**Worawa Aboriginal College**

**Performing Arts – Planning Document**

***Methodology***

At all times an integrated approach to delivery of the Arts will be taken to reflect the most current educational research as well as provide opportunities for authentic learning. Student-centred and directed delivery are also a priority enabling all girls to gain confidence when working with and in front of others.

In terms of integrated delivery note the following from the Australian Curriculum:

Although Dance, Drama, Media Arts, Music, and Visual Arts are described individually in The Arts, students need opportunities to study and make artworks that feature fusion of traditional art forms and practices to create hybrid artworks. This learning involves exploration of traditional and contemporary arts practices from different cultures, including works from Aboriginal and Torres Strait Islander cultures as suitable to community and cultural protocols. Such works might:

* + combine performance, audio and/or visual aspects
  + combine processes typical of the different arts subjects
  + involve other learning areas
  + exist in physical, digital or virtual spaces
  + combine traditional, contemporary and emerging media and materials
  + be created individually or collaboratively.

***Operational Considerations***

As Worawa will be engaging external consultants for the music and dance components of the Arts program, these will be delivered in blocks on a weekly, term or yearly basis depending on availability of consultants engaged. This means that the timetable for other classes will need to work on a term based quota of lessons. There is existing capacity for the visual arts and so this will form a regular part of the weekly timetable for each class. Consultants will work with Worawa EAL/D teachers to build a holistic and integrated program that provides language skills in a culturally aware, relevant and engaging manner; via the arts.

***Dance***

**Note:** Whilst students may be working on the same project, the expectation of their skill level, mastery and depth and degree of understanding of intent will vary depending on maturity and year level. In some instances students will also enter the school at a higher year level with no great exposure to the Arts in either the mainstream or Aboriginal sense and therefore their individual program will accommodate for this.

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|  | **Year 7-8 Content**  **Descriptors** | **Year 9-10 Content**  **Descriptors** | **Year 7 Focus**  **and Rubric Elements** | **Year 8 Focus**  **and Rubric Elements** | **Year 9 Focus**  **and Rubric Elements** | **Year 10 Focus**  **and Rubric Elements** | **Year 7-8 Achievement**  **Standards** | **Year 9-10**  **Achievement**  **Standards** |
| **Manipulating and applying the elements/concepts with intent** | | | | | | |
| **Dance** | Develop their choreographic intent by applying the elements of dance to select and organise movement (ACADAM014) | Manipulate combinations of the elements of dance and choreographic devices to communicate their choreographic intent (ACADAM021) | Develop an understanding of others choreographic intent and follow dance instruction | Develop an understanding of own choreographic intent and follow dance instruction to create performances | Perform a number of choreographed dances to show intent of the performance | Build a repertoire of choreography with support and advice using different dance styles to create performances for self and others | By the end of Year 8 students identify and analyse the elements of dance, choreographic devices and production elements in dances in different styles and apply this knowledge in dances they make and perform. | By the end of Year 10 students analyse the choreographer’s use of the elements of dance, choreographic devices, form and production elements to communicate choreographic intent in dances they make, perform and view |
| **Developing and refining understanding of skills and techniques** | | | | | | |  |  |
| **Dance** | Practise and refine technical skills in style-specific techniques (ACADAM015) | Practise and refine technical skills to develop proficiency in genre- and style specific techniques (ACADAM022) | Develop and practise an awareness of culturally relevant as well as other dance styles and techniques and protocols surrounding these | Learn and develop dances showing confidence and technical skill relevant to different dance styles | Build a technical skills base for different styles of dance and dance techniques | Create, practise and perform a number of dances that demonstrate a knowledge of technical skills and expression appropriate to each style | By the end of Year 8 students  They choreograph and learn dances, and perform them with confidence and clarity, and with technical and expressive skills appropriate to the dance style. | By the end of Year 10 students  They choreograph, rehearse and perform dances, demonstrating technical and expressive skills appropriate to the genre and style. |
| **Structuring and organising ideas into form** | | | | | | |  |  |
| **Dance** | Structure dances using choreographic devices and form (ACADAM016) | Structure dances using movement motifs, choreographic devices and form (ACADAM023) | Make dances using personally relevant choreography and skills | Learn and develop dances showing confidence and technical skill relevant to different dance styles | Make dances using familiar and less familiar dance styles and traditions using the relevant conventions | Understand the important role of the choreographer in shaping and styling dance and use this understanding to make, perform and critically evaluate dance performances | By the end of Year 8 students  They choreograph and learn dances, and perform them with confidence and clarity, and with technical and expressive skills appropriate to the dance style. (rpt) | By the end of Year 10 students  analyse the choreographer’s use of the elements of dance, choreographic devices, form and production elements to communicate choreographic intent in dances they make, perform and view |
| **Sharing artworks through performance, presentation or display** | | | | | | |  |  |
| **Dance** | Rehearse and perform focusing on expressive skills appropriate to style and/ or choreographic intent (ACADAM017) | Perform dances using genre- and style-specific techniques and expressive skills to communicate a choreographer’s intent (ACADAM024) | Develop an understanding of the importance of expression in the performing arts as well as expressive style of different choreographers | Create own performance selecting desired elements of that dance to tell a story | Show an understanding of a choreographer’s style, intent and desired expression by performing their work | Create own performance by selecting and manipulating desired elements of dance to communicate ideas, experiences or a story | By the end of Year 8 students  Students choreograph dances, demonstrating selection and organisation of the elements of dance, choreographic devices and form to communicate choreographic intent. | By the end of Year 10 students  Students choreograph dances by manipulating and combining the elements of dance, choreographic devices, form and production elements to communicate their choreographic intent. |
| **Analysing and reflecting upon intentions** | | | | | | |  |  |
| **Dance** | Analyse how choreographers use elements of dance and production elements to communicate intent (ACADAR018) | Evaluate their own choreography and performance, and that of others to inform and refine future work (ACADAR025) | Begin to understand how dance elements and production values help communicate intent | Use a knowledge of dance elements and production values to evaluate different dance styles | Build upon own understanding of how dance elements and production values help communicate intent by critically evaluating own and others work | Use a knowledge of dance elements and production values to create, practise and perform dances that show some technical and expressive mastery for that style | By the end of Year 8 students  identify and analyse the elements of dance, choreographic devices and production elements in dances in different styles | By the end of Year 10 students  They choreograph, rehearse and perform dances, demonstrating technical and expressive skills appropriate to the genre and style. |
| **Responding to and interpreting artworks** | | | | | | |  |  |
| **Dance** | Identify and connect specific features and purposes of dance from contemporary and past times to explore viewpoints and enrich their dancemaking, starting with dance in Australia and including dance of Aboriginal and Torres Strait Islander Peoples (ACADAR019) | Analyse a range of dance from contemporary and past times to explore differing viewpoints and enrich their dance making, starting with dance from Australia and including dance of Aboriginal and Torres Strait Islander Peoples, and consider dance in international contexts (ACADAR026) | Study different dance traditions from Australian and other cultures to better understand the purpose and scope of dance | Show the ability ot identify the way meaning and story telling are communicated differently through dance from different cultures and traditions including differences and similarities in story telling and their devices | Understand more about the communication of different perspectives in dance by studying in greater depth different dance traditions from Australian and other cultures  Use this knowledge to build and inform own dance practises | Through performance show a clear awareness of how culture, place and time informs dance traditions, style and intent and how this could impact upon own dance performances | By the end of Year 8 students  They evaluate how they and others from different cultures, times and places communicate meaning and intent through dance. | By the end of Year 10 students  They evaluate the impact of dance from different cultures, places and times on Australian dance. |
| **Year 7-8 Band Descriptions**  In Dance, students:   * make and respond to dance independently and with their classmates, teachers and communities * explore dance as an art form through choreography, performance and appreciation * build on their awareness of the body through body part articulation * extend their understanding and use of space, time, dynamics and relationships including performing in groups, spatial relationships and using interaction to communicate their choreographic intention * extend the combinations of fundamental movement skills to explore dance styles * extend technical skills from the previous band, increasing their confidence, accuracy, clarity of movement and projection * draw on dances from a range of cultures, times and locations as they experience dance * explore the dance and influences of Aboriginal and Torres Strait Islander Peoples and of the Asia region * learn about style and choreographic intent in Aboriginal and Torres Strait Islander dances, and how these dances communicate social contexts and relationships * learn about sustainability through the arts and sustainability of practices in the arts * explore meaning and interpretation, forms and elements, and social, cultural and historical contexts of dance as they make and respond to dance * evaluate choreographers’ intentions and expressive skills in dances they view and perform * understand that safe dance practices underlie all experiences in the study of dance * perform within their own body capabilities and work safely in groups. | | | | | | | | |
| **Years 9 and 10 Band Description**  In Dance, students:   * build on their awareness of the body and how it is used in particular dance styles * extend their understanding and use space, time, dynamics and relationships to expand their choreographic intentions * extend the combinations of fundamental movement skills to include dance style-specific movement skills * extend technical skills from the previous band, increasing their confidence, accuracy, clarity of movement and projection * draw on dances from a range of cultures, times and locations as they experience dance * explore the dance and influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia region * reflect on the development of traditional and contemporary styles of dance and how choreographers can be identified through the style of their choreography * learn about sustainability through the arts and sustainability of practices in the arts * explore meaning and interpretation, forms and elements, and social, cultural and historical contexts of dance as they make and respond to dance * evaluate dancers’ success in expressing the choreographers’ intentions and the use of expressive skills in dances they view and perform * understand that safe dance practices underlie all experiences in the study of dance * perform within their own body capabilities and work safely in groups. | | | | | | | | |

Note: Unit Plans provide detailed information regarding term based program interpretation