

Sequencing content: Stage 2 Dance

Outcomes

<p>Performing DAS2.1 Performs dances from a range of contexts demonstrating movement skills, expressive qualities and an understanding of the elements of dance.</p>	<p>Composing DAS2.2 Explores, selects and combines movement using the elements of dance to communicate ideas, feelings or moods.</p>	<p>Appreciating DAS2.3 Gives personal opinions about the use of elements and meaning in their own and others' dances.</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>Sports carnival <i>Creative Arts</i> <i>K-6 Units of Work</i></p>	<p>structure dynamics relationships</p>	<ul style="list-style-type: none"> ▪ move confidently through a dance space using locomotor movement incorporating spatial and dynamic changes ▪ convey contrasting dynamics in dance performance ▪ structure movements using a theme of “sports” as stimulus. 	<ul style="list-style-type: none"> ▪ the use of the elements of dance to make meaning in the creation of a sequence ▪ using imagery as a source for dance ideas. 	<ul style="list-style-type: none"> ▪ perform movements and movement sequences demonstrating and understanding of “light” and “strong” ▪ respond to imagery through movement ▪ consider and discuss how movement sequences can be altered by changing dynamics
<p>Dance detours <i>Quantum leaps</i></p>	<p>action structure relationships</p>	<ul style="list-style-type: none"> ▪ respond to, and describe dances from different cultures whilst creating a context for their composition work ▪ make choices based on an understanding of style characteristics to compose simple sequences of movements. 	<ul style="list-style-type: none"> ▪ the cultural and historic contexts of dance and the ways that such contexts can be used as a starting point for composition ▪ how dance ideas can come from a diverse range of sources, including personal experience and the wider world. 	<ul style="list-style-type: none"> ▪ learn and confidently perform traditional dances ▪ improvise to select and sequence movement to tell a story ▪ respond to, and describe dances from different cultures, focusing on their purpose costumes, patterns and groupings.
<p>Making connections <i>Creative Arts</i> <i>K-6 Units of Work</i></p>	<p>relationships space</p>	<ul style="list-style-type: none"> ▪ use the elements of space and relationships to create movement sequences individually, in pairs and in a large group ▪ discuss and evaluate dance sequences with reference to visual impact (shape and transitions) to the audience 	<ul style="list-style-type: none"> ▪ the ways in which audiences read and respond to dance works ▪ structuring movement to maximise visual images 	<ul style="list-style-type: none"> ▪ mirror, complement and contrast shapes ▪ observe and discuss movements, shapes and transitions in a movement sequence ▪ consider and discuss how the processes of group decision-making contribute to the construction of a dance.

<p>Tap stomp <i>Quantum leaps</i></p>	<p>time relationships structure</p>	<ul style="list-style-type: none"> ▪ perform body percussion of the hands and feet, representing everyday tasks to create sequences with a focus on beat 	<ul style="list-style-type: none"> ▪ structuring movement using rhythmic patterns and the ways that props can be used to embellish percussion of the body 	<ul style="list-style-type: none"> ▪ perform rhythmic patterns using non-locomotor and locomotor actions ▪ incorporate sound, movement and rhythm into a sequence based on a “factory” theme ▪ reflect on the variety of ways they can move, using rhythm, sound, shape and objects.
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