

# The Arts: Dance - Below satisfactory - Foundation to Year 2

## Portfolio summary

This portfolio of student work shows that the student can demonstrate occasional control in using movement skills for performance (WS1). The student can combine some movements with occasional meaning and show safe dance practices when reminded (WS2).

They can describe a few ideas in a dance sequence (WS1). They are able to describe their feelings about their dance movements (WS2).

## Class performance: Under the sea

### Sample summary

During the course of a term, students participated in an annual musical theatre production as an integrated unit that developed their skills across Dance, Drama and Music. The theme was 'under the sea' and the Year 2 students collaborated with Year 6 students to learn the choreography that was developed or created for them by their teacher. There was an emphasis on safe dance practices, the use of space, and locomotor and non-locomotor skills. The students shared their performances with each other and an audience of their parents/caregivers and the community. They were interviewed in a small focus group after their performance.

## Achievement standard

### Subject

By the end of Year 2, students describe the effect of the elements in dance they make, perform and view and where and why people dance.

Students use the elements of dance to make and perform dance sequences that demonstrate fundamental movement skills to represent ideas. Students demonstrate safe practice.

### Sample description

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*Please note:  
Annotations of below satisfactory achievement in  
this task have been provided in the place of an  
actual student sample to respect the privacy of  
students.*

Annotations:

1. Organises few ideas using the elements of dance

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## Pairs: Seasons

### Sample summary

Students made and responded to dance by exploring seasons as a stimulus in a short unit of work. They also individually choreographed a dance to represent their chosen season. They were guided through the process of developing movements to represent a season using the elements of dance. The class were given a plan to extend, which they were allowed to deviate from with permission:

- Freeze frame 1 – hold for 4 counts
- Non-locomotor or locomotor movement 1–8 counts
- Freeze frame 2 – hold for 4 counts
- Non-locomotor or locomotor movement 2–8 counts
- Freeze frame 3 – hold for 4 counts
- Non-locomotor or locomotor movement 3–8 counts
- Freeze frame 4 – hold for 4 counts

The choreography was developed with clear sections of movements that are linked and combined appropriately and smoothly into a larger dance work. The rest of the class also formed pairs and taught each other their dances.

They were given time to practise with their partner prior to performing for their class.

## Achievement standard

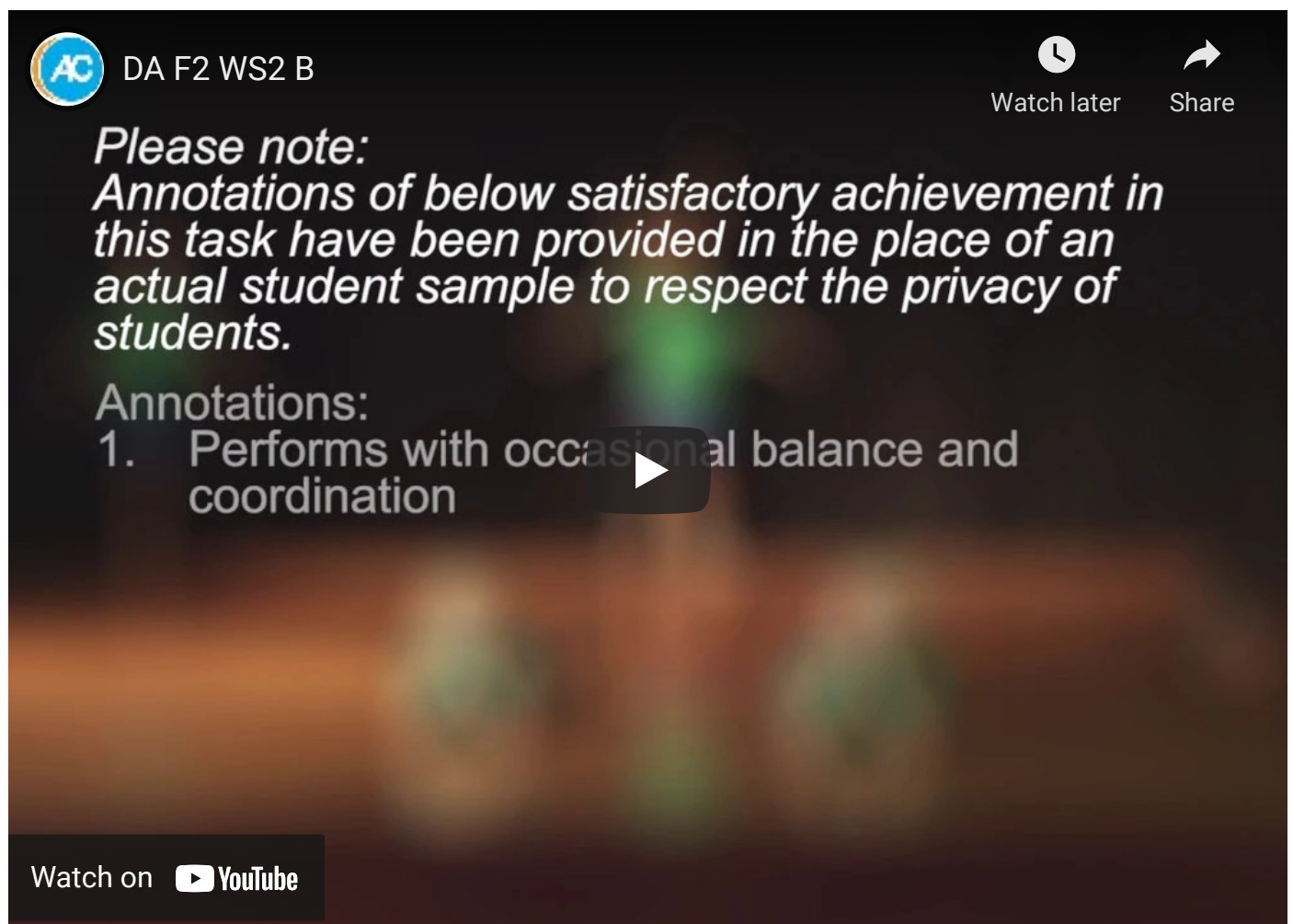
### Subject

### Learning Area

By the end of Year 2, students describe the effect of the elements in dance they make, perform and view and where and why people dance.

Students use the elements of dance to make and perform dance sequences that demonstrate fundamental movement skills to represent ideas. Students demonstrate safe practice.

### Sample description




AC DA F2 WS2 B

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*Please note:  
Annotations of below satisfactory achievement in this task have been provided in the place of an actual student sample to respect the privacy of students.*

Annotations:

1. Performs with occasional balance and coordination

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