

BOONDALL STATE SCHOOL DANCE YEAR LEVEL PLAN : YEAR 5/6

THE ARTS - DANCE	40 min /week	<p align="center">Band Description</p> <p>In Years 5 and 6, 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 the arts, students explore meaning and interpretation, and social and cultural contexts of the arts. They evaluate the use of forms and elements in artworks they make and observe. Students extend their understanding of safety in the arts. In Years 5 and 6, their understanding of the roles of artists and audiences builds on previous bands. They develop their understanding and use of performance or technical skills to communicate intention for different audiences. They identify a variety of audiences for different arts experiences as they engage with more diverse artworks as artists and audiences.</p> <p>In Dance, students:</p> <ul style="list-style-type: none"> • extend their awareness of the body as they combine movements that use body parts and actions with those involving body zones and bases • extend their understanding and use of space, time, dynamics and relationships including performing in groups of varying sizes • extend their use of various combinations of fundamental movement skills and technical skills, developing competence, body control and accuracy <p>explore meaning and interpretation, forms and elements of dance, including the use of space and energy in dances as they make and respond to dance.</p>	
		<p align="center">Year 5 Semester One</p>	<p align="center">Year 6 Semester One</p>
		<p align="center">DANCE MAPS (adapted C2C unit 1 and QCAA unit)</p>	<p align="center">DANCE MOVES (adapted C2C unit 3 and QCAA unit)</p>
		<p align="center">Unit Description</p> <p>In this unit, students respond to, choreograph and perform dance that uses a map as a stimulus. Students will:</p> <ul style="list-style-type: none"> • explore movement and choreographic devices, using the elements of dance to structure dances that follows a map which includes individual shapes and group formations • develop technical and expressive skills in fundamental movements including body control, accuracy, alignment, strength, balance and coordination • perform dance using expressive skills to communicate a choreographer's ideas • explain how the elements of dance and production elements communicate ideas <p><i>Choreograph and perform a movement sequence based on a set dance map (in pairs) and then respond to a dance map created by a classmate.</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 ways that dance can be performed, drawing on stimulus from movement contexts including martial arts, acrobatics, sport, exercise and other cultural forms. Students will:</p> <ul style="list-style-type: none"> • explore movement and choreographic devices, using the elements of dance to choreograph dances that communicate meaning in adventure stories • develop technical and expressive skills in fundamental movements including body control, accuracy, alignment, strength, balance and coordination • perform dance using expressive skills to communicate a choreographer's ideas about an adventure story • explain how the elements of dance and production elements communicate meaning and use a range of movement styles/forms by comparing dances from different social, cultural and historical contexts. <p><i>Working in small groups, use dance elements to modify a set movement sequence then perform this sequence for your class.</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"> • explain how the elements of dance, choreographic devices and production elements communicate meaning in dances they make, perform and view • structure movements in dance sequences and use the elements of dance and choreographic devices to make dances that communicate meaning • work collaboratively to perform dances for audiences, demonstrating technical and expressive skills. <p><i>Oral responses (anecdotal records)</i></p> <p><i>Create a dance sequence in pairs using a dance map (anecdotal records)</i></p> <p><i>Perform dance sequence with partner (video)</i></p> <p><i>Written response task identifying elements of dance and reflections about own and others performances</i></p>	<p>Assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> • work collaboratively to perform dances for audiences, demonstrating technical and expressive skills • structure movements in dance sequences and use the elements of dance and choreographic devices to make dances that communicate meaning • explain how the elements of dance, choreographic devices and production elements communicate meaning in dances they make, perform and view • describe characteristics of dances from different social, historical and cultural contexts that influence their dance making. <p><i>Oral responses (anecdotal records)</i></p> <p><i>Create a dance sequence in small groups by manipulating a basic dance sequence (anecdotal records)</i></p> <p><i>Perform dance sequence with small group (video)</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 small groups, scaffolding provided, teacher feedback provided</p>	
<p align="center">Aspects of Achievement Standard</p>	<p>By the end of Year 6, students explain how the elements of dance, choreographic devices and production elements communicate meaning in dances they make, perform and view. They describe characteristics of dances from different social, historical and cultural contexts that influence their dance making.</p> <p>Students structure movements in dance sequences and use the elements of dance and choreographic devices to make dances that communicate meaning. They work collaboratively to perform dances for audiences, demonstrating technical and expressive skills.</p>	<p>By the end of Year 6, students explain how the elements of dance, choreographic devices and production elements communicate meaning in dances they make, perform and view. They describe characteristics of dances from different social, historical and cultural contexts that influence their dance making.</p> <p>Students structure movements in dance sequences and use the elements of dance and choreographic devices to make dances that communicate meaning. They work collaboratively to perform dances for audiences, demonstrating technical and expressive skills.</p>	

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:

Opportunities to engage with:

Opportunities to engage with:

Key

General capabilities

- Literacy
- Numeracy
- Information and Communication Technology (ICT) Capability

- Personal and Social Capability
- Ethical Understanding
- Intercultural Understanding
- Critical and Creative thinking

Cross-curriculum priorities

- Aboriginal and Torres Strait Islander Histories and Cultures
- Asia and Australia's Engagement with Asia
- Sustainability

Content descriptions for Years 5 & 6 ARTS

Review for balance and coverage of Content Descriptions and Concepts in each unit

Years 5 and 6 content descriptions	Semester One
Making — Exploring ideas and improvising with ways to represent ideas	
Explore movement and choreographic devices using the elements of dance to choreograph dances that communicate meaning (ACADAM009)	✓
Making — Developing understanding of practices	
Develop technical and expressive skills in fundamental movements including body control, accuracy, alignment, strength, balance and coordination (ACADAM010)	✓
Making — Sharing artworks through performance, presentation or display	
Perform dance using expressive skills to communicate a choreographer's ideas, including performing dances of cultural groups in the community (ACADAM011)	✓
Responding — Responding to and interpreting artworks	
Explain how the elements of dance and production elements communicate meaning by comparing dances from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander dance (ACADAR012)	✓

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 about contexts, knowledge, evaluations and judgments.