

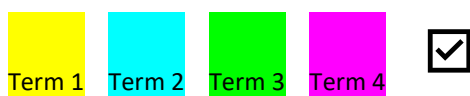
# Australian Curriculum: The Arts

## Years 7 to 8 Dance Band Plan 2023

CURRICULUM	YEAR 7		YEAR 8	
	TERM 1-4		SEMESTER 1 & 2	
	Unit 1		Unit 1	Unit 2
<b>Unit name</b>	<b>JUST WANNA DANCE</b>		<b>I LIKE TO MOVE IT!</b>	<b>DANCING FOR FUN</b>
<b>Unit description</b>	Year 7 Dance is a promotional subject for Year 8 Dance. Students are introduced to the Dance Concepts and Skill through the technique of Commercial dance. Students learn: <ul style="list-style-type: none"> <li>• how to perform utilising technical and expressive skills</li> <li>• how to manipulate the elements of dance to choreograph a dance work</li> <li>• commercial dance technique – hip hop &amp; breakdancing</li> <li>• to work as a large group and perform in a class dance group choreographed by the classroom teacher</li> </ul> to perform their class dance as part of a year 7 Arts culminating activity "Show and Shine" at the end of the term.		In this unit students explore the styles of Stepping Dance (technical & power stepping) by participating in practical workshops. Students will examine stepping dance works and analyse and evaluate the dance concepts embedded. Students will discover how dance can unite people in social contexts Students learn: <ul style="list-style-type: none"> <li>• stepping technique</li> <li>• how to utilise expressive skills to communicate meaning in a performance</li> <li>• how to analyse and evaluate dance concepts in a dance work</li> </ul> examine dance works to identify dance elements and choreographic devices of body percussion and stepping styles	In this unit students explore the history of social dance focusing on the 20th century dance fads. Students look at the social dance function and look at the different dance crazes from eras such as the 1920s, 50s, 60s, 70s, 80s, 90s, 00s. They discover how popular culture (such as fashion, music etc.) and political issues can influence dance fads in various ways and how society responds to these issues through social dance. Students learn: <ul style="list-style-type: none"> <li>• social dance technique – dance fads of the 20<sup>th</sup> century</li> <li>• choreographic principles – how to choreograph a dance</li> <li>• to work in small groups demonstrating knowledge of choreography &amp; technical/expressive skills</li> </ul>

ASSESSMENT		YEAR 7		YEAR 8		
		TERM 1-4		TERM 1 / 3		TERM 2 / 4
		AT1 Performance	AT2 Choreography	AT1 Performance	AT2 Responding	AT3 Choreography
<b>Range and balance of summative assessment conventions</b>	<b>Technique</b>	Performance	Performance	Performance	Responding	Choreography
	<b>Type of text</b>	Demonstration	Demonstration	Demonstration	Essay	Practical
	<b>Mode</b>	Live performance	Live performance	Live performance	Written	Live performance
	<b>Conditions</b>	<ul style="list-style-type: none"> <li>• Assessed individually</li> <li>• Teacher devised</li> <li>• Draft feedback provided</li> <li>• Draft &amp; final performance recorded</li> <li>• 1 minute</li> <li>• Appropriate costume / accessories</li> <li>• Perform as a class at the Culmination Activity, Week 9/10</li> </ul>	<ul style="list-style-type: none"> <li>• Assessed individually</li> <li>• Teacher devised</li> <li>• Draft feedback provided</li> <li>• Draft &amp; final performance recorded</li> <li>• 1- 2 minutes</li> <li>• Appropriate costume / accessories</li> <li>• 3-5 people per group</li> </ul>	<ul style="list-style-type: none"> <li>• Assessed individually</li> <li>• Teacher devised</li> <li>• Draft feedback provided</li> <li>• Draft &amp; final performance recorded</li> <li>• 1- 2 minutes</li> <li>• Appropriate costume / accessories</li> <li>• 3-5 people per group</li> </ul>	<ul style="list-style-type: none"> <li>• Assessed individually</li> <li>• Typed response – in class time &amp; at home preparation</li> <li>• Seen dance work</li> <li>• 200-300 words (written – total response length)</li> </ul>	<ul style="list-style-type: none"> <li>• Assessed individually</li> <li>• Student devised - 1-minute work or equivalent section of a larger work</li> <li>• 2-3 people per group</li> <li>• Draft feedback provided</li> <li>• Draft &amp; final performance recorded</li> <li>• Choreographic statement 100-200 words</li> <li>• Appropriate costume / accessories</li> </ul>

Aspects of the achievement standard						
identify and analyse the elements of dance, choreographic devices and production elements in dances in different styles and					<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
apply this knowledge in dances they make and perform		<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
evaluate how they and others from different cultures, times and places communicate meaning and intent through dance					<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	
choreograph dances, demonstrating selection and organisation of the elements of dance, choreographic devices and form to communicate choreographic intent		<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
choreograph and learn dances, and perform them with confidence and clarity, and with technical and expressive skills appropriate to the dance style	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>			<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>



Shaded cells indicate opportunities that summative assessments provide for students to demonstrate evidence against all aspects of the achievement standard