

DANCE

SEMESTER 2 OUTLINE 2017

Dance is the expression of emotions, feelings and opinions through the movement and manipulation of the body. Dance often finds itself in the form of telling a story or conveying emotion through choreography.



*Dance is a conversation
between body & soul.*

Pre-primary:

Year Level Description (School Curriculum and Standards Authority) -

In Pre-primary, learning in dance builds on the dispositions developed in the early years.

Students engage with purposeful play in structured activities, to explore how the body moves through space.

They develop fundamental movement skills and learn about safe dance practices.

Students experience performing dance and, as an audience, they learn how to focus their attention on the performance. They make simple evaluations of the dances they view and make, exploring what they like.

As students make and respond to dance, they explore ideas and the elements of dance (body and space).

Pre-Primary Skills:

Exploration of, and experimentation with, two (2) elements of dance:

Body:

- body awareness (awareness of body in space in relation to objects)
- body zones (whole body movements)
- body bases (feet)

Space:

- levels (medium)
- direction (forward, backward)
- personal space
- shape (straight, curved)

Locomotor (walking, skipping, running, hopping, jumping, galloping) and non-locomotor movements (twisting, bending, turning, swaying) to develop body control and coordination.

Safe dance practices - including being aware of personal space.

Activities include:

- *working within ones own 'bubble of space.'*
- *various locomotions within the space.*
- *creating individual, partner & group shapes.*
- *improvised movements both individually & in partners (ie creating & mirroring to various types of music).*
- *learning simple, whole body and fine motor choreography to various music styles within one's own bubble of space.*



Year 1

Year Level Description (School Curriculum and Standards Authority) -

In Year 1, learning in dance builds on the dispositions developed in the early years.

Students use their natural curiosity to explore improvised movement. They are introduced to 'time' as an element of dance. Students continue to develop fundamental movement skills and begin to experiment with the elements of dance (body, space and time) to create simple dance sequences in a supportive, safe environment.

They have the opportunity to explore different types of dance. As an audience, students make simple observations of dances they view and make, exploring what they like and why.

Year One Skills:

Exploration of, and experimentation with, three (3) elements of dance

Body:

- body awareness (awareness of body in space in relation to objects)
- body zones (whole body movements, moving different parts of the body)
- body bases (feet, knees)

Space:

- levels (medium, low)
- direction (forward, backward)
- personal space and general space
- dimensions (big, small)

- shape (straight, curved, angular)

Time:

- tempo (fast, slow)
- to create dance

Locomotor (walking, skipping, running, jumping, hopping, galloping) and non-locomotor (twisting, bending, turning, swaying) movements to develop body control, strength and coordination

Safe dance practices, including respecting others in the dance space.

Activities include:

- *working within ones own 'bubble of space.'*
- *various locomotions within the space.*
- *body awareness activities ie using whole body or body zones.*
- *Travelling activities using space & direction.*
- *creating shapes within partners and small groups using different levels & dimensions.*
- *improvised movements both individually & in partners (ie creating & mirroring to various types of music).*
- *learning more complex choreography to various music styles & tempos involving movements on the spot and travelling steps.*



Year 3

Year Level Description (School Curriculum and Standards Authority) -

In Year 3, students extend their exploration of the elements of dance (body, energy, space and time) to create dance sequences to express an idea.

Students continue to develop control, balance, strength, coordination and accuracy through simple combinations of fundamental movement skills. They work individually and collaboratively to create and rehearse sequences and consider safe dance practices.

Students experience performing dance, and as an audience, learn to respect the dance of others.

Year Three Skills:

The main focus this term will be finishing and perfecting the Performing Arts Dance item – including understanding the various elements of learning, working within a large group, remembering patterns and sequences of steps & performing the routine.

Year 4

Year Level Description (School Curriculum and Standards Authority) -

Students select and combine the elements of dance (body, energy, space and time) to dance sequences that express an idea. They begin to use choreographic devices of repetition and contrast.

There is a continued focus on safe dance practices, as students use combinations of fundamental movement skills that develop control, strength, coordination, accuracy and alignment.

Students begin to consider the expectations and requirements of performers and audience in different settings.

Year Four Skills:

Integration of the four (4) elements of dance (BEST)

Body:

- body parts (gestures)
- body zones (front, back, sideways, cross-lateral)
- body bases (feet, knees, hands, buttocks)

Energy:

- controlling and combining different movement qualities (smooth to jagged, floppy to stiff)
- force (lightness, strength)

Space:

- levels (medium, low, high, moving between levels)
- direction (forward, backward, diagonal, circular)
- personal space and general space
- positive and negative space

- dimensions (big, small, narrow, wide)
- shape (straight, curved, angular, twisted, closed, circular, symmetry to asymmetry, angular to curved)
- pathways (in the air with the arms, under, over, on the floor)

Time:

- tempo (fast, slow, slowing down, speeding up)
- rhythm (regular, irregular)
- stillness (pausing, freezing, holding a shape then continuing dance sequence) to organise dance sequences

Use of the choreographic devices of repetition and contrast when organising dance

Combinations of increasingly complex fundamental movement skills that develop body awareness, control, balance, strength, coordination, accuracy and alignment.

Safe dance practice of body protection strategies including hydration, appropriate clothing and footwear when participating in a dance lesson

Activities Include:

- *A variety of warm-up and cool down activities*
- *Creating own stretching sequences*
- *Simple and Complex travelling progressions across the floor demonstrating different levels, dimensions & pathways.*
- *Yoga mats - A variety of activities using mats including standing and floor work.*
- *Learning routines to different music.*

Year 5

- Year Level Description (School Curriculum and Standards Authority) -
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- In Year 5, students continue to integrate the elements of dance (body, energy, space and time) and use the choreographic devices of repetition, contrast and unison to create dance that communicates an idea.
- There is a continued focus on safe dance practices as students are introduced to increasingly complex fundamental movement skills that develop body awareness, control, balance, strength, coordination, accuracy and alignment.
- Students experience performing dance and, as an audience, reflecting on the meanings and interpretations of dances they view.
- In making and responding to dance, students consider the elements of dance (body, energy, space and time) and choreographic devices, and make observations of their use in dance.
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- Year Five Skills:
- ***The main focus this term will be finishing and perfecting the Performing Arts Dance item – including understanding the various elements of learning, working within a large group, remembering patterns and sequences of steps & performing the routine.***

Dance Teacher – Bonita Muir
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