

BOONDALL STATE SCHOOL DANCE YEAR LEVEL PLAN : PREP to YEAR 2

THE ARTS - DANCE	40 min /week	Band Description	<p>In Foundation to Year 2, learning in The Arts builds on the Early Years Learning Framework. Students are engaged through purposeful and creative play in structured activities, fostering a strong sense of wellbeing and developing their connection with and contribution to the world. In the Foundation Year, students undertake The Arts appropriate for their level of development. They explore the arts and learn how artworks can represent the world and that they can make artworks to represent their ideas about the world. They share their artworks with peers and experience being an audience to respond to others' art making. 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, forms and processes, and social and cultural contexts of the arts. They make early evaluations of artworks expressing what they like and why. Students learn about safe practices in the arts through making and responding safely in the different arts subjects. They experience the role of artist and they respond to feedback in their art making. As an audience, they learn to focus their attention on artworks presented and to respond to artworks appropriately. In Foundation to Year 2, students learn to be an audience for different arts experiences within the classroom.</p> <p>In Dance, students:</p> <ul style="list-style-type: none"> • become aware of their bodies and learn about the body bases, parts and zones used in dance • explore space, time, dynamics and relationships as they make and observe dances • explore locomotor and non-locomotor movements and use these fundamental movement skills in their own dance • experiment with simple technical and expressive skills and begin to learn about choreographic devices through selecting and organising movements in their own dances. 		
		Unit Description	Prep Semester One	Year 1 Semester One	Year 2 Semester One
			DANCING CHARACTERS (adapted C2C unit 1)	SHAPE DANCE (adapted C2C unit 2 and QCAA unit)	READY SET ACTION (adapted C2C unit 5 and QCAA unit)
			<p>In this unit, students make and respond to dance by exploring characters in stories and rhymes as stimulus.</p> <p>Students will:</p> <ul style="list-style-type: none"> • explore, improvise and organise ideas to make dance sequences using the elements of dance • use fundamental movement skills to develop technical and expressive skills when practising dance sequences • present dance that communicate ideas to an audience, including dance used by cultural groups in the community <p><i>Make and perform dance that represents a character.</i></p>	<p>In this unit, students make and respond to dance by exploring two-dimensional shapes and three-dimensional objects as stimulus.</p> <p>Students will:</p> <ul style="list-style-type: none"> • explore, improvise and organise by exploring ideas about shapes and objects to make dance sequences using the elements of dance (space, time, dynamics, relationships) • use fundamental movement skills to develop technical skills when practising dance sequences • present dance sequences that communicate ideas about shapes and objects to an audience <p><i>Make and perform a movement sequence using 2D and 3D shapes as a stimulus.</i></p>	<p>In this unit, students make and respond to dance by exploring action stories as stimuli.</p> <p>Students will:</p> <ul style="list-style-type: none"> • explore, improvise and organise ideas about action stories to make dance sequences using the elements of dance (space, time, dynamics, relationships) • use fundamental movement skills to develop technical skills when practising action story dance sequences • present dance sequences that communicate ideas about action stories to an audience • respond to dances, considering where and why people dance, starting with dances from Australia including dances of Aboriginal peoples and Torres Strait Islander peoples and Asian peoples. <p><i>Choreograph and perform a movement sequence using action words and pictures as stimulus.</i> <i>Provide an oral response to a dance clip.</i></p>
		Assessment	<p>Assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> • use the elements of dance to perform dance sequences that demonstrate fundamental movement skills to represent ideas • demonstrate safe practice. <p><i>Gross Motor checklist</i> <i>Oral responses (anecdotal records)</i> <i>Create and perform dance sequence with teacher (Video)</i></p>	<p>Assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> • use the elements of dance to make and perform dance sequences that demonstrate fundamental movement skills to represent ideas. • demonstrate safe practice <p><i>Gross Motor checklist</i> <i>Oral responses (anecdotal records)</i> <i>Create and perform dance sequence with teacher (video)</i></p>	<p>Assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> • use the elements of dance to make and perform dance sequences that demonstrate fundamental movement skills to represent ideas • demonstrate safe dance practice • describe the effect of the elements in dance they make, perform and view • describe where and why people dance. <p><i>Oral responses (anecdotal records)</i> <i>Create dance about super heroes actions with teacher (anecdotal records)</i> <i>Perform dance sequence with teacher. (video)</i></p>
Assessment Conventions	<p>Text – performance Technique - practical Mode – non verbal performance Conditions – in class, with peers, teacher feedback provided</p>	<p>Text – performance Technique - practical Mode – non verbal performance Conditions – in class, with peers, teacher feedback provided</p>	<p>Text – performance, review and respond Technique – practical, oral response Mode – non-verbal performance, spoken Conditions – in class, with peers, teacher feedback provided</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.

Aspects of Achievement Standard	By the end of Year 2, students describe the effect of the elements in dance they make, perform and view and where and why people dance. Students use the elements of dance to make and perform dance sequences that demonstrate fundamental movement skills to represent ideas. Students demonstrate safe practice. Taught Assessed	By the end of Year 2, students describe the effect of the elements in dance they make, perform and view and where and why people dance. Students use the elements of dance to make and perform dance sequences that demonstrate fundamental movement skills to represent ideas. Students demonstrate safe practice. Taught Assessed	By the end of Year 2, students describe the effect of the elements in dance they make, perform and view and where and why people dance. Students use the elements of dance to make and perform dance sequences that demonstrate fundamental movement skills to represent ideas. Students demonstrate safe practice. Taught 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: 	Opportunities to engage with: 
	Opportunities to engage with: 		
Key	<i>General capabilities</i>  Literacy  Numeracy  Information and Communication Technology (ICT) Capability	 Personal and Social Capability  Ethical Understanding  Intercultural Understanding  Critical and Creative thinking	<i>Cross-curriculum priorities</i>  Aboriginal and Torres Strait Islander Histories and Cultures  Asia and Australia's Engagement with Asia  Sustainability
Content descriptions for Years Prep to 2 ARTS Review for balance and coverage of Content Descriptions and Concepts in each unit	Year Prep to Year 2 content descriptions		Semester One
	Making — Exploring ideas and improvising with ways to represent ideas		
	Explore, improvise and organise ideas to make dance sequences using the elements of dance (ACADAM001)		✓
	Making — Developing understanding of practices		
	Use fundamental movement skills to develop technical skills when practising dance sequences (ACADAM002)		✓
	Making — Sharing artworks through performance, presentation or display		
	Present dance that communicates ideas to an audience, including dance used by cultural groups in the community (ACADAM003)		✓
	Responding — Responding to and interpreting artworks		
Respond to dance and consider where and why people dance, starting with dances from Australia including dances of Aboriginal and Torres Strait Islander Peoples (ACADAR004)		✓	
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.			