



## COURSE OUTLINE DANCE GENERAL YEAR 11: 2022 UNIT 1 AND UNIT 2



This course will run the two units concurrently. The student Semester 1 grade will therefore be an estimate.

### Unit 1: Exploring the Components of Dance

Within the broad focus of exploring the components of dance, teachers select learning contexts that relate to the interests of their students and build upon the understandings that they have already acquired. The elements of dance and processes of choreography are explored, and students solve structured choreographic tasks to produce dance works for performance. They have first-hand experience of dance-making which actively engages them in exploration, improvisation, research, reflection, and response. Technologies and design concepts are introduced to the planning stage of dance creation. A broad introduction to dance genres enables students to place dance in its time and place and then begin to understand its functions within this context.

Term	Week	Topic and key teaching points	Syllabus content	Assessment
1	1	<p><b>Introduction to the course Unit 1: Exploring the components of dance.</b></p> <ul style="list-style-type: none"><li>Walk through course and assessment outline with class expectations (night shows).</li></ul> <p><b>Safe and Healthy Dance</b></p> <ul style="list-style-type: none"><li>What clothes are appropriate to dance in, why?</li><li>What the components of a warmup and what it does to the body.<ul style="list-style-type: none"><li>Cardio: Raise core temperature, increase heart rate, and blood flow carrying oxygen.</li><li>Stretch: Increase mobility in joints, flexibility.</li><li>Strength: Build muscle tone and strength.</li></ul></li><li>Techniques that make a productive and safe dancer: Spatial awareness and the difference between marking movement and full out.</li></ul> <p><b>Theory</b></p> <ul style="list-style-type: none"><li>What are the components of fitness and how are they used in warm-ups to build a dancer's technique?</li><li>Identify example exercises for each component.</li><li>In groups write a sample warm up that target all the components.</li></ul> <p><b>Contemporary Technique</b></p> <ul style="list-style-type: none"><li>Overview of genre: where did it originate, what are the components of Contemporary (Derived from ballet but in parallel, abstract, and interpretive).</li></ul>	<p><b>Safe and Healthy Dance</b></p> <ul style="list-style-type: none"><li>Importance of a warm-up.</li><li>Appropriate dress for safe dance participation.</li><li>Rehearsal techniques, safety rules for when working in rehearsal and performance space.</li></ul> <p><b>Skills and Technique</b></p> <ul style="list-style-type: none"><li>Components of Fitness: Strength, Flexibility, coordination, muscular and cardio-vascular endurance.</li><li>Exercises and sequences that require a competent level of the components of fitness: strength, Strength, Flexibility,</li></ul>	<p>Set Up Google Classroom.</p> <p>Complete written activity the components of a warm-up.</p>

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		<ul style="list-style-type: none"> <li>Teacher directed warm up consisting of exercises for the components of fitness.</li> <li>Begin looking at the basic technique for Contemporary               <ul style="list-style-type: none"> <li>Neutral Alignment</li> <li>Parallel</li> <li>Plies</li> <li>Tendus</li> <li>Arm and foot placement. (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> (open and crossed), 5<sup>th</sup>).</li> </ul> </li> </ul>	coordination, muscular and cardio-vascular endurance. <ul style="list-style-type: none"> <li>Development of dance skills in floor work, standing work, centre work, turning, travelling and elevation.</li> <li>Technique specific to the dance genre.</li> <li>Safe execution of skills and technique</li> </ul>	
1	2	<p><b>Contemporary Technique</b></p> <ul style="list-style-type: none"> <li>Continue looking at basic technique for Contemporary</li> <li>What major muscle groups and bones are involved?</li> <li>Correct placement.</li> <li>Begin learning short phrases for technique.</li> </ul> <p><b>Contemporary Routine</b></p> <ul style="list-style-type: none"> <li>Discuss theme/intent for class routine.</li> <li>Begin learning choreography.</li> </ul> <p><b>Theory: Major Bones and Muscles</b></p> <ul style="list-style-type: none"> <li>Look at diagram or skeleton and identify what bones students already know. Scientific name or nickname. Outline the bones and their names.</li> <li>Look at a diagram of the major muscles and ask students to identify what muscles they already know, then outline the major muscles and how they partner together to make the body move.</li> </ul>	<p><b>Skills and Technique</b></p> <ul style="list-style-type: none"> <li>Exercises and sequences that require a competent level of the components of fitness: strength, Strength, Flexibility, coordination, muscular and cardio-vascular endurance.</li> <li>Development of dance skills in floor work, standing work, centre work, turning, travelling and elevation.</li> <li>Technique specific to the dance genre.</li> <li>Safe execution of skills and technique</li> </ul> <p><b>Experiential Anatomy</b></p> <ul style="list-style-type: none"> <li>Identifying major bones and muscle groups of the human body: vertebrae, shoulder girdle, pelvic region, and limbs</li> </ul>	Annotate diagrams for major bones and muscles.

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1	3	<p><b>Contemporary Technique</b></p> <ul style="list-style-type: none"> <li>Revise over technique learnt.</li> <li>Continue breaking down contemporary technique.</li> <li>Revise of sequences learnt and continue building on them.</li> </ul> <p><b>Contemporary Routine</b></p> <ul style="list-style-type: none"> <li>Revise and continue learning class routine.</li> </ul> <p><b>Theory</b></p> <ul style="list-style-type: none"> <li>Revise over major muscles and bones.</li> <li>Look at the definition's functions of dance: Artistic, ritualistic, and social. Discuss and define which category contemporary fits into.</li> <li>As a class research and discuss the purpose and value of contemporary.</li> <li>Break down and identify the features of contemporary dance.</li> <li>Collaborative learning activity: how does the different contexts of dance influences the genre.</li> </ul>	<p><b>Functions and contexts of dance</b></p> <ul style="list-style-type: none"> <li>Introduction to the functions of dance: ritualistic artistic and social.</li> <li>Broad overview of the purpose and value of dance in different cultures.</li> <li>Features of dance: genre, form style and components.</li> <li>Contexts of dance: historical, social, economic, cultural, and geographical.</li> </ul>	Complete written activity focused on the functions and contexts of contemporary dance.
1	4	<p><b>Contemporary Technique</b></p> <ul style="list-style-type: none"> <li>Revise over technique learnt.</li> <li>Continue breaking down contemporary technique.</li> <li>Revise of sequences learnt and continue building on them.</li> </ul> <p><b>Contemporary Routine</b></p> <ul style="list-style-type: none"> <li>Revise and continue learning class routine.</li> </ul> <p><b>Theory</b></p> <ul style="list-style-type: none"> <li>Informal test of the major muscles and bones. Fill in the gaps of knowledge. Study techniques that would be appropriate.</li> <li>Students in groups to select a different dance genre from a culture they are interested in learning about.</li> <li>Complete the same written activity from week 3, breaking it into sections to collaborate the information.</li> <li>Teacher to check their information.</li> </ul>	<p><b>Functions and contexts of dance</b></p> <ul style="list-style-type: none"> <li>Introduction to the functions of dance: ritualistic artistic and social.</li> <li>Broad overview of the purpose and value of dance in different cultures.</li> <li>Features of dance: genre, form style and components.</li> <li>Contexts of dance: historical, social, economic, cultural, and geographical.</li> </ul>	Complete written activity focused on the functions and contexts of their chosen dance genre.

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1	5	<p><b>Contemporary Technique</b></p> <ul style="list-style-type: none"> <li>Revise over technique learnt.</li> <li>Continue breaking down contemporary technique.</li> <li>Revise of sequences learnt and continue building on them.</li> </ul> <p><b>Contemporary Routine</b></p> <ul style="list-style-type: none"> <li>Revise and continue learning class routine.</li> </ul> <p><b>Theory</b></p> <ul style="list-style-type: none"> <li>Revise over major muscles and bones for anatomy.</li> <li>Outline focus for the test. Students to finalise their study notes of major bones and muscles, and the contexts of their chosen dance genre.</li> </ul>	<p><b>Skills and Technique</b></p> <ul style="list-style-type: none"> <li>Exercises and sequences that require a competent level of the components of fitness: strength, flexibility, coordination, muscular endurance, and cardio-vascular endurance.</li> <li>Development of dance skills in floor work, standing work, centre work, turning, travelling, elevation.</li> <li>Technique specific to the dance genre.</li> <li>Safe execution of skills and technique.</li> </ul>	
1	6	<p><b>Contemporary Technique</b></p> <ul style="list-style-type: none"> <li>Revise over technique learnt.</li> <li>Continue breaking down contemporary technique.</li> <li>Revise of sequences learnt and continue building on them.</li> <li>Question their knowledge behind the movement.</li> <li>What muscles and bones are being used during those exercises.</li> </ul> <p><b>Contemporary Routine</b></p> <ul style="list-style-type: none"> <li>Revise and continue learning class routine.</li> </ul> <p><b>Theory – Written Test</b></p> <ul style="list-style-type: none"> <li>Part 1: Complete in class annotation of major muscles and bones.</li> <li>Part 2: Complete in class extended answer of the functions of dance for chosen dance genre.</li> </ul>	<p><b>Dance Language</b></p> <ul style="list-style-type: none"> <li>Use of dance terminology to identify, respond to, and reflect on components and contexts of dance using given frameworks.</li> </ul>	<p><b>Task 8: Written Task (Semester 1) Due</b> Labour Day Public Holiday - Monday</p>

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1	7	<p><b>Contemporary Technique</b></p> <ul style="list-style-type: none"> <li>• Revise over technique learnt.</li> <li>• Continue breaking down contemporary technique.</li> <li>• Revise of sequences learnt and continue building on them.</li> </ul> <p><b>Contemporary Routine</b></p> <ul style="list-style-type: none"> <li>• Revise and continue learning class routine.</li> <li>• Discussion about the term effective rehearsal time. Reflection about how it is being implemented in class.</li> <li>• What are some methods to remember the movement from lesson to lesson?</li> <li>• Record a video of the choreography to give students a copy to practice with outside of class time.</li> <li>• Discussion about how the routine so far could be transferred into our school theatre for the night show.</li> </ul> <p><b>Responding to a Dance Piece</b></p> <ul style="list-style-type: none"> <li>• Revise over the dance elements: Body, Energy, Space and Time.</li> <li>• How they can be used to create meaning.</li> <li>• Discussion about how they are being implemented into our class routine. Identifying them.</li> <li>• Revise over design concepts: lighting, music/sound, multimedia, costumes, props, set, staging and how they can enhance a performance.</li> </ul>	<p><b>Performance Qualities and Preparation Responsibilities</b></p> <ul style="list-style-type: none"> <li>• Ways to use effective rehearsal time.</li> <li>• Techniques for focus and concentration, ways to practice with accuracy, retention, knowledge of variety of performance spaces.</li> <li>• Different performance spaces for dance.</li> </ul> <p><b>Design Concepts and Technologies</b></p> <ul style="list-style-type: none"> <li>• Adapting available design concepts and technologies appropriate to genre, style, and concepts: lighting, music/sound, multimedia, costumes, props, set, staging.</li> </ul>	<p>PTO Day – Tuesday no class.</p> <p>Complete written activity to keep as theory notes.</p>
1	8	<p><b>Contemporary Technique</b></p> <ul style="list-style-type: none"> <li>• Revise over technique learnt.</li> <li>• Continue breaking down contemporary technique.</li> <li>• Revise of sequences learnt and continue building on them.</li> </ul> <p><b>Contemporary Routine</b></p> <ul style="list-style-type: none"> <li>• Watch the video from previous week and reflect on what needs fixing and cleaning.</li> <li>• Performance Qualities: How we can carry the movement in your body and workshop different facial expressions. Implement into the routine.</li> <li>• Continue learning choreography.</li> </ul>	<p><b>Performance Qualities and Preparation Responsibilities</b></p> <ul style="list-style-type: none"> <li>• Ways to use effective rehearsal time.</li> </ul>	

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		<b>Responding to a Dance Piece</b> <ul style="list-style-type: none"> <li>Revise over the purpose of dance/choreographic intent.</li> <li>Watch the video selected.</li> <li>Group discussion of the purpose of the dance in the video.</li> <li>Analyse the movement of the dance (BEST) and the design concepts.</li> <li>Make notes to connect how the elements and design concepts support the purpose of the dance.</li> <li>Write reflection of the video with provided frameworks.</li> </ul>	<b>Dance Language</b> <ul style="list-style-type: none"> <li>Use of dance terminology to identify, respond to, and reflect on the components and contexts of dance using given frameworks.</li> </ul>	Complete written activity to analyse the video.
1	9	<b>Contemporary Technique</b> <ul style="list-style-type: none"> <li>Revise over technique learnt.</li> <li>Continue breaking down contemporary technique.</li> <li>Revise of sequences learnt and continue building on them.</li> <li>Record students completing exercises to watch and evaluate their own technique.</li> <li>Go through marking key with more detail.</li> </ul> <b>Contemporary Routine</b> <ul style="list-style-type: none"> <li>Revise over choreography and continue learning.</li> </ul> <b>Improvisation</b> <ul style="list-style-type: none"> <li>Define the choreographic structure – narrative and how it can be used in dance to create a performance.</li> <li>Define the terms: canon and unison, workshop them practically to show understanding.</li> <li>What are gestures and how can we use them to create movement. Workshop through improvisation to create ideas.</li> <li>Generate past experiences and how the dance elements can be used to present these ideas.</li> </ul> <b>Responding to a Dance Piece</b> <ul style="list-style-type: none"> <li>Finalise notes, group discussion to compare interpretations.</li> <li>Outline review format: Introduction, paragraphs, and conclusion.</li> <li>Begin writing reviews individually.</li> </ul>	<b>Choreographic Processes</b> <ul style="list-style-type: none"> <li>Exploring choreographic structure – the use of narrative.</li> <li>Exploring choreographic devices: canon and unison.</li> <li>Ways to link movement and concepts using gesture and drawing from experience.</li> <li>Ways to find solutions to movement task through improvisation.</li> <li>Ways to use and manipulate the elements of dance: body, energy, space and time (BEST)</li> </ul>	PTO day – Wednesday Students to complete marking key of contemporary technique as a reflective tool.



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1	10	<b>Contemporary Technique</b> <ul style="list-style-type: none"> <li>Discuss evaluations of technique. Why did they give themselves the score they did?</li> <li>What are the next steps for their technique moving forward?</li> <li>What strategies can they put in place to continue to see progress.</li> </ul> <b>Contemporary Routine</b> <ul style="list-style-type: none"> <li>Continue revising and learning new choreography</li> </ul> <b>Responding to a Dance Piece</b> <ul style="list-style-type: none"> <li>Continue writing reviews.</li> <li>Teacher to read drafts for feedback.</li> </ul>		
		Term Break week 1 –		
		Term Break week 2		
2	1	<b>Contemporary Technique</b> <ul style="list-style-type: none"> <li>Revision of safe dance practices.</li> <li>Outline in class practical requirements for assessment.</li> <li>Revise over extended sequences for assessment. Revise over what technique and alignment is being looked for.</li> </ul> <b>Responding to a Dance Piece</b> <ul style="list-style-type: none"> <li>Finalise notes, should be worked. At over the term break.</li> <li>Submit online.</li> </ul> <b>Improvisation Workshop</b> <ul style="list-style-type: none"> <li>Revise over the devices and structures and dance elements from last term.</li> <li>Refresh practical workshop from last term.</li> </ul>		ANZAC Day Public Holiday Monday Staff PD Day Tuesday  <b>Task 7: Response to a Dance Piece Due</b>
2	2 – 6	<b>Contemporary Technique</b> <ul style="list-style-type: none"> <li>Continue rehearsing and developing technique for contemporary, practice the sequences learnt.</li> <li>Complete practical in class assessment on technique sequences.</li> </ul> <b>Group Choreography</b> <ul style="list-style-type: none"> <li>Outline task requirements.</li> </ul>	<b>Choreographic Processes</b> <ul style="list-style-type: none"> <li>Ways to use and manipulate the elements of dance: Body, Energy, Space and Time (BEST).</li> </ul>	<b>Task 1: Contemporary Technique (Week 5)</b>  Students to revert back to their documents from

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		<ul style="list-style-type: none"> <li>Students to brainstorm how they can implement their chosen dance genre into a routine. Through aspects of the movement and the design concepts.</li> <li>Start choreographing a routine based off task requirements.</li> <li>Complete a work in progress, get feedback from other students and teachers so it can be implemented into the choreography.</li> <li>Revisit the design concepts and how it can enhance performances. Design costumes for the night performance and justify choices.</li> <li>Look at the layout of various theatres around Perth (crown theatre, state theatre) and discuss how the group routines can be adjusted for different spaces.</li> <li>Look at the school theatre and identify what technology (lighting, sound) is available and design how it can be used and manipulated to enhance the group's performance. Justify choices.</li> </ul> <p><b>Night Show</b></p> <ul style="list-style-type: none"> <li>Outline the task requirements for the night show. What after school expectations there will be?</li> <li>Outline how backstage works and the roles within that run the show.</li> <li>Bump in and bump out of costumes, props and set/staging.</li> </ul>	<p><b>Performance Qualities and Preparation Responsibilities</b></p> <ul style="list-style-type: none"> <li>Different performance spaces for dance.</li> <li>Care and appropriate use of costumes and props.</li> </ul> <p><b>Design Concepts and Technologies</b></p> <ul style="list-style-type: none"> <li>Introduction to dance design related to selecting appropriate: lighting, music/sound, multimedia, costume, props, set, staging.</li> </ul> <p><b>Performance Qualities and Preparation Responsibilities</b></p> <ul style="list-style-type: none"> <li>Care and appropriate use of costumes and props.</li> <li>Cleaning up post performance.</li> </ul>	<p>dance genres from a culture. Complete planning document on Google Classroom.</p> <p>Assessment Free Week before ATAR Exams (Week 6)</p>
2	7 – 8	Students who are only general students will use this time to prepare for upcoming assessments after exam break.	•	ATAR EXAMS
2	9	<p><b>Night Show</b></p> <ul style="list-style-type: none"> <li>Students to prepare for the night show.</li> <li>Bump costumes and necessary props into the theatre.</li> <li>Complete a stage and dress rehearsal.</li> <li>Perform in the night show to be assessed on their class routine for performance qualities and their group choreography.</li> <li>Bump out costumes and necessary props after the show.</li> </ul>	<p><b>Performance Qualities and Preparation Responsibilities</b></p> <ul style="list-style-type: none"> <li>Care and appropriate use of costumes and props.</li> <li>Cleaning up post performance.</li> </ul>	<p><b>Task 3: Night Show</b> <b>Task 2: Group Composition</b></p>





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		<ul style="list-style-type: none"><li>Students to watch and reflect on their performances and what strategies that can put in place for next time.</li></ul>		
2	10	<b>Introduction to Semester 2: Dance in Entertainment</b> <ul style="list-style-type: none"><li>Outline the focus for unit 2. What the expectations are for this semester of work.</li></ul> <b>Hip Hop</b> <ul style="list-style-type: none"><li>Brief historical overview of the genre of hip hop. Where did it come from? America. Why?</li><li>Warm up appropriate for Hip Hop.</li><li>Begin breaking down technique for the genre.</li></ul>		

### Unit 2: Dance as Entertainment

Within the broad focus of dance as entertainment, teachers select learning contexts that relate to the interests of students and build upon the understandings that they have already acquired. Students explore the entertainment potential of dance and choreography. In practical lessons, they improve safe dance practices and their physical competencies while acquiring genre-specific technique. They explore and experiment with the elements of dance and processes of choreography to solve choreographic tasks for performance. Students identify and select technologies and design concepts which enhance the entertainment value of the dance and place it in its social, historical and economic context.

Term	Week	Topic and key teaching points	Syllabus content	Assessment
		Term Break – Week 1 –		
		Term Break – Week 2 –		
3	1	Hip Hop	Skills and Technique	Staff PD day Monday

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		<ul style="list-style-type: none"> <li>Revisit the historical overview and the components that make up hip hop.</li> <li>Warm up appropriate for hip hop.</li> <li>Breakdown basic hip hop technique: lowering centre of gravity, isolations, pop and lock, body rolls.</li> </ul> <p><b>Hip Hop Routine</b></p> <ul style="list-style-type: none"> <li>Discuss theme/intent for the class routine.</li> <li>Begin learning a class routine.</li> </ul>	<ul style="list-style-type: none"> <li>Exercises and sequences that require a competent level of the components of fitness: strength, flexibility, coordination, muscular endurance, and cardio-vascular endurance.</li> <li>Technique specific to the dance genre.</li> <li>Safe execution of skills and technique.</li> </ul>	
3	2	<p><b>Hip Hop Technique</b></p> <ul style="list-style-type: none"> <li>Continue breaking down fundamentals for technique.</li> <li>Begin learning sequences that incorporate the technique.</li> </ul> <p><b>Hip Hop Routine</b></p> <ul style="list-style-type: none"> <li>Revise over choreography and continue learning the next part of the sequence.</li> </ul> <p><b>Theory</b></p> <ul style="list-style-type: none"> <li>Identify the different joints in the body and look at the range of movement each one provides.</li> <li>Posture and alignment for dance. What is the plumb line?</li> </ul> <ul style="list-style-type: none"> <li>What is marketing and advertising? How can dance be used for marketing and advertising.</li> <li>Watch an advertisement that uses dance and look at film conventions: Technical (camera angles, sound, lighting, juxtaposition), symbolic (objects, setting, body language, clothing, characters), and written (headline, captions, speech bubbles) for the ad and deconstruct how dance advertises the product as a class.</li> </ul>	<p><b>Skills and Technique</b></p> <ul style="list-style-type: none"> <li>Development of dance skills in: floor work, standing work, centre work, turning, travelling and elevation.</li> <li>Technique specific to the genre.</li> </ul> <p><b>Experiential Anatomy</b></p> <ul style="list-style-type: none"> <li>Basic human physiology: joint structure and range of movement.</li> <li>Postural conventions specific to dance alignment, such as balancing bones on bones, the plumb line.</li> </ul> <p><b>Functions and Contexts of Dance</b></p> <ul style="list-style-type: none"> <li>Dance as an effective tool in marketing and advertising.</li> </ul>	<p>Make annotations and notes of the joints. Draw a diagram of the plumb line.</p> <p>Complete written activity to build notes for study.</p>
3	3 – 4	<p><b>Hip Hop Technique</b></p> <ul style="list-style-type: none"> <li>Continue breaking down fundamentals for technique.</li> <li>Begin learning sequences that incorporate the technique.</li> </ul> <p><b>Hip Hop Routine</b></p> <ul style="list-style-type: none"> <li>Revise over choreography and continue learning the next part of the sequence.</li> </ul>		

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		<b>Theory</b> <ul style="list-style-type: none"> <li>Revise over joints and the range of movement they create.</li> <li>Revise over postural conventions specific to dance alignment. Informal test to see what information students can recall.</li> <li>Watch another ad that uses dance to sell the product and deconstruct the ad in small groups. Look at film conventions to analyse how dance has been used to sell the product. Present group ideas to the class.</li> <li>Outline the topics that the test will be on.</li> <li>Students to collate their notes and complete independent study on the topic.</li> </ul>		
3	5	<b>Theory</b> <ul style="list-style-type: none"> <li>Students to complete another lesson of independent study.</li> </ul> <b>Written Test</b> <ul style="list-style-type: none"> <li>Students to complete an in class written assessment.</li> <li>Part 1: Joint Structure and Range of Movement and posture alignment– short answer label and annotation.</li> <li>Part 2: extended answer – how an advert used dance as a marketing and advertising tool.</li> </ul> <b>Hip Hop Technique</b> <ul style="list-style-type: none"> <li>Continue breaking down technique and learning extended phrases incorporating the techniques.</li> <li>Perform in small groups.</li> </ul> <b>Hip Hop Routine</b> <ul style="list-style-type: none"> <li>Revise over choreography previously learnt.</li> <li>Discuss how the class is progressing with learning the choreography and what strategies could be implemented for improvement.</li> </ul>	<b>Experiential Anatomy</b> <ul style="list-style-type: none"> <li>Basic human physiology: joint structure and range of movement.</li> <li>Postural conventions specific to dance alignment, such as balancing bones on bones and the plumb line.</li> </ul> <b>Functions and Context of Dance</b> <ul style="list-style-type: none"> <li>Dance as an effective tool in marketing and advertising.</li> </ul> <b>Skills and Techniques</b> <ul style="list-style-type: none"> <li>Development of dance skills in floor work, standing work, centre work, turning, travelling and elevation.</li> <li>Technique specific to the dance genre.</li> <li>Safe execution of skills and techniques.</li> </ul>	<b>Task 10: Written Test</b>

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3	6 – 8	<p><b>Safe and Healthy Dance</b></p> <ul style="list-style-type: none"> <li>• What are common injuries dancers are at risk of.</li> <li>• What are some strategies to prevent the injury?</li> <li>• Class discussion identifying what strategies we already put in place to prevent injury and what other strategies we can add.</li> <li>• The importance of nutrition.</li> <li>• What a nutrition plan for a person who is consistently physically active.</li> <li>• What do our nutrition plans look like. Do we need to make any changes, reflection?</li> </ul> <p><b>Hip Hop technique</b></p> <ul style="list-style-type: none"> <li>• Revise over extended sequences for technique.</li> <li>• Record sequences and put them online for students to watch and reflect on.</li> </ul> <p><b>Hip Hop Routine</b></p> <ul style="list-style-type: none"> <li>• Revise over choreography and continue learning.</li> <li>• Record choreography and put online for students to watch and practice with.</li> </ul> <p><b>Theory</b></p> <ul style="list-style-type: none"> <li>• Look at the history and components of hip hop. How have the functions of hip hop changed over the years?</li> <li>• Research how hip hop can be influenced by different contexts – participation and presentation.</li> <li>• What is entertainment and how does dance fit into that? How do we access it on a local, national, and international level?</li> </ul>	<p><b>Safe and Healthy Dance</b></p> <ul style="list-style-type: none"> <li>• Common dance injuries and preventions.</li> <li>• Basic nutrition for the dancer.</li> </ul> <p><b>Functions and Contexts of Dance</b></p> <ul style="list-style-type: none"> <li>• Changes in the functions of dance.</li> <li>• How dance is influenced by the contexts in which it exists – participation and presentation.</li> <li>• Dance as part of entertainment.</li> </ul> <p><b>Dance Language</b></p> <ul style="list-style-type: none"> <li>• Use dance terminology to describe particular movements and style.</li> </ul>	<p>Complete written activity for injuries and preventions and nutrition.</p> <p>Complete work in progress reflection of technique.</p> <p>Complete written activity to add to study notes.</p>
3	9	<p><b>Hip Hop Technique</b></p> <ul style="list-style-type: none"> <li>• Discuss reflections of videos of technique. Students to evaluate their technique and what strategies they can do to continue developing their technique.</li> </ul> <p><b>Hip Hop Routine</b></p> <ul style="list-style-type: none"> <li>• Revise and finalise choreography.</li> <li>• Discuss the theme/intent behind the routine.</li> </ul>	<p><b>Performance Qualities and Preparation Responsibilities</b></p>	

## COURSE OUTLINE

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		<ul style="list-style-type: none"> <li>Start thinking about performance qualities that would complement and enhance the routine.</li> </ul> <p><b>Improvisation Workshop</b></p> <ul style="list-style-type: none"> <li>Generate a list of concepts and themes and workshop movement as a response to the stimulus.</li> <li>Generate a list of a variety of moods and emotions and explore what movement would be appropriate as a response to them.</li> <li>Complete a class discussion to justify choices.</li> </ul> <p><b>Group Choreography</b></p> <ul style="list-style-type: none"> <li>Define devices motif and contrast and how they can be possibly implemented into the task to enhance the performance.</li> <li>Outline task requirements.</li> <li>Begin making plans in journals. Outline what will happen in the beginning, middle and end of the video.</li> <li>Start choreographing routines.</li> </ul>	<ul style="list-style-type: none"> <li>Ways to engage with the audience: facial expression, gesture, accurate reproduction of movement.</li> </ul> <p><b>Choreographic Processes</b></p> <ul style="list-style-type: none"> <li>Responding to stimuli to explore and create movement for concepts/themes, improvisation.</li> <li>Exploring movement that reflects mood/emotion.</li> <li>Ways to structure dance – beginning, middle and end.</li> <li>Choreographic devices: motif and contrast.</li> </ul>	<p>Begin planning group task to go towards <b>Task 9</b>.</p>
3	10	<p><b>Hip Hop Technique and Routine</b></p> <ul style="list-style-type: none"> <li>Continue rehearsing technique and routine. Clean and polish.</li> <li>Practice using appropriate performance qualities for the routine.</li> </ul> <p><b>Group Choreography</b></p> <ul style="list-style-type: none"> <li>Continue choreographing routines for video.</li> <li>Revisit design concepts, while on break students are to start sourcing design concepts to use in their videos. What costumes and props they will need. Filming locations that are not on school grounds. Students will need to film those sections over the break.</li> </ul>	<p><b>Design Concepts and Technologies</b></p> <ul style="list-style-type: none"> <li>Adapting available design concepts and technologies appropriate to the genre, style and concept: lighting, sound/music, multimedia, costume and props, set, staging.</li> </ul>	<p>Written activity on how design concepts will be implemented.</p>
		<b>Term Break – Week 1 –</b>		
		<b>Term Break – week 2 –</b>		



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### DANCE GENERAL YEAR 11: 2022

### UNIT 1 AND UNIT 2



4	1	<p><b>Group Choreography</b></p> <ul style="list-style-type: none"> <li>Continue choreographing.</li> <li>What's the difference between live and digital performances? How will the group choreography be changed and altered to fit a live performance in the theatre in comparison to the pre-recorded version.</li> <li>Plan how filming will be completed.</li> </ul> <p><b>Hip Hop Technique and Routine</b></p> <ul style="list-style-type: none"> <li>Continue rehearsing technique and routine. Clean and polish.</li> <li>Practice using appropriate performance qualities for the routine.</li> </ul> <p><b>Night Show</b></p> <ul style="list-style-type: none"> <li>Outline task requirements for night show task.</li> <li>What backstage expectations will be prioritised for this concert.</li> <li>Re-evaluate what went well during the last night show and what potential techniques for rehearsals this time round would be beneficial.</li> <li>Revisit warming up in class and how warming up for performance is different. Why?</li> </ul>	<p><b>Performance Qualities and Preparation Responsibilities</b></p> <ul style="list-style-type: none"> <li>Ways to adapt performances for different spaces.</li> </ul> <p><b>Performance Qualities and Preparation Responsibilities</b></p> <ul style="list-style-type: none"> <li>Theatre etiquette, such as appropriate backstage behaviour, noise levels, ways to demonstrate consideration for other performers, positioning in the wings.</li> <li>Effective rehearsal techniques.</li> <li>Warm-up appropriate for performance.</li> </ul>	
4	2 – 3	<p><b>Group Choreography</b></p> <ul style="list-style-type: none"> <li>Continue the choreography.</li> <li>Teacher to observe and complete a work in progress to give students feedback.</li> <li>Begin filming sections of the routine that can be completed.</li> <li>Outline basic functions of iMovie.</li> </ul> <p><b>Hip Hop Technique</b></p> <ul style="list-style-type: none"> <li>Complete in class practical assessment of the technique from the semester.</li> </ul>		<b>Task 4: Hip Hop Technique (Week 3)</b>
4	4	<p><b>Night Show</b></p> <ul style="list-style-type: none"> <li>Bump in costumes, props, and any necessary set for the show.</li> <li>Complete a stage rehearsal and dress rehearsal to practice appropriate theatre etiquette.</li> </ul>		<b>Task 5: Group Composition</b> Video to be played before show. Live



**COURSE OUTLINE**  
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**UNIT 1 AND UNIT 2**



		<ul style="list-style-type: none"><li>Participate in the night show to be assessed for performance qualities for hip hop routine and group routines and the choreography of the group routine.</li><li>Bump out costumes, props and any necessary set for the show.</li></ul> <b>Journal/Response</b> <ul style="list-style-type: none"><li>Reflect on the show as a class in discussion.</li><li>Watch your group routine and critically evaluate the work.</li></ul>	<b>Dance Language</b> <ul style="list-style-type: none"><li>Use of dance terminology to respond to, reflect on and evaluate dance.</li></ul>	version to be performed on stage. <b>Task 6: Performance</b> <b>Task 10:</b> <b>Journal/Response</b>
4	5	Students to complete missing work.		Assessment Free Week Staff PD Day Friday
4	6 – 7	ATAR Exams. General students can be signed off if completed all work. If not back to complete work.		