

**Liverpool Girls’ High School**

*Innovation Excellence Learning*

**Dance ~** Stage 5 Course Outlines

INTRODUCTION TO DANCE

COURSE OBJECTIVES AND OUTCOMES

*1. Students will develop knowledge, understanding and skills about dance as an artform through* ***dance performance*** *as a means of developing dance technique and performance quality to communicate ideas*

5.1.1 demonstrates an understanding of safe dance practice and appropriate dance technique with increasing skill and complexity in the performance of combinations, sequences and dances

5.1.2 demonstrates enhanced dance technique by manipulating aspects of the elements of dance

5.1.3 demonstrates an understanding and application of aspects of performance quality and interpretation through performance

*2. Students will develop knowledge, understanding and skills about dance as an artform through* ***dance composition*** *as a means of creating and structuring movement to express and communicate ideas*

5.2.1 explores the elements of dance as the basis of the communication of ideas

5.2.2 composes and structures dance movement that communicates an idea

*3. Students will develop knowledge, understanding and skills about dance as an artform through* ***dance appreciation*** *as a means of describing and analysing dance as an expression of ideas within a social, cultural or historical context*

5.3.1 describes and analyses dance as the communication of ideas within a context

5.3.2 identifies and analyses the link between their performances and compositions and dance works of art

5.3.3 applies understandings and experiences drawn from their own work and dance works of art

*4. Students value and appreciate their engagement in the study of dance as an artform*

5.4.1 values and appreciates their involvement as a dance performer, composer and audience member and how their involvement contributes to lifelong learning

**Stage 5 Dance – Year 9**

**Formal Tasks for Evidence of Learning: Ongoing throughout the semester;**

**Stage 5 Dance – Year 10**

**Formal Tasks for Evidence of Learning: Ongoing throughout the semester;**

## Dance ~ Performance Descriptor

### Areas for Assessment

**Performing  
Composing  
Appreciation**

### Grade A

*A student at this grade typically:*

* clearly and perceptively communicates an appreciation of dance as an artform through their very high level of engagement in the interrelated practices of performing, composing and appreciating dance.
* capably performs dances with an accomplished dance technique and a sustained application of safe dance practice and performance quality.
* effectively manipulates the elements of dance to interpret a wide variety of dance styles with a high level of competence
* consistently structures complex movement to create dance compositions that communicate ideas.
* critically analyses their own and others’ dances, through the elements of dance.
* critically discusses the characteristics of dance styles, performance quality and interpretation.
* insightfully applies their knowledge of the practical and theoretical aspects of dance and makes perceptive connections between the making and performing of the movement and the appreciation of its meaning.

### Grade B

*A student at this grade typically:*

* clearly communicates an appreciation of dance as an artform through their high level of engagement in the interrelated practices of performing, composing and appreciating dance.
* performs dances with a proficient dance technique and a proficient application of safe dance practice and performance quality.
* combines and applies the elements of dance to competently interpret a variety of dance styles.
* structures appropriate movement to create dance compositions that communicate ideas.
* analyses their own and others’ dances, through the elements of dance.
* discusses the characteristics of dance styles, performance quality and interpretation.
* perceptively engages in the practical and theoretical aspects of dance and makes informed connections between the making and performing of the movement and the appreciation of its meaning.

### Grade C

*A student at this grade typically:*

* demonstrates an appreciation of dance as an artform through their active engagement in the interrelated practices of performing, composing and appreciating dance.
* performs dances with a sound dance technique and the application of safe dance practice and performance quality.
* applies the elements of dance as they perform a variety of dance styles.
* manipulates the elements of dance as they structure movement to create dance compositions that communicate ideas.
* discusses their own and others’ dances, through the elements of dance.
* describes the characteristics of dance styles, performance quality and interpretation.
* engages in the practical and theoretical aspects of dance and makes connections between the making and performing of the movement and the appreciation of its meaning.

### Grade D

*A student at this grade typically:*

* demonstrates some appreciation of dance as an artform through their engagement in the interrelated practices of performing, composing and appreciating dance.
* performs dances with a basic dance technique and the application of safe dance practice and performance quality.
* applies aspects of the elements of dance as they perform dance styles.
* uses some elements of dance to structure movement to create basic dance compositions that communicate ideas.
* describes their own and others’ dances, through the elements of dance.
* identifies characteristics of dance styles, performance quality and interpretation.
* participates in the practical and theoretical aspects of dance and makes some connections between the making and performing of the movement and the appreciation of its meaning.

### Grade E

*A student at this grade typically:*

* demonstrates elementary appreciation of dance as an artform through limited engagement in the practices of performing, composing and appreciating dance.
* performs dances with an elementary dance technique and with some evidence of safe dance practice and performance quality.
* with guidance, applies aspects of the elements of dance to perform a limited range of dance styles.
* with guidance, uses the elements of dance to create simple dance compositions that communicate ideas.
* describes their own and others’ dances, through some aspects of the elements of dance.
* identifies some characteristics of dance styles, performance quality and interpretation.
* with teacher support, participates in the practical and theoretical aspects of dance and makes elementary connections between the making and performing of the movement and the appreciation of its meaning.