

Dance General Year 12 - Course Outline

Unit 3 and 4 as a pair

Year plan

Here is a plan of all Tasks including when they commence, what content is covered and when the tasks conclude.
Each Task is colour-coded to make it easy to see where it is.

Term	Week	Start Task	Due Task	Title of Task and sub section name	Content (its Unit of origin is in brackets)	Percent value	Assessment type
1	1	T1(a)		Contemporary class and performance <i>Exercises</i>	Skills and technique (U3) <ul style="list-style-type: none"> exercises and sequences that require a competent level of the components of fitness: <ul style="list-style-type: none"> strength flexibility coordination muscular endurance cardio-vascular endurance 		
		T2		Safe & Healthy Dance and Experiential Anatomy Article	Safe and healthy dance (U3) <ul style="list-style-type: none"> warm-up and cool-down specific to genre and class needs principles of safe exercising: <ul style="list-style-type: none"> frequency intensity type time 		
	2	T1(a) <i>Cont</i>		Contemporary class and performance <i>Exercises</i>	Skills and technique (U3) <ul style="list-style-type: none"> development of dance skills in: <ul style="list-style-type: none"> floor work standing work centre work turning travelling elevation technique specific to the dance genre safe execution of skills and technique 		
		T2 <i>Cont</i>		Safe & Healthy Dance and Experiential Anatomy Article	Safe and healthy dance (U4) <ul style="list-style-type: none"> injury prevention and treatment Experiential anatomy (U3) <ul style="list-style-type: none"> neutral alignment to facilitate ease of movement. biomechanical principles of movement: <ul style="list-style-type: none"> centre of gravity base of support balance motion transfer of weight 		
		T1 (b)		Contemporary class and performance <i>Improvisation</i>	Choreographic processes (U4) <ul style="list-style-type: none"> manipulate the elements of dance: body, energy, space, time (BEST) to reflect concept choreographic devices: accumulation, reversal and retrograde choreographic structure: rondo improvisational skills – introduction to improvisation score choreographic plans 		
	3	T1 (c)		Contemporary class and performance <i>Class Dance</i>	Skills and technique (U3) <ul style="list-style-type: none"> technique focusing on correct and accurate retention and execution specific to the dance genre increasingly complex and extended sequences safe execution of skills and technique 		

	T2 Cont		Safe & Healthy Dance and Experiential Anatomy Article	Experiential anatomy (U4) <ul style="list-style-type: none"> recognise neutral alignment to facilitate ease of movement physical implementation of biomechanical principles of movement in locomotor and non-locomotor movement: <ul style="list-style-type: none"> centre of gravity base of support balance motion transfer of weight 		
4		T1 (b)	Contemporary class and performance <i>Improvisation</i>	<u>In-class formal assessment</u>	10%	Performance
5		T2	Safe & Healthy Dance and Experiential Anatomy Article	<u>Task Due</u>	5% 5%	Response Performance
6				Completion of any missed work and continuation of tasks for assessment.		
7	T1 (c) Cont		Contemporary class and performance <i>Class Dance</i>	Performance qualities and preparation responsibilities U3 <ul style="list-style-type: none"> techniques for focus and concentration for retention of complex sequences performance of popular dance genres/styles theatre etiquette, such as responsible backstage behaviour, care of costumes, props and set performance for particular audiences and performance spaces 		
8				Completion of any missed work and continuation of tasks for assessment.		
9	T3 (a)	T1 (c)	Contemporary class and performance <i>Class Dance</i> Australian Companies <i>Review 1 (a)</i>	<u>In-show assessment of performance qualities, and back-stage etiquette, preparation and responsibilities. - Semester 1 show</u> Dance language (U4) <ul style="list-style-type: none"> use a range of dance terminology to respond to, reflect on, and evaluate dance use given frameworks for describing, analysing, interpreting and evaluating dance Design concepts and technologies (U4) <ul style="list-style-type: none"> choices of design concepts to reflect concept and convey meaning and effect: <ul style="list-style-type: none"> lighting music/sound multimedia costume props, sets, staging 	10%	Performance
10	T3 (a) Cont	T1 (a)	Contemporary class and performance <i>Exercises</i> Australian Companies <i>Review 1 (a)</i>	<u>In-class formal assessment of class exercises</u> Functions and contexts of dance (U4) <ul style="list-style-type: none"> broad overview of the development of dance in Australia from the twentieth century to the present Aboriginal dance and its influences Case study Within the focus of Australian dance, students must investigate one case study chosen from the following: <ul style="list-style-type: none"> Australian dance companies 	10%	Performance

		T6		EST (prep)	<ul style="list-style-type: none"> Australian choreographers. <p>The case study must investigate the following:</p> <ul style="list-style-type: none"> historical background information relevant dance works: significance of the dance work, choreographic intent, choreographic devices, choreographic structures, movement choices and design concepts historical, cultural and social context in terms of time and place ways cultural identity can be represented through dance. <p>Revision of Unit 3 content (Safe and Healthy Dance (Warm up and Cool down and the principles of safe exercising) and Case study. Ready for EST.</p>		
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2	1	T5 (a)		Genre, culture and time Class Exercises (a)	<p>Class discussion pertaining to choice of genre and culture.</p> <p>Skills and technique (U4)</p> <ul style="list-style-type: none"> exercises and sequences that require a competent level of the components of fitness: <ul style="list-style-type: none"> strength flexibility coordination muscular endurance cardio-vascular endurance 		
	2	T5 (a) Cont		Genre, culture and time Class Exercises (a)	<p>Skills and technique (U4)</p> <ul style="list-style-type: none"> development of dance skills in: <ul style="list-style-type: none"> floor work standing work centre work turning travelling elevation technique focusing on correct and accurate retention and execution specific to the dance genre increasingly complex and extended sequences safe execution of skills and technique <p>Functions and contexts of dance (U3)</p> <ul style="list-style-type: none"> dance genres/styles from diverse cultures and different times <p>Case study (U3) Within the focus of popular culture students must investigate one case study chosen from the following:</p> <ul style="list-style-type: none"> dance companies choreographers dancers dance genre/style. <p>The case study must investigate the following:</p> <ul style="list-style-type: none"> historical background information historical, cultural and social context in terms of time and place influences of popular culture. <p>Excursion to view work</p>		
		P3 (a) Cont		Australian Companies Review 1 (a)			

3	T5 (b)		Genre, culture and time Class dance (b)	Performance qualities and preparation responsibilities (u4) <ul style="list-style-type: none"> rehearsal techniques for performance warm-up appropriate for performance demonstration of appropriate theatre etiquette performance of movement with accuracy and style maintenance of performance focus 		
		T3 (a)	Australian Companies Review 1 (a)	<u>Study and review 1 to be submitted</u>	5%	Response
4	T6 Cont	T6	EST	Externally Set Task	15 %	EST
5	T3 (b)		Australian Companies Review 2 (b)	WA Ballet Excursion		
6		T3 (b)	Australian Companies Review 2 (b)	<u>Study and review 2 to be submitted</u>	5%	Response
7				(SCHOOL EXAMS)		
8	T4 (a)		Trio and Trio Document Trio Document (a)	Research for Duet Dance language (U3) <ul style="list-style-type: none"> use of dance terminology and language to compare past and popular genres use of dance terminology and language to respond to, reflect on and evaluate dance using given frameworks 		
9	T4 (b)		Trio and Trio Document Trio Performance (b)	Choreography of Duet Choreographic processes U3 <ul style="list-style-type: none"> selection and combination of the elements of dance: body, energy, space, time (BEST) choreographic devices: unison, canon, motif, contrast and repetition choreographic structure: narrative, binary incorporation of ideas from dance forms of diverse times and places movement exploration through improvisation documentation of choreographic ideas 		
10	T4 (a) Cont		Trio and Trio Document Trio Document (a)	Design concepts and technologies <ul style="list-style-type: none"> exploration of different cultural contexts past and present to provide inspiration for design concepts related to: <ul style="list-style-type: none"> lighting music/sound multimedia costume props, sets, staging design concepts that reflect current popular trends		
		T4 (b)	Trio and Trio Document Trio Performance (b)	<u>Performance of Duet dances in exam conditions</u> Performance qualities and preparation responsibilities (U4 rep) <ul style="list-style-type: none"> rehearsal techniques for performance warm-up appropriate for performance demonstration of appropriate theatre etiquette performance of movement with accuracy and style maintenance of performance focus 	10%	Performance / Production
3	1		T4 (a) Trio and Trio Document Trio Document (a)	<u>Duet Document Due to be submitted</u>	5%	Response

	2				Prep for show		
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	9	T5 (b)	Genre in context Class dance	<u>Performance of class dance in show</u> Semester 2 show	10%	Performance / Production	
		T4 (b)	Select Trio Performance	TBC only select students (but with no additional assessment)			
	10	T5 (a)	Genre in context Exercises	<u>In-class formal assessment of class exercises</u>	10%	Performance	

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4	1	Final lessons - collect all work					
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YEAR 12s Leave							
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