build on this curiosity. Students learn that Aboriginal and Torres Strait Islander Peoples tell history through combinations of art forms. They learn that particular Aboriginal and Torres Strait Islander histories have been recorded and will explore the meanings of stories and styles in which they are told. Students have opportunities to participate in a variety of Aboriginal and Torres Strait Islander art forms that are publicly available for broader participation in their community. Students may also extend their cultural expression with appropriate community consultation and endorsement.

Students also study artworks which represent Australia's connections with other places, the effects of these interconnections and the factors that affect people's knowledge and opinions of other places.

During these years of schooling, students' thought processes become more logical and consistent, and they gradually become more independent as learners. Students talk about changes in their own thinking, performance or making, giving reasons for their actions and explaining and demonstrating their organisation of ideas. They begin to recognise, appreciate and value the different ways in which others think, act and respond to artworks and consider how practices in the Arts may be enacted and sustained.

**Content descriptions in each Arts subject focus on similar concepts and skills that, across the bands, present a developmental sequence of knowledge, understanding and skills.** The focus of each content description in Foundation to Year 6 expands into more specific content descriptions for Years 7 to 10 as presented in the table below. For transition purposes from primary to secondary in Years 7–8 and consistency state-wide, generalist primary teachers at Year 7 could focus on the four initial similar concepts and skills eg, the 1st, 3rd, 5th and 6th Content Descriptions, with the deeper and expanded concepts being the focus in year 8, eg, the 2nd, 4th, 5th, and 7th Content Descriptions. E.g. The focus in Year 7 could then be on: 8.1, 8.3, 8.5 and 8.6, and in Year 8: 8.2, 8.4, 8.5 and 8.7.

Content description	Foundation–Yr 6	Content description	Yrs 7–10
1 <sup>st</sup>	Exploring ideas and improvising with ways to represent ideas	1 <sup>st</sup>	Exploring ideas and improvising with ways to represent ideas
		2 <sup>nd</sup>	Manipulating and applying the elements/concepts with intent
2 <sup>nd</sup>	Developing understanding of practices	3 <sup>rd</sup>	Developing and refining understanding of skills and techniques
		4 <sup>th</sup>	Structuring and organising ideas into form
3 <sup>rd</sup>	Sharing artworks through performance, presentation or display	5 <sup>th</sup>	Sharing artworks through performance, presentation or display
4 <sup>th</sup>	Responding to and interpreting artworks	6 <sup>th</sup>	Analysing and reflecting upon intentions
		7 <sup>th</sup>	Responding to and interpreting artworks

**Years 5–6: Level Description: Dance**

In Years 5 and 6, learning in Dance builds on the experience of the previous band. It involves students making and responding to dance independently and collaboratively with their classmates, teachers and communities. Students extend their awareness of the body as they combine movements that use body parts and actions with those involving body zones and bases. They extend their understanding and use of space, time, dynamics and relationships including performing in groups of varying sizes. They extend their use of various combinations of fundamental movement skills and technical skills developing competence, body control and accuracy. As they experience dance, students draw on dance from a range of cultures, times and locations. They explore the dance and influences of Aboriginal and Torres Strait Islander Peoples, and those of the Asia region. Students learn about dance in and beyond their local community. Students explore Aboriginal and Torres Strait Islander dances and learn how movement communicates meaning. As they make and respond to dance, students explore meaning and interpretation, forms and elements of dance, including the use of space and energy in dances, and social and cultural contexts of dance. They evaluate the use of elements of dance in dances they view and perform. Students extend the understanding of safe dance practice, identifying appropriate warm-up and cool down procedures, performing within their own body capabilities and working safely in groups. Their understanding of the roles of artists and audiences builds upon previous bands as they engage with more diverse performances.

**Years 5–6: Examples of knowledge and skills in Dance**

Students choreograph, perform and appreciate dances from a range of contexts, demonstrating an increasing range of movement skills and style-specific techniques. Through *Making* and *Responding*, students develop skills in and understanding of their dance making by becoming increasingly proficient in using choreographic, performance and appreciating practices.

**Examples of knowledge and skills in Dance**

The following information serves to articulate the main parts of the broader conceptual areas of Knowledge and Skills. These are not an exclusive, exhaustive list, but an indication of the breadth of study within dance. In this band students develop their knowledge of how ideas and intentions are communicated in and through dance. They build on and refine their knowledge, understanding and skills through dance practices focusing on:

**Body** Body zones/parts/actions – for example, arm and leg gestures that lead toward, away from and around own body

**Elements of dance**

- |                      |  |  |
|----------------------|--|--|
| <b>Space</b>         | Shapes                                     | – for example, complementary and contrasting, centred and off-centre   |
|                      | Dimension                                  | – amount of space, for example, big/little, narrow/wide  |
|                      | Group formations                           | –for example, small or large groups of dancers in lines, circles, diagonals, clusters, squares throughout the space  |
|                      | Pathways                                   | – patterns on the floor (feet on ground), eg curved, straight, zigzag, random; patterns in the air (arms/legs in the air), eg straight, angular, twisting etc. |
| <b>Time</b>          | Rhythm                                     | – for example, combinations of regular, irregular  |
|                      | Duration                                   | – for example, short, long movements   |
|                      | - acceleration/deceleration                |  |
|                      | Accent                                     | – emphasis placed on a movement  |
| <b>Dynamics</b>      | - varying dynamics within a sequence/dance |  |
|                      | Force                                      | – for example, slash, press, flick   |
| <b>Relationships</b> | Groupings                                  | – solo, connections between one or more dancers (duet, ensemble)   |
|                      | Spatial relationships                      | –for example, using a partner as support   |
|                      | Interaction                                | – for example, performing movement in canon in a group, meeting and parting  |
|                      | - manipulation of objects/props            |  |

**Fundamental movement skills**

- combining locomotor movements and non-locomotor movements and incorporating spatial and dynamic changes, eg, galloping, jumping, sliding, rolling, slithering, spinning, shrinking, exploding, collapsing

**Technical skills**

- developing technical competence in relation to body control, accuracy, alignment, strength, balance and coordination

**Expressive skills**

- projection
- focus
- clarity of movement
- confidence and facial expression/character

**Safe dance practices**

- identifying and following appropriate warm-up and cool down procedures
- performing dance movement with an awareness of own body capabilities
- developing an understanding of body alignment when dancing
- working safely in groups
- preparing for dance by bringing appropriate clothing for moving

**Choreographic devices**

- canon, unison

**Years 5–6: Considering Viewpoints in Dance**

In both *Making* and *Responding*, students learn that meanings can be generated from different viewpoints and that these shift according to different world encounters. As students make, investigate or critique dances as choreographers, dancers and audiences, they may ask and answer questions to consider the choreographers' and dancers' meanings and the audiences' interpretations. Meanings and interpretations are informed by an understanding of how the elements of dance, materials, skills and processes are used in differing social, cultural and historical contexts. These questions provide the basis for making informed critical judgments about their own dance and the dance they see as audiences. The complexity and sophistication of such questions will develop across Foundation to Year 10. In the later years, students will consider the interests and concerns of choreographers, dancers and audiences regarding philosophies and ideologies, critical theories, institutions and psychology.

**Examples of viewpoints and questions within the Dance Content Elaborations Years 5–6**

Considering viewpoints:

- *Meanings and interpretations:* For example – How is the movement of the body used to represent a story, character or idea? How does space, costume and/or multimedia communicate meaning in this dance? Why did they/you make this dance?
- *Forms and elements:* For example – How did the dancers/you use space and energy to create a feeling of strength/isolation/happiness? What is the relationship between the dancers and the audience? What relationship are you aiming to create between the dancers and the audience?
- *Evaluations:* For example – Which dance elements were used well and for which purpose? How was your mood changed by this dance? (refer to: the energy, shapes, tempo, music, staging in your answer)
- *Societies and cultures:* For example – What are the traditions, customs and conventions of this dance? What different performance spaces are used for dances and why?

**Years 5-6: Content Descriptions: Dance**

- 6.1 Explore movement and choreographic devices, using the elements of dance to choreograph dances that communicate meaning
- 6.2 Develop technical and expressive skills in fundamental movements including body control, accuracy, alignment, strength, balance and coordination
- 6.3 Perform dance using expressive skills to communicate a choreographer's ideas, including performing dances of cultural groups in the community
- 6.4 Explain how the elements of dance and production elements communicate meaning by comparing dances from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander dance.

NB: It is advised that the 'Learning in Dance' two page introduction (Subject, structure) is used along with this 'explorer' paper. Download it from the Australian Curriculum website.

Source: [www.australiancurriculum.edu.au](http://www.australiancurriculum.edu.au) accessed 22/02/2017