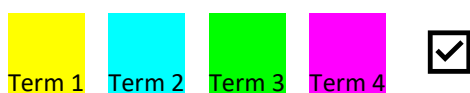


CURRICULUM	YEAR 9					
	SEMESTER 1			SEMESTER 2		
	Term 1	Term 2	Term 3	Term 4		
<b>Unit name</b>	<b>DANCE AROUND THE WORLD</b>		<b>DANCE ON BROADWAY</b>		<b>DANCE ON STAGE</b>	
<b>Unit description</b>	In this unit students will explore the Social and Ritual functions of dance relevant in today's society. Students will examine and learn dance styles from different cultures e.g., African, Romanian, Israeli, Aboriginal, Torres Strait Islander, Indian etc. Students will experiment with fusing dance styles and experiment with music, symbolic movements, and emotion to communicate meaning.		In this unit students will explore the Artistic function of dance in particular Jazz and Tap on Broadway in America. Students will learn how to choreograph a Broadway style dance using choreographic principles such as choreographic devices, form, and manipulating the elements of dance to communicate meaning for the purpose of entertaining an audience.		In this unit students will continue to explore the Artistic function of dance in particular Ballet and Contemporary. Students will examine the historical development of Ballet and Contemporary and the evolution of today's fusion style. Focus will be on using technical and expressive skills to communicate meaning in a performance and experimenting with choreographic principles to create dance inspired by a relevant social issue. Students will also analyse the dance concepts in a Contemporary dance work and evaluate how effectively the choreographic intent was communicated.	

ASSESSMENT	YEAR 9						
	SEMESTER 1			SEMESTER 2			
	AT 1 Performance	AT2 Responding	AT 3 Choreography	AT 4 Performance	AT 5 Responding	AT 6 Choreography	
<b>Range and balance of summative assessment conventions</b>	<b>Technique</b>	Performance	Essay	Practical	Performance	Exam	Practical
	<b>Type of text</b>	Demonstration	Extended Response	Demonstration	Demonstration	Extended Response	Demonstration
	<b>Mode</b>	Live Performance	Written	Live performance	Live performance	Written	Recorded / 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>1-2 minutes</li> <li>Appropriate costume / accessories</li> </ul>	<ul style="list-style-type: none"> <li>Assessed individually</li> <li>Seen dance work</li> <li>Draft feedback provided</li> <li>Typed response</li> <li>400-600 words (written – total response length)</li> <li>In-class / at home preparation</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>3-4 people per group</li> <li>Draft feedback provided</li> <li>Draft &amp; final performance recorded</li> <li>Choreographic statement 200-300 words</li> <li>Appropriate costume / accessories</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> </ul>	<ul style="list-style-type: none"> <li>Assessed individually</li> <li>Exam conditions – in class time</li> <li>Seen dance work</li> <li>300-500 words (written – total response length)</li> <li>1.5hr + 10 mins planning time</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>Pairs or Trios</li> <li>Draft feedback provided</li> <li>Draft &amp; final performance recorded</li> <li>Choreographic statement 200-300 words</li> <li>Appropriate costume / accessories</li> </ul>

Aspects of the achievement standard							
analyse the choreographer's use of the elements of dance, choreographic devices, form and production elements to communicate choreographic intent in dances they make, perform and view		☑		☑		☑	☑
evaluate the impact of dance from different cultures, places and times on Australian dance		☑				☑	
choreograph dances by manipulating and combining the elements of dance, choreographic devices, form and production elements to communicate their choreographic intent				☑			☑
choreograph, rehearse and perform dances, demonstrating technical and expressive skills appropriate to the genre and style	☑	☑		☑	☑		☑



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