

# Dance

## General senior subject

General

Dance fosters creative and expressive communication. It uses the body as an instrument for expression and communication of ideas. It provides opportunities for students to critically examine and reflect on their world through higher order thinking and movement. It encourages the holistic development of a person, providing a way of knowing about oneself, others and the world.

Students study dance in various genres and styles, embracing a variety of cultural, societal and historical viewpoints integrating new technologies in all facets of the subject. Historical, current and emerging dance practices, works and artists are explored in global contexts and Australian contexts, including the dance of Aboriginal peoples and Torres Strait Islander peoples. Students learn about dance as it is now and explore its origins across time and cultures.

Students apply critical thinking and literacy skills to create, demonstrate, express and reflect on meaning made through movement. Exploring dance through the lens of making and responding, students learn to pose and solve problems, and work independently and collaboratively. They develop aesthetic and kinaesthetic intelligence, and personal and social skills.

## Pathways

A course of study in Dance can establish a basis for further education and employment in the field of dance, and to broader areas in creative industries and cultural institutions, including arts administration and management, communication, education, public relations, research, and science and technology.

## Objectives

By the conclusion of the course of study, students will:

- demonstrate an understanding of dance concepts and skills
- apply literacy skills
- organise and apply the dance concepts
- analyse and interpret dance concepts and skills
- apply technical skills
- realise meaning through expressive skills
- create dance to communicate meaning
- evaluate dance, justifying the use of dance concepts and skills.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Moving bodies</b> How does dance communicate meaning for different purposes and in different contexts? <ul style="list-style-type: none"><li>• Genres:<ul style="list-style-type: none"><li>- Contemporary</li><li>- at least one other genre</li></ul></li><li>• Subject matter:<ul style="list-style-type: none"><li>- meaning, purpose</li></ul></li></ul>	<b>Moving through environments</b> How does the integration of the environment shape dance to communicate meaning? <ul style="list-style-type: none"><li>• Genres:<ul style="list-style-type: none"><li>- Contemporary</li><li>- at least one other genre</li></ul></li><li>• Subject matter:</li></ul>	<b>Moving statements</b> How is dance used to communicate viewpoints? <ul style="list-style-type: none"><li>• Genres:<ul style="list-style-type: none"><li>- Contemporary</li><li>- at least one other genre</li></ul></li><li>• Subject matter:<ul style="list-style-type: none"><li>- social, political and cultural influences</li></ul></li></ul>	<b>Moving my way</b> How does dance communicate meaning for me? <ul style="list-style-type: none"><li>• Genres:<ul style="list-style-type: none"><li>- fusion of movement styles</li></ul></li><li>• Subject matter:<ul style="list-style-type: none"><li>- developing a personal movement style</li><li>- personal</li></ul></li></ul>

and context – historical and cultural origins of focus genres	– physical dance environments including site-specific dance – virtual dance environments	on dance	viewpoints and influences on genre
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## Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Performance	20%	Summative internal assessment 3 (IA3): • Project — dance work	35%
Summative internal assessment 2 (IA2): • Choreography	20%		
Summative external assessment (EA): 25% • Examination — extended response			

### Additional Requirements

Study Requirements	Special Requirements
<p>This is a General subject and as such requires a significant commitment of time and energy to complete the course successfully.</p> <p>As a guide students should be completing 120 minutes of revision and homework a night in addition to assignment requirements.</p> <p>Students are encouraged to develop and maintain a study plan to assist in revising concepts learnt during face to face lessons.</p>	<p>Keppock SHS is an iPad school. School owned devices are available for use within our student resource scheme.</p> <p>Students will be required to bring an iPad (9.7/10.2 inch, running iOS 14 or better, with 32 GB storage) to school each day.</p> <p>The school has a replacement scheme for iPads that need to be serviced or repaired. (Please note, no other BYO device is supported by the school.)</p>