

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 practise 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: Foundation to Year 2 Achievement Standard

By the end of Year 2, students describe artworks they make and those to which they respond. They consider where and why people make artworks.

Students use the elements and processes of arts subjects to make and share artworks that represent ideas.

Dance: Foundation to Year 2 Achievement Standard

By the end of Year 2, students describe the effect of the elements in dance they make, perform and view and where and why people dance.

Students use the elements of dance to make and perform dance sequences that demonstrate fundamental movement skills to represent ideas. Students demonstrate safe practice.

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 Year 10: Years F–2

Students bring to school diverse backgrounds and a range of experiences in the arts. They are curious about their personal world and are interested in exploring it. In Foundation to Year 2, the Australian Curriculum: The Arts builds on the Early Years Learning Framework and its key learning outcomes, namely: children have a strong sense of identity; children are connected with, and contribute to, their world; children have a strong sense of wellbeing; children are confident and involved learners; and children are effective communicators. The Arts in Foundation to Year 2 builds on these as rich resources for further learning about each of the art forms.

In the early years, play is important in how children learn; it provides engagement, then purpose and form. In the Arts, students have opportunities to learn through purposeful play and to develop their sensory, cognitive and affective appreciation of the world around them through exploratory, imaginative and creative learning. Purposeful play engages students in structured activities that can be repeated and extended. This repetition is a form of practising and supports the sequential development of skills in the Arts. Students will learn about and experience connections between the art forms.

The arts in the local community includes the arts of all the cultural groups represented in that community and is the initial focus for learning in the Arts at school. 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 have a strong identity, in which respect for Country and Place continues to grow. They learn that Aboriginal and Torres Strait Islander storytelling is history which can be oral or told through paintings, dance or music. 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.

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

Years F–2: Level Description: Dance

In Foundation to Year 2, students explore dance. They learn about how dance can represent the world and they make dances to represent their ideas about the world. They share their dance with peers and experience dance as audiences.

In Foundation to Year 2, learning in Dance builds upon the Early Years Learning Framework. Students are engaged through purposeful play in structured activities, fostering a strong sense of wellbeing and developing students' connection with and contribution to the world.

Students become aware of their bodies and learn about the body bases, parts and zones used in dance. They explore space, time, dynamics and relationships as they make and observe dances. They explore locomotor and non-locomotor movements and use these fundamental movement skills in their own dance. They experiment with simple technical and expressive skills and begin to learn about choreographic devices through selecting and organising movements in their own dances.

In the Foundation Year, students undertake dance suitable to their level of development. As they experience dance, students draw on dances from a range of cultures, times and locations. They explore the dances and influences of Aboriginal and Torres Strait Islander Peoples, and those of the Asia region. While dance in the local community should be the initial focus for learning, students are also aware of and interested in dance from more distant locations and the curriculum provides opportunities to build on this curiosity. Students will learn that dances are used by Aboriginal and Torres Strait Islander people for different purposes. As they make and respond to dance, students explore meaning and interpretation, forms and elements and social and cultural contexts of dance. They make simple evaluations of dance expressing what they like and why. Students learn about safe dance practices. They experience the role of artist and they respond to feedback in their dance making. As an audience they learn to focus their attention on the performance and to respond at the end of the performance.

Years F–2: 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 awareness — awareness of body in space in relation to objects in class; awareness of position

Body zones/parts — whole body/parts of the body

Body bases (what supports the body)—feet, hands or knees

Elements of dance

Space Level — for example, moving through low (ground), medium (standing) and high (head height) levels

Directions — for example, forwards, backwards, sideways

Shapes — for example, angular, twisted, curved, straight, closed circular

Dimension — for example, big, small

Personal (kinesphere) and general space—for example, moving within the space around the body; extending as far as the body and body parts can reach without travelling; sharing the general dance space with other students

Pathways — for example, tracing patterns in the air with the arms, or on the floor by moving the body around, under, over

Time Tempo — for example, fast/slow, slowing down, speeding up, moving versus freezing

Rhythm — for example, even, uneven

Dynamics - gaining control over own energy levels

- moving to illustrate different environments — for example, melting ice, windy weather

- using different dynamics — for example, heavy/light, sharp/soft movements

- movement qualities — melting, jerky, percussive

Force — bouncing, exploding, shaking

Relationships Groupings — for example, dancing as an individual within a group

Spatial relationships — for example, around, side-by-side

Interaction — for example, mirroring movement with a partner

use of simple objects/props — for example, moving in and around an object or prop

Fundamental movement skills

- locomotor movements—for example, walking, running, marching, galloping, skipping, crawling, rolling

- non-locomotor movements — for example, bending, stretching, twisting, turning, growing, melting to the ground

Technical skills - with teacher guidance, practising to develop body control, posture, strength, balance and coordination

Expressive skills - for example, facing the audience, looking out to audience (as appropriate) and using facial expression

Safe dance practices - awareness of, care, respect and responsibility for other students dancing in the dance space

- awareness of the boundaries of the dance space

- awareness of their own body's needs, for example, getting a drink after dance activities for hydration

Choreographic devices - selecting meaningful movements

- combining movements.

Years F–2: 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 F–2

Considering viewpoints:

- *Forms and elements:* For example – Which levels are you using in your dance? What sort of movements did the dancers perform? What are they wearing? What kind of music are they dancing to?
- *Meanings and interpretations:* For example – What did this dance make you think about? Did the dance movements remind you of anything? How are you communicating the ideas or intention in this dance?
- *Evaluations:* For example – Why are these people dancing? Where are they dancing? Where is this dance from?

Years F–2: Content Descriptions: Dance

2.1 Explore, improvise and organise ideas to make dance sequences using the elements of dance

2.2 Use fundamental movement skills to develop technical skills when practising dance sequences

2.3 Present dance that communicate ideas to an audience, including dance used by cultural groups in the community

2.4 Respond to dance and consider where and why people dance, starting with dances from Australia including dances of Aboriginal and Torres Strait Islander Peoples.

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.

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