

Australian Curriculum: Dance — Years 9 to 10

By the end of Year 10, students analyse the choreographer's use of the elements of dance, choreographic devices, form and production elements to communicate choreographic intent in dances they make, perform and view. They evaluate the impact of dance from different cultures, places and times on Australian dance.

Students choreograph dances by manipulating and combining the elements of dance, choreographic devices, form and production elements to communicate their choreographic intent. They choreograph, rehearse and perform dances, demonstrating technical and expressive skills appropriate to the genre and style.

| CURRICULUM | YEAR 9 | | YEAR 10 | |
|-------------------------|--|---|---|---|
| | SEMESTER 1 | | SEMESTER 1 | SEMESTER 2 |
| | Unit 1 | Unit 2 | Unit 3 | Unit 4 |
| Unit name | Moving their way | Moving your way | Moving viewpoints | Moving futures |
| Unit description | Students perform and respond through the lens of jazz and dance theatre evolutions, that have impacted cultures, places and times on Australian dance. | Students explore contemporary and hip hop genres to find new movement possibilities to create personal style. | Students respond, perform and create through the lens of classical ballet and musical theatre viewpoints that are representative of cultures, places and times in their storytelling. | Students explore contemporary dance and technology fusions to find new possibilities in delivering dance today and in the future. |

| ASSESSMENT | YEAR 9 | | YEAR 10 | | | | |
|---|-----------------------------|---|--|---|---|---|---|
| | SEMESTER 1 | | SEMESTER 1 | | SEMESTER 2 | | |
| | Summative assessment task 1 | Summative assessment task 2 | Summative assessment task 3 | Summative assessment task 4 | Summative assessment task 5 | Summative assessment task 6 | |
| Range and balance of summative assessment conventions | Technique | Performance and Extended response | Performance | Extended Response | Performance | Performance | Performance and Extended response |
| | Type of text | Analytical | Choreography | Analytical | Choreography | Choreography | Analytical |
| | Mode | Performance and written exam | Live | Written exam | Live | Live | Project |
| | Conditions | 4 weeks in class (M) 1-2minutes teacher devised performance 3 lessons in class (R) Stimulus material provided based on Performance task 200-800 words | 5 weeks in class undertaken individually within groups (2-5 students) 1-3minutes of choreography 200-500 documentation/reflections | 4 lessons in class Stimulus material provided 500-800 words | 4 weeks in class undertaken individually within groups (2-4 students) 1-2minutes per person 200-300 choreographic statement | 4 weeks in class 2-3 minutes teacher devised performance | 6 weeks in class undertaken individually within groups (2-4 students) 1-2minutes per person 500-800 documentation/reflections |
| Aspects of the achievement standard | | | | | | | |
| analyse the choreographer's use of the elements of dance, choreographic devices, form and production elements to communicate choreographic intent in dances they make, perform and view | | | | | | | |
| evaluate the impact of dance from different cultures, places and times on Australian dance | | | | | | | |
| choreograph dances by manipulating and combining the elements of dance, choreographic devices, form and production elements to communicate their choreographic intent | | | | | | | |
| choreograph, rehearse and perform dances, demonstrating technical and expressive skills appropriate to the genre and style | | | | | | | |

Shaded cells indicate opportunities that summative assessments provide for students to demonstrate evidence against all aspects of the achievement standard

