Subject - Dance Group - Cumbungi

**Unit Planner 2016/17**

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| **Name of Unit:**  **Dance Project 1 – My Island Home** | **Teaching & Learning Activities** | **Assessment** |
| **Aim:**  **To develop part of the school dance repertoire by developing a dance to My Island Home** |
| **Curriculum focus** | **By working with a cultural consultant and dance instructor, students are to develop a dance to a chosen piece of music that can be performed at school events.**  **Lesson 1-2**  **Learning Focus – to respond to a music prompt**  Listen to music and begin to storyboard images that may inform dance production. In teams develop storyboards and then work to consolidate these into one.  **Lesson 3-4**  **Learning Focus – to build in culturally appropriate dance movements**  With the cultural consultant incorporate dance movements from each community represented that are allowed to be performed in public. Teach one another these dance moves. Ensure they are expressive of the music’s intent.  **Lesson 5-6**  **Learning Focus – develop contemporary dance skills**  Working with the dance instructor, and by filming the lesson, begin to develop some contemporary dance movements that reflect the musical intent  **Lesson 7-10**  **Learning Focus – merge contemporary and cultural dance steps**  By working with both consultants, students develop the framework of the final dance by blending dance steps they have learnt in previous lessons. The final dance needs to reflect the diversity of the communities represented.  **Lesson 11-12**  **Learning focus – develop ideas for staging and costuming**  Students will work with their art and textile teacher to consider costume and sets that reflect the integrity of the song, as well as dance performance. Students are asked to draw on imagery from both to develop appropriate costumes and sets  **Lesson 13-16**  **Learning focus – finesse performance**  Students will work to refine their performance to ensure it is to performance standard. They will also plan for contingencies such as sorry business and other competing commitments and responsibilities. | ***For* Learning:**  ***Teachers use frequent, formal or informal assessment (e.g. questioning, anecdotal notes, multimodal written tasks), which provide evidence that informs short term planning.***  ***As* Learning:**  ***Students reflect on progress in regularly occurring, formal or informal assessment (e.g. peer feedback buddies, formal self assess.), which help in the setting and monitoring of explicit learning goals.*** **Years 7 and 8 Content Descriptions**  Combine [elements of dance](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=elements+of+dance) and improvise by making literal movements into abstract movements [(ACADAM013)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACADAM013)  Develop their choreographic intent by applying the [elements of dance](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=elements+of+dance) to select and organise [movement](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=movement) [(ACADAM014)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACADAM014)  [Practise](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=practise) and refine [technical skills](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=technical+skills) in style-specific techniques [(ACADAM015)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACADAM015)  Structure dances using [choreographic devices](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=choreographic+devices) and form [(ACADAM016)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACADAM016)  Rehearse and perform focusing on [expressive skills](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=expressive+skills) appropriate to [style](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=style) and/or choreographic intent [(ACADAM017)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACADAM017)  Analyse how choreographers use [elements of dance](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=elements+of+dance) and production elements to communicate intent [(ACADAR018)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACADAR018)  Identify and connect specific features and purposes of dance from contemporary and past times to explore [viewpoints](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=viewpoints) and enrich their dance-making, starting with dance in Australia and including dance of Aboriginal and Torres Strait Islander Peoples [(ACADAR019)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACADAR019) **Years 7 and 8 Achievement Standard** By the end of Year 8, students [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) and [analyse](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Analyse) the elements of dance, choreographic devices and production elements in dances in different styles and [apply](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Apply) this knowledge in dances they make and perform. They [evaluate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Evaluate) how they and others from different cultures, times and places communicate meaning and intent through dance.  Students choreograph dances, demonstrating selection and organisation of the elements of dance, choreographic devices and form to communicate choreographic intent. They choreograph and learn dances, and perform them with confidence and clarity, and with technical and expressive skills appropriate to the dance style. |
| **Years 7 and 8 Band Description** - In Dance, students:   * make and respond to dance independently and with their classmates, teachers and communities * explore dance as an art form through choreography, performance and appreciation * build on their awareness of the body through body part articulation * extend their understanding and use of space, time, dynamics and relationships including performing in groups, spatial relationships and using interaction to communicate their choreographic intention * extend the combinations of fundamental movement skills to explore dance styles * extend technical skills from the previous band, increasing their confidence, accuracy, clarity of movement and projection * draw on dances from a range of cultures, times and locations as they experience dance * explore the dance and influences of Aboriginal and Torres Strait Islander Peoples and of the Asia region * learn about style and choreographic intent in Aboriginal and Torres Strait Islander dances, and how these dances communicate social contexts and relationships * learn about sustainability through the arts and sustainability of practices in the arts * explore meaning and interpretation, forms and elements, and social, cultural and historical contexts of dance as they make and respond to dance * evaluate choreographers’ intentions and expressive skills in dances they view and perform * understand that safe dance practices underlie all experiences in the study of dance * perform within their own body capabilities and work safely in groups. |
| **Glossary** | **Common Assessment Task** |
| Contemporary dance terminology  Sharing of Aboriginal language terms for the purpose of dance | ***Of*** Learning:  ***Teachers*** *use evidence to make judgements against goals and standards. It is usually formal, frequently occurring at the end of units of work.* |
| **Differentiation** |
| Students are provided with different roles in the development of the dance including staging, costume, performance, lighting |
| **Links to Aboriginal Language & Culture** | | **Resources** |
| ABORIGINAL AND TSI HISTORIES AND CULTURES **Country/Place**  **OI.1** Australia has two distinct Indigenous groups, Aboriginal Peoples and Torres Strait Islander Peoples  **OI.2** Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place throughout all of Australia.  **OI.3** Aboriginal and Torres Strait Islander Peoples have unique belief systems and are spiritually connected to the land, sea, sky and waterways.  **Culture**  **OI.4** Aboriginal and Torres Strait Islander societies have many Language Groups.  **OI.5** Aboriginal and Torres Strait Islander Peoples’ ways of life are uniquely expressed through ways of being, knowing, thinking and doing.  **OI.6** Aboriginal and Torres Strait Islander Peoples have lived in Australia for tens of thousands of years and experiences can be viewed through historical, social and political lenses.  **People**  **OI.7** The broader Aboriginal and Torres Strait Islander societies encompass a diversity of nations across Australia.  **OI.8** Aboriginal and Torres Strait Islander Peoples have sophisticated family and kinship structures.  **OI.9** Australia acknowledges the significant contributions of Aboriginal and Torres Strait Islander people locally and globally. | | Cultural Consultant – Karina Williams  Contemporary Dance Instructor - Footsteps |
| **Homework** |
| With designated house parent, practise as a group the final dance |