

## Sequencing content: Early Stage 1 Dance

### Outcomes

<p><b>Performing</b> <b>DAES1.1</b> Participates in dance activities and demonstrates an awareness of body parts, control over movement and expressive qualities.</p>	<p><b>Composing</b> <b>DAES1.2</b> Explores movement in response to a stimulus to express ideas, feelings or moods.</p>	<p><b>Appreciating</b> <b>DAES1.3</b> Responds to and communicates about the dances they view and/or experience.</p>
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### Content sequence

<i>Unit of work</i>	<i>Focus elements</i>	<i>Students learn to:</i>	<i>Students learn about:</i>	<i>Indicators</i> Students might:
<p><b><i>Moving me</i></b> <i>Quantum leaps</i></p>	<p><b>space action</b></p>	<ul style="list-style-type: none"> <li>▪ move safely within a space</li> <li>▪ consider and explore the way different parts of the body move</li> <li>▪ develop a vocabulary for talking about dance</li> <li>▪ experiment with travelling movements, focussing on different parts of the body</li> <li>▪ devise actions that form the basis of short compositional sequences.</li> </ul>	<ul style="list-style-type: none"> <li>▪ the foundations of safe dance practice</li> <li>▪ body awareness and control of the body</li> <li>▪ technical vocabulary and its use within dance making and appreciation</li> <li>▪ the elements of action and space and control of the body</li> <li>▪ organisation of movement as it relates to composition.</li> </ul>	<ul style="list-style-type: none"> <li>• travel around the space in a variety of ways, without contacting others</li> <li>• explore level and dynamics while travelling</li> <li>• show shapes to others in the class and copy the shapes made by others</li> <li>• interpret an everyday activity through movement</li> <li>▪ develop a sequence of actions that begin to tell a story</li> <li>▪ observe and discuss movement patterns.</li> </ul>
<p><b><i>I can dance</i></b> <i>Creative Arts</i> <i>K-6 Units of Work</i></p>	<p><b>action dynamics time</b></p>	<ul style="list-style-type: none"> <li>▪ explore the elements of dance: actions of the body, dynamic qualities of movement, timing, spatial aspects and relationships</li> <li>▪ view the dances of their peers.</li> </ul>	<ul style="list-style-type: none"> <li>▪ the elements of dance as they relate to the process of composition</li> <li>▪ the ways in which dances can be interpreted differently by various individuals and audiences.</li> </ul>	<ul style="list-style-type: none"> <li>▪ perform basic movements demonstrating control over body parts</li> <li>▪ perform movements in unison with a partner</li> <li>▪ explore movement in response to a stimulus</li> <li>▪ talk about their own movements and the movements of other students.</li> </ul>
<p><b><i>Vessels</i></b> School-devised program  <i>Arts Action</i> CD-ROM (Creative arts: Multicultural perspectives: Parramatta)</p>	<p><b>space structure relationships</b></p>	<ul style="list-style-type: none"> <li>▪ explore body shapes that replicate the shape of vessels</li> <li>▪ use a variety of body parts and levels to explore the stimulus</li> <li>▪ create movement pieces by combining vessel shapes with tipping and carrying movements.</li> <li>▪ compare own dance work with the original stimulus of vessels (class collection and images of vessels) .</li> </ul>	<ul style="list-style-type: none"> <li>▪ the element of space: shapes the body can make, use of different levels</li> <li>▪ the element of action: using a variety of body parts to perform similar actions</li> <li>▪ the element of relationships: how to create joint shapes with a partner or small group</li> <li>▪ composing movement pieces by joining shapes and locomotor movements.</li> </ul>	<ul style="list-style-type: none"> <li>▪ identify and use a variety of different body parts when replicating the shapes of vessels.</li> <li>▪ join shapes and travelling movements into short sequences</li> <li>▪ discuss body shapes created and compare these with original stimulus.</li> </ul>