

Sequencing content: Stage 1 Dance

Outcomes

<p>Performing DAS1.1 Performs dances demonstrating expressive qualities and control over a range of locomotor and non-locomotor movement.</p>	<p>Composing DAS1.2 Explores and selects movement using the elements of dance to express ideas, feelings or moods.</p>	<p>Appreciating DAS1.3 Gives personal opinions about the dances and their purpose that 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>Get ready, let's dance</i> <i>Creative Arts</i> <i>K-6 Units of Work</i></p>	<p>action dynamics space</p>	<ul style="list-style-type: none"> ▪ perform actions that isolate various parts of the body ▪ use combinations of locomotor and non-locomotor movement and develop these into short sequences. 	<ul style="list-style-type: none"> ▪ safe dance practice – safe ways to move parts of the body ▪ the ways that travelling and non-travelling movements can be joined together. 	<ul style="list-style-type: none"> ▪ isolate body parts in locomotor and non-locomotor movement ▪ respond to stimuli to invent new ways of moving body parts ▪ combines body parts to make a body part dance.
<p><i>Splish splash</i> <i>Quantum leaps</i></p>	<p>action dynamics relationships structure</p>	<ul style="list-style-type: none"> • perform expressively with awareness of other dancers, timing and overall structure of the dance ▪ respond to a range of stimuli about water in its various forms. 	<ul style="list-style-type: none"> ▪ the elements of dance as they relate to performance ▪ the processes of creating and selecting movement ideas. 	<ul style="list-style-type: none"> • experiment with different actions and qualities to represent a theme • show imagination in selecting movement to develop and perform in a sequence ▪ talk about ideas and feelings related to the movement.
<p><i>All the fun of the fair</i> <i>Quantum leaps</i></p>	<p>space relationships time dynamics</p>	<ul style="list-style-type: none"> ▪ explore ideas about fairground amusements while focusing on elements of dance—personal & general space, direction, shape, pathways and levels ▪ use strategies such as mirroring, copying, complimenting and contrasting movement. 	<ul style="list-style-type: none"> ▪ the role that the elements of dance have in composition ▪ the potential that props have to extend movements of the body and the ways that props may be related to the compositional process. 	<ul style="list-style-type: none"> ▪ explore different pathways, directions and actions while travelling ▪ explore and construct group shapes using mirroring techniques ▪ create individual and paired shapes using ribbons ▪ perform as a class group to communicate thematic ideas.
<p><i>We've got rhythm</i> <i>Creative Arts</i> <i>K-6 Units of Work</i></p>	<p>time dynamics structure</p>	<ul style="list-style-type: none"> ▪ perform with sensitivity to timing ▪ use and select movement to respond to a variety of time signatures and tempos ▪ recognise, evaluate and compare body shapes made using various speeds. 	<ul style="list-style-type: none"> ▪ making decisions about structuring movement using the element of time ▪ coordinating the movement of body parts with appropriate and safe timing. 	<ul style="list-style-type: none"> ▪ explore movement to a specified rhythm ▪ select and combine movements to form sequences ▪ discuss and compare body shapes made quickly and slowly in movement sequences.