














# Australian Curriculum: DANCE

## Years 7 to 8 Band Plan 2025

CURRICULUM	YEAR 7		YEAR 8	
	TERM 1 - 4		TERM 1 & 3	TERM 2 & 4
	Unit 1		Unit 1	Unit 2
Unit name	<b>JUST WANNA DANCE</b>		<b>DANCING FOR FUN</b>	<b>I LIKE TO MOVE IT!</b>
Unit description	<p>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.</p> <p>Students learn how to:</p> <ul style="list-style-type: none"> <li>perform utilising technical and expressive skills</li> <li>manipulate the elements of dance to choreograph a dance work</li> <li>use commercial dance technique – hip hop &amp; breakdancing</li> <li>work as a large group</li> <li>rehearse and polish a dance choreographed by the classroom teacher</li> <li>develop appropriate costume and accessory plans for performance</li> <li>design and develop movement sequences to choreograph sections of a larger dance work</li> <li>perform their class dance as part of a Year 7 Arts culminating activity “Show and Shine” at the end of the term.</li> </ul>		<p>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.</p> <p>Students learn how to:</p> <ul style="list-style-type: none"> <li>incorporate social dance movement techniques – dance fads of the 20<sup>th</sup> century</li> <li>utilise expressive skills to communicate meaning in a performance</li> <li>analyse and evaluate dance concepts in a dance work</li> </ul>	<p>In this Unit students explore the styles of Jazz and hip hop dance by participating in practical workshops. Students will examine how dance can make a statement, which they analyse and evaluate through looking at dance concepts. Students will discover how dance can communicate in social contexts.</p> <p>Students learn how to:</p> <ul style="list-style-type: none"> <li>use jazz and hip-hop dance techniques</li> <li>choreograph a dance with specific choreographic principles</li> <li>work in small groups demonstrating knowledge of choreography &amp; technical/expressive skills of specific dance style</li> <li>develop appropriate costume and accessory plans for performance</li> <li>design and develop movement sequences to choreograph sections of a larger dance work</li> <li>examine dance works to identify how dance elements and choreographic devices help communicate meaning to use in their own work</li> <li>Respond to a series of questions relevant to analyse and evaluate their own choreography choices and use of dance elements.</li> </ul>

ASSESSMENT		YEAR 7		YEAR 8		
		TERM 1 - 4		TERM 1 / 3	TERM 2 / 4	
		AT1 Performance	AT2 Choreography	AT1 Performance	AT2 Choreography	AT3 Statement
Range and balance of summative assessment conventions	Technique	Performance	Project	Performance	Project	Short Response
	Type of text	Performance	Demonstration	Performance	Demonstration	Artist statement
	Mode	Practical	Practical	Practical	Practical	Written / Spoken
	Conditions	<ul style="list-style-type: none"> <li>Teacher devised</li> <li>Assessed individually</li> <li>Presented as part of a group/as a class</li> <li>45 secs – 1 1/2 minutes</li> </ul>	<ul style="list-style-type: none"> <li>Student devised</li> <li>Assessed individually</li> <li>Individually responsible for whole work or continuous section of a larger work</li> <li>30 secs – 1 minute</li> </ul>	<ul style="list-style-type: none"> <li>Teacher devised</li> <li>Assessed individually</li> <li>Presented as part of a group/as a class</li> <li>45 secs – 1 1/2 minutes</li> </ul>	<ul style="list-style-type: none"> <li>Student devised</li> <li>Assessed individually</li> <li>Individually responsible for whole work or continuous section of a larger work</li> <li>up to 30 seconds -1 minute</li> </ul>	<ul style="list-style-type: none"> <li>Assessed individually</li> <li>50-200 words per question</li> <li>written responses total length 500 words</li> <li>spoken / multimodal response 1-2 minutes</li> <li>in class time &amp; at home preparation</li> </ul>

### Aspects of the achievement standard

students analyse how the elements of dance, choreographic devices and/or production elements are manipulated in dance they create and/or experience.					
evaluate the ways that dance works and/or performances in a range of styles and/or from across cultures, times, places and/or other contexts communicate ideas, perspectives and/or meaning.					
describe respectful approaches to creating, performing and/or responding to dance.					
manipulate the elements of dance and choreographic devices to choreograph dance that communicate ideas, perspectives and/or meaning.					
demonstrate safe dance practice when choreographing and performing dance.					
employ technical and expressive skills and, as appropriate, genre- or style-specific techniques when performing dances for audiences.					

Term 1 Term 2 Term 3 Term 4



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