

Sequencing content: Early Stage 1 Dance

Outcomes

<p>Performing DAES1.1 Participates in dance activities and demonstrates an awareness of body parts, control over movement and expressive qualities.</p>	<p>Composing DAES1.2 Explores movement in response to a stimulus to express ideas, feelings or moods.</p>	<p>Appreciating DAES1.3 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><i>Moving me</i> <i>Quantum leaps</i></p>	<p>space action</p>	<ul style="list-style-type: none"> ▪ move safely within a space ▪ consider and explore the way different parts of the body move ▪ develop a vocabulary for talking about dance ▪ experiment with travelling movements, focussing on different parts of the body ▪ devise actions that form the basis of short compositional sequences. 	<ul style="list-style-type: none"> ▪ the foundations of safe dance practice ▪ body awareness and control of the body ▪ technical vocabulary and its use within dance making and appreciation ▪ the elements of action and space and control of the body ▪ organisation of movement as it relates to composition. 	<ul style="list-style-type: none"> • travel around the space in a variety of ways, without contacting others • explore level and dynamics while travelling • show shapes to others in the class and copy the shapes made by others • interpret an everyday activity through movement ▪ develop a sequence of actions that begin to tell a story ▪ observe and discuss movement patterns.
<p><i>I can dance</i> <i>Creative Arts</i> <i>K-6 Units of Work</i></p>	<p>action dynamics time</p>	<ul style="list-style-type: none"> ▪ explore the elements of dance: actions of the body, dynamic qualities of movement, timing, spatial aspects and relationships ▪ view the dances of their peers. 	<ul style="list-style-type: none"> ▪ the elements of dance as they relate to the process of composition ▪ the ways in which dances can be interpreted differently by various individuals and audiences. 	<ul style="list-style-type: none"> ▪ perform basic movements demonstrating control over body parts ▪ perform movements in unison with a partner ▪ explore movement in response to a stimulus ▪ talk about their own movements and the movements of other students.
<p><i>Vessels</i> School-devised program <i>Arts Action</i> CD-ROM (Creative arts: Multicultural perspectives: Parramatta)</p>	<p>space structure relationships</p>	<ul style="list-style-type: none"> ▪ explore body shapes that replicate the shape of vessels ▪ use a variety of body parts and levels to explore the stimulus ▪ create movement pieces by combining vessel shapes with tipping and carrying movements. ▪ compare own dance work with the original stimulus of vessels (class collection and images of vessels) . 	<ul style="list-style-type: none"> ▪ the element of space: shapes the body can make, use of different levels ▪ the element of action: using a variety of body parts to perform similar actions ▪ the element of relationships: how to create joint shapes with a partner or small group ▪ composing movement pieces by joining shapes and locomotor movements. 	<ul style="list-style-type: none"> ▪ identify and use a variety of different body parts when replicating the shapes of vessels. ▪ join shapes and travelling movements into short sequences ▪ discuss body shapes created and compare these with original stimulus.