

# Teaching Dance with a sense of progression

Elements of Dance	
space	where the body moves, including level, dimension, direction, shape, active space, positive space, negative space, planes, pathways, general space, personal space and performance space
time	when dance occurs (how long it takes), including metre, tempo, momentum, accent, duration, phrasing, rhythmic patterns, stillness, beat
dynamics	how dance is performed, including weight, force, energy and movement qualities
relationships	relationships are always occurring when the body dances with regard to associations or connections; relationships between body parts (for example, right arm to left arm, hand to face), the body and the floor (for example, close to, away from), the body and objects (for example, a chair, fan, stick, scarf), the body and space (for example, an expansive or limited relationship), the body and others (for example, dance to one other or more dancers)

Dance Knowledge and skills F–2	
<i>In this band students are introduced to knowledge and skills of Dance</i>	
Body <ul style="list-style-type: none"><li>body awareness – awareness of body in space in relation to objects in class, awareness of position</li><li>body zones/parts/actions – whole body/parts of the body</li><li>body bases (what supports the body) – feet, hands or knees</li></ul>	Fundamental movement skills <ul style="list-style-type: none"><li>locomotor movements – for example, walking, running, marching, galloping, skipping, crawling, rolling</li><li>non-locomotor movements – for example, bending, stretching, twisting, turning, growing, melting to the ground</li></ul>
Space <ul style="list-style-type: none"><li>levels – for example, move through low (ground level), medium (standing level) and high (head height)</li><li>directions – for example, forwards, backwards, sideways</li><li>shapes – for example, angular, twisted, curved, straight, closed circular shapes</li><li>dimension – for example, big, small</li><li>general and personal - for example, moving within the space around the body, extending as far as the body and body parts can reach without travelling, then sharing the dance space with other students</li><li>pathways – for example, tracing patterns in the air with the arms or on the floor by moving around, under, over</li></ul>	Physical skills <ul style="list-style-type: none"><li>teacher guidance to develop body control, posture, strength, balance and coordination</li></ul> Expressive skills <ul style="list-style-type: none"><li>facing the audience, looking out to audience (as appropriate) and using facial expression</li></ul> Safe dance practice <ul style="list-style-type: none"><li>awareness of, care, respect and responsibility of other students dancing in the dance space</li><li>awareness of the boundaries of the dance space</li><li>awareness of their bodies' needs, for example getting a drink after dance activities for hydration</li></ul> Choreographic devices <ul style="list-style-type: none"><li>selecting meaningful movements</li><li>combining movements</li></ul>
Time <ul style="list-style-type: none"><li>tempo – for example, fast/slow, slowing down, speeding up, movement versus freeze</li><li>rhythm – for example, even, uneven</li></ul>	<b>Viewpoints <i>Examples of key questions and level of complexity for this band:</i></b>
Dynamics <ul style="list-style-type: none"><li>gaining control over own energy levels</li><li>moving through different environments, for example, melting ice, windy weather</li><li>using different dynamics, for example, heavy/ light, sharp/soft movements</li><li>movement qualities – melting, jerky, percussive</li><li>force – bouncing, exploding, shaking</li></ul>	Meanings and interpretations <ul style="list-style-type: none"><li>What did this dance make you think about?</li><li>Did the dance movements remind you of anything?</li></ul> Forms and elements <ul style="list-style-type: none"><li>What sort of movements did the dancers perform?</li><li>What are they wearing?</li><li>What kind of music are they dancing to?</li></ul> Societies and cultures <ul style="list-style-type: none"><li>Why are these people dancing?</li><li>Where are they dancing?</li><li>Where is this dance from?</li></ul> Evaluations <p>Which parts of your dance/their dance did you like best? Why?</p>
Relationships <ul style="list-style-type: none"><li>groupings – dancing as an individual within a group (link to personal space, kinesphere)</li><li>spatial relationships – around, side-by-side</li><li>interaction – mirroring movement with a partner</li><li>use of simple objects/props – movements in and around</li></ul>	

What do students bring with them from outside school?

Dance Knowledge and skills 3-4	
<i>In this band students build on the knowledge and concepts introduced in Foundation to Year 2:</i>	
Body <ul style="list-style-type: none"><li>body parts/actions – gestures</li><li>body zones – for example, body areas of front and back; cross-lateral – left arm and right leg</li><li>body bases – seat as base</li></ul>	Fundamental movement skills <ul style="list-style-type: none"><li>locomotor movements – adding and combining more complex movements, for example, running, galloping, sliding, crawling</li><li>non-locomotor movements – for example, rising, pulling, swinging, spinning, twisting, collapsing, curling</li></ul>
Space <ul style="list-style-type: none"><li>directions – for example, diagonal, circular</li><li>shapes – for example, symmetry versus asymmetry, organic versus geometric shape, angular versus curved shape</li><li>dimension – size of movement for example, large, small, narrow, wide</li><li>positive and negative space</li><li>pathways – for example, in air, on floor</li></ul>	Technical skills <ul style="list-style-type: none"><li>body control</li><li>accuracy</li><li>body awareness alignment</li><li>strength</li><li>balance and coordination</li></ul> Expressive skills <ul style="list-style-type: none"><li>projection and focus</li><li>Safe dance practice</li><li>warming up their bodies before executing more complex and contrasting movement patterns in dance sequences and cooling/ calming down afterwards</li><li>removing socks if the floor surface is slippery (and clean)</li></ul> Choreographic devices <ul style="list-style-type: none"><li>contrast</li><li>repetition</li></ul>
Time <ul style="list-style-type: none"><li>tempo – for example, sustained, increasing and decreasing speeds</li><li>rhythm – for example, regular, irregular</li><li>stillness – for example, pause, freeze, holding a shape for a moment, then continuing on with a dance sequence</li></ul>	<b>Viewpoints <i>Examples of key questions and level of complexity for this band:</i></b>
Dynamics <ul style="list-style-type: none"><li>controlling and combining different movement qualities, for example, a smooth, sustained movement followed by a percussive, jagged movement; limp, floppy movements followed by stiff, sharp movements</li><li>Force – lightness/strength</li></ul>	Meanings and interpretations <ul style="list-style-type: none"><li>Is there a story in the dance?</li></ul> Forms and elements <ul style="list-style-type: none"><li>How did the dance begin? Was there a middle part? How did the dance end?</li><li>What shapes did you see? (individual and group)</li></ul> Societies and cultures <ul style="list-style-type: none"><li>Do you recognise new movements in the dance? Why do you think people from different cultures dance?</li><li>Where are these dances performed?</li></ul> Evaluations <p>What movements made you feel sad, happy, excited, unsure?</p>
Relationships <ul style="list-style-type: none"><li>groupings – solo; connected; group formations, for example, conga line dances, making group shapes (link to space)</li><li>spatial relationships – over, under, near, far</li><li>interaction – lead/follow, meet/part with a partner/group</li><li>relationship between different body parts</li><li>use of objects/props to communicate dance ideas</li></ul>	

What's changing from Band to Band? What stays the same?

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Dance Knowledge and skills 5-6	
<i>In this band students build on knowledge and skills introduced from Foundation to Year 4:</i>	
Body <ul style="list-style-type: none"><li>body zones/parts/actions – arm and leg gestures that lead toward, away from and around own body</li></ul>	<ul style="list-style-type: none"><li>Projection</li><li>Focus</li><li>clarity of movement</li><li>confidence and facial expression/character</li></ul>
Space <ul style="list-style-type: none"><li>shapes –complementary and contrasting, centred and off-centre.</li><li>dimension – amount of space, for example, big/little, narrow/wide</li><li>group formations (various) – for example, small or large groups of dancers in lines, circles, diagonals, clusters, squares throughout the space</li><li>pathways –patterns on the floor (feet on ground) for example, curved, straight, zigzag, random; patterns in the air for example, straight, angular, twisting, etc.</li></ul>	<p>Safe dance practice</p> <ul style="list-style-type: none"><li>identifying appropriate warm-up and cool-down procedures</li><li>performing dance movement with an awareness of own body capabilities</li><li>developing an understanding of body alignment when dancing</li><li>working safely in groups</li><li>prepare for dance by bringing appropriate clothing for moving</li></ul> <p>Choreographic devices</p> <ul style="list-style-type: none"><li>canon</li><li>unison</li></ul>
<b>Viewpoints <i>Examples of key questions and level of complexity for this band:</i></b>	
Time <ul style="list-style-type: none"><li>rhythm – for example, combinations of regular, irregular</li><li>duration – for example, short, long movements</li><li>acceleration/deceleration</li><li>accent – emphasis placed on a movement</li></ul>	<p>Meanings and interpretations</p> <ul style="list-style-type: none"><li>How is the movement of the body used to represent a story, character or idea?</li><li>How does the use of space, costume and multimedia communicate meaning in this dance?</li><li>Why did they make this dance?</li></ul>
Dynamics <ul style="list-style-type: none"><li>varying dynamics within a sequence/ dance</li><li>force – for example, slash, press, flick</li></ul>	<p>Forms and elements</p> <ul style="list-style-type: none"><li>How did the dancers use space and energy to create a feeling of strength/ isolation/happiness?</li><li>What is the relationship between the dancers and the audience?</li></ul>
Relationships <ul style="list-style-type: none"><li>groupings – solo, connections between one or more dancers (duet, ensemble)</li><li>spatial relationships – using a partner as support</li><li>interaction – performing movement in canon in a group (link to form), meeting and parting</li><li>manipulation of objects/props</li></ul>	<p>Societies and cultures</p> <ul style="list-style-type: none"><li>What are the traditions, customs and conventions of this dance?</li><li>What different performance spaces are used for dances and why?</li></ul>
Fundamental movement skills <ul style="list-style-type: none"><li>combinations of locomotor movements and non-locomotor movements incorporating spatial and dynamic changes, for example, galloping, jumping, sliding, rolling, slithering, spinning, shrinking, exploding, collapsing</li></ul>	<p>Evaluations</p> <ul style="list-style-type: none"><li>Which dance elements were used well and for which purpose?</li></ul> <p>How was your mood changed by this dance? (refer to: the energy, shapes, tempo, music, staging in your answer)</p>
Technical skills <ul style="list-style-type: none"><li>developing technical competence, body control, accuracy, alignment, strength, balance and coordination</li></ul>	
Expressive skills	

Dance Knowledge and skills 7-8	
<i>In this band students build on the knowledge and concepts introduced in Foundation to Year 2:</i>	
Body <ul style="list-style-type: none"><li><b>body part articulations</b> - for example, isolation of body parts in combination with each other</li><li>weight transfer - for example, lunge, leap, roll</li><li>all body sub-elements (body awareness, body bases, body parts, body zones)</li></ul>	<ul style="list-style-type: none"><li>links to alignment of the body</li></ul> <p>Choreographic devices</p> <ul style="list-style-type: none"><li>abstraction</li><li>transitions</li><li>variation</li><li>contrast</li></ul> <p>Choreographic Forms</p> <ul style="list-style-type: none"><li>binary</li><li>ternary</li><li>narrative</li><li>chance methods</li></ul>
<b>Viewpoints <i>Examples of key questions and level of complexity for this band:</i></b>	
Space <ul style="list-style-type: none"><li><b>performance space</b> - for example, confined, large</li><li>all space sub-elements (level, direction, dimension, shape, positive space, negative space, planes, pathways, general and personal space) used with increasing complexity/combinations</li></ul>	<p>Meanings and interpretations</p> <ul style="list-style-type: none"><li>What was the choreographer’s stated intent for this dance?</li><li>What ideas did you think the dance expressed?</li></ul> <p>Forms and elements</p> <ul style="list-style-type: none"><li>How have the elements of dance been used by the choreographer to express his/her stated intent?</li><li>What choreographic devices were evident in this dance?</li><li>What choreographic form was used by the choreographer?</li></ul>
Time <ul style="list-style-type: none"><li>all time sub-elements (metre, tempo, momentum, accent, duration, phrasing, rhythmic patterns, stillness and beat) used with increasing complexity/combinations</li></ul>	<p>Societies</p> <ul style="list-style-type: none"><li>How does this dance relate to its social context and that of its audience?</li><li>What are the protocols for viewing and performing Aboriginal and Torres Strait Islander dances?</li></ul>
Dynamics <ul style="list-style-type: none"><li>inaction versus action, percussion, fluidity - for example, wring, dab, mould, flow, bind</li><li>all dynamic sub-elements (force, energy, movement qualities) used with increasing complexity/combinations</li></ul>	<p>Cultures</p> <ul style="list-style-type: none"><li>What is the cultural context in which this dance was developed, or in which it is viewed, and what does it signify?</li><li>What are the stylistic differences in hip hop performances from different countries including Asia, Europe and the US?</li></ul>
Relationships <ul style="list-style-type: none"><li><b>groupings</b> – for example, large and small groups, meet/part, follow/lead</li><li><b>spatial relationships</b> - dancers to objects, between dancers,</li><li><b>interaction</b> - emotional connections between dancers</li><li>style-specific use of <b>props</b></li><li>opposition of body parts</li><li>all relationship sub-elements (groupings, spatial relationships, interaction) used with increasing complexity/combinations</li></ul>	<p>Histories</p> <ul style="list-style-type: none"><li>What historical forces and influences are evident in the dance work?</li><li>How do the costumes and movements in this dance reflect the era in which it was created?</li></ul>
Fundamental movement skills <ul style="list-style-type: none"><li>combinations of movement with increasing complexity</li><li>dance styles are applied to developing movement vocabulary and dance techniques, for example, theatrical styles: modern dance, jazz, ballet, musical theatre</li></ul>	<p>Philosophies and ideologies</p> <ul style="list-style-type: none"><li>What philosophical, ideological or political perspectives does the dance work represent, or how do these perspectives affect the audience’s interpretation?</li></ul>
Technical skills <ul style="list-style-type: none"><li>increasing technical competence in control, accuracy, strength, balance, dynamic alignment, placement, flexibility, endurance and articulation</li></ul>	<p>Evaluations</p> <ul style="list-style-type: none"><li>How successful was the choreographer in expressing his/her stated intent clearly to the audience?</li></ul> <p>How well did the dancers use expressive skills in the performance?</p>
Expressive skills <ul style="list-style-type: none"><li>increasing confidence, clarity of movement and intention, projection, focus and musicality</li></ul>	
Safe dance practice <ul style="list-style-type: none"><li>awareness of their own and others’ physical capabilities when performing a specific dance style</li><li>knowledge of the musculoskeletal system</li></ul>	

What’s the essential dance content knowledge you teach students?