THE ARTS - DANCE

WHY STUDY DANCE?

Dance is a human activity of ancient tradition and an evolving form of expression. Different cultures throughout history have refined and manipulated movement to communicate meaning through the symbol systems of dance. As an aesthetic means of ordering movement into an expressive code, dance involves structuring gesture and motion to capture and convey ideas, images and feelings, and uses the human body as the instrument of communication. Dance fulfils various functions in society. In this syllabus, the major focus is on dance as art while also promoting an understanding of the social and ritual functions.

COURSE AIMS:

The study of Dance is enriched by experiences in Choreography, Performance and Appreciation:

- Through the creative process of **Choreography**, students learn how patterns of movement are combined and structured in space with dynamics to create meaning, to express personal or social ideas and to tell stories. The skills of communication, improvisation, personal problem-solving, group decision-making, and planning and organising activities are fostered in this process.
- In **Performance**, unique technical and expressive demands of dance are developed. Students develop their personal expressive power to convey meaning through dance to an audience. They are rewarded by a sense of achievement and satisfaction through the physical expression of a creative idea. Students can build self-confidence and physical capabilities through experiencing a variety of dance techniques.
- **Appreciation** of dance involves understanding how and why dance is made, the techniques used in its design and the stylistic elements that place it in a particular context. The students learn to value their own and others' aesthetic responses to dance.



COURSE ORGANISATION:

The study of Dance in Years 7 and 8 is a semester elective organised in a two strand approach:

students are able to select dance for one semester in Year 7 and for one semester in Year 8

Year 7 & 8 Step It Up

This unit researches vocal choreography in popular dance, exploring key figures from the 1950s to the present day (including Cholly Atkins, Motown artists such as The Temptations, The Supremes and boy and girl bands of other decades). Students will identify commercial use of dance in the music industry, how it contributes to audience appeal and how it helps to market songs. Students explore dance's ability to provide information about the social context of specific time periods (e.g. the 1960s and later



decades) and identify characteristics of vocal choreography — style, function, purpose. They will experiment with dance elements to create short popular dance sequences — action; space (direction, shape, focus); time (tempo); energy (movement qualities) and form (repetition, canon, contrast).

Assessment

Assessment will be centred upon the three strands, Choreography, Appreciation and Performance:

Student will choreograph a routine by exploring, selecting and manipulating dance components and skills as well as seeing live and videoed performances. Students perform for the class and will be recorded as the student employs the technical and expressive skills of dance to communicate an interpretation of intent. Students will build their knowledge and understanding of dance in its contexts and learn the skills of analysis, interpretation, evaluation and research necessary for appreciation through critiquing theirs and others dance works.