

BOONDALL STATE SCHOOL DANCE YEAR LEVEL PLAN : YEAR 3 and 4

THE ARTS - DANCE	40 min /week	<p align="center">Band Description</p> <p>In Years 3 and 4, learning in The Arts builds on the experience of the previous band. It involves students making and responding to artworks independently and collaboratively with their classmates and teachers. As they experience The Arts, students draw on artworks from a range of cultures, times and locations. They explore the arts of Aboriginal and Torres Strait Islander Peoples and of the Asia region and learn that they are used for different purposes. While the arts in the local community should be the initial focus for learning, students are also aware of and interested in the arts from more distant locations and the curriculum provides opportunities to build on this curiosity. As they make and respond to artworks, students explore meaning and interpretation, elements and forms, and social and cultural contexts of the arts. They make personal evaluations of their own and others' artworks, making connections between their own artistic intentions and those of other artists.</p> <p>Students continue to learn about safe practices in the arts and in their interactions with other artists. Their understanding of the role of the artist and the audience builds on their experience from the previous band. As an audience, students focus their attention on the artwork and respond to it. They consider why and how audiences respond to artworks.</p> <p>In Years 3 and 4, students' awareness of themselves and others as audiences is extended beyond the classroom to the broader school context.</p> <p>In Dance, students:</p> <ul style="list-style-type: none"> • extend their awareness of the body as they incorporate actions using different body parts, body zones and bases • explore and experiment with directions, time, dynamics and relationships using groupings, objects and props • extend their fundamental movement skills by adding and combining more complex movements • use technical skills including accuracy and awareness of body alignment • explore meaning and interpretation, elements and forms including shapes and sequences of dances as they make and respond to dance • use expressive skills including projection and focus when performing dance for themselves and others. 		
		<p align="center">Year 3 Semester One</p>	<p align="center">Year 4 Semester One</p>	
		<p align="center">Unit Description</p>	<p align="center">WILDLIFE WATCH (adapted C2C unit 3)</p>	<p align="center">DANCING POEMS (adapted QCAA unit)</p>
		<p>In this unit, students make and respond to dance by expressing ideas about animals and the environment through dance.</p> <p>Students will:</p> <ul style="list-style-type: none"> • improvise and structure movement ideas about the environment for dance sequences using the elements of dance and choreographic devices • practise technical skills safely in fundamental movements • perform dances using expressive skills to communicate ideas about the environment • identify how the elements of dance express ideas <p><i>Choreograph and perform a movement sequence using ideas about animals and the environment in a small group</i></p> <p><i>Provide a written response to a dance clip.</i></p>	<p>In this unit, students make and respond to dance by exploring how dance is used to represent poetry.</p> <p>Students will:</p> <ul style="list-style-type: none"> • improvise and structure movement ideas for dance sequences that represent a story using the elements of dance and choreographic devices • practise technical skills safely in fundamental movements • perform dances using expressive skills to represent a poem • identify how the elements of dance and production elements represent ideas about poetry in dance <p><i>Choreograph and perform a movement sequence using poetry as a stimulus.</i></p> <p><i>Provide a written response to a dance clip.</i></p>	
		<p>Student responses to summative assessment tasks contribute to their assessment folio. It provides evidence of their learning and represents their achievements over reporting period. The assessment folio should include a range and balance of assessments to make valid judgments about whether the student has met the achievement standard.</p>		
<p align="center">Assessment</p>	<p>Assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> • collaborate to make dances and structure movements into dance sequences and use the elements of dance and choreographic devices to represent a story or mood • collaborate to perform with control, accuracy, projection and focus • describe and discuss similarities and differences between dances they make, perform and view <p><i>Oral responses (anecdotal records)</i></p> <p><i>Create dance sequence in small groups (anecdotal records)</i></p> <p><i>Perform dance sequence in small group (video)</i></p> <p><i>Written response</i></p>	<p>Assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> • collaborate to make dances • structure movements into dance sequences and use the elements of dance and choreographic devices to represent a story or mood • perform with control, accuracy projection and focus • describe and discuss similarities and differences between dances they make, perform and view • discuss how they and others organise the elements of dance in dances depending upon the purpose. <p><i>Oral responses (anecdotal records)</i></p> <p><i>Create a dance sequence in pairs using poetry as stimulus</i></p> <p><i>Perform dance sequence with partner</i></p> <p><i>Written response task identifying elements of dance and reflections about own and others performances</i></p>		
<p align="center">Assessment Conventions</p>	<p>Text – choreography, performance, review and respond</p> <p>Technique – practical performance, written test, checklist</p> <p>Mode – non-verbal performance, written, spoken</p> <p>Conditions – in class, in small groups, scaffolding provided, teacher feedback provided</p>	<p>Text – choreography, performance, review and respond</p> <p>Technique – practical performance, written test, checklist</p> <p>Mode – non-verbal performance, written, spoken</p> <p>Conditions – in class, in pairs, scaffolding provided, teacher feedback provided</p>		

Aspects of Achievement Standard	By the end of Year 4, students describe and discuss similarities and differences between dances they make, perform and view. They discuss how they and others organise the elements of dance in dances depending on the purpose.	By the end of Year 4, students describe and discuss similarities and differences between dances they make, perform and view. They discuss how they and others organise the elements of dance in dances depending on the purpose.	
	Students structure movements into dance sequences and use the elements of dance and choreographic devices to represent a story or mood. They collaborate to make dances and perform with control, accuracy, projection and focus.	Students structure movements into dance sequences and use the elements of dance and choreographic devices to represent a story or mood. They collaborate to make dances and perform with control, accuracy, projection and focus.	
Taught	Taught	Taught	
Assessed	Assessed	Assessed	
All unit assessment tasks provide evidence of student learning and provide opportunities for teachers to make judgments about whether students have met the Australian Curriculum Achievement Standard in the Arts - Dance.			
Moderation	Consistency of teacher judgments Teachers use moderation to support consistency of teacher judgments and comparability of reported results against the relevant achievement standards.		
General capabilities and cross-curriculum priorities	Opportunities to engage with: 	Opportunities to engage with: 	
Key	<p><i>General capabilities</i></p> <ul style="list-style-type: none"> Literacy Numeracy Information and Communication Technology (ICT) Capability 	<p><i>Cross-curriculum priorities</i></p> <ul style="list-style-type: none"> Aboriginal and Torres Strait Islander Histories and Cultures Asia and Australia's Engagement with Asia Sustainability 	
Content descriptions for Years 3 & 4 ARTS	Review for balance and coverage of Content Descriptions and Concepts in each unit	Years 3 and 4 content descriptions	Semester One
		Making — Exploring ideas and improvising with ways to represent ideas	
		Improvise and structure movement ideas for dance sequences using the elements of dance and choreographic devices (ACADAM005)	✓
		Making — Developing understanding of practices	
		Practise technical skills safely in fundamental movements (ACADAM006)	✓
		Making — Sharing artworks through performance, presentation or display	
		Perform dances using expressive skills to communicate ideas, including telling cultural or community stories (ACADAM007)	✓
		Responding — Responding to and interpreting artworks	
Identify how the elements of dance and production elements express ideas in dance they make, perform and experience as audience, including exploration of Aboriginal and Torres Strait Islander dance (ACADAR008)	✓		
Content Descriptions in each Arts subject focus on similar concepts and skills that across the bands, present a developmental sequence of knowledge, understanding and skills. The concepts for each subject are derived from the Content Descriptions and Achievement Standards, and are supported by The Arts viewpoints ahunt26of contexts, knowledge, evaluations and judgments.			