

UNIT OUTLINE
Dance Foundations

Technology & Creative Arts
SEMESTER 1 2019

Course Title: Dance
Unit Title: Dance Foundations
Semester Unit: Dance Foundations
Term Units: Dance Foundations a
Dance Foundations b

Course Code: 9177 (T) 9178 (A)
Unit Code: 92299 (T) 92551 (A)
Unit Value: 1.0
Unit Value: 0.5
Unit Value: 0.5

Specific Entry and Exit Requirements for Term Units

- This is a Semester Unit.
- Students may enter in Term 2 but will only receive 0.5 point.

Goals

This unit should enable students to:

A Course	T Course	M Course
<ul style="list-style-type: none"> • analyse dance performances, styles, processes and practices • analyse dance productions, concepts and practitioners and their significance • analyse the nature and purpose of dance in a variety of contexts • communicate ideas and arguments using, evidence and referencing • perform dance with control and technical skill • create dance performances • create dance performances appropriate for purpose and audience • reflect on the creative process and works safely, collaboratively and independently 	<ul style="list-style-type: none"> • analyse dance performances, styles, processes and practices • analyse dance productions, concepts and practitioners and their significance • critically analyse the nature and purpose of dance in a variety of contexts • use interpretations of dance performances to present a response • communicate ideas and arguments using evidence and referencing • perform dance with control and technical skill • create dance performances • create dance performances appropriate for purpose and audience • reflect on the creative process and works safely, collaboratively and independently 	<ul style="list-style-type: none"> • describe features of dance • identify the nature and purpose of dance • perform dance with control • create dance performances • create dance performances appropriate for purpose and audience • reflect on the creative process

Content

A Course	T Course	M Course
<ul style="list-style-type: none"> • dance technique (turnout and parallel, positions of the feet and arms, technical exercises, travelling sequences, jumps and repertoire) • aesthetic qualities of dance performance (e.g. musicality, style, projection and communication of intent) • elements of dance (time, space, energy/dynamics), compositional processes and choreographic devices • the works of key practitioners (dancers, choreographers and companies) e.g. George Balanchine, Stephen Page, Gary Stewart, Sydney Dance Co. and the Australian ballet • safe dance practices and anatomy relating to dance 	<ul style="list-style-type: none"> • dance technique(e.g. turnout and parallel, positions of the feet and arms, technical exercises, travelling sequences, jumps and repertoire) • aesthetic qualities of dance performance (e.g. musicality, style, projection and communication of intent) • elements of dance (time, space, energy/dynamics), compositional processes and choreographic devices • the works of key practitioners (dancers, choreographers and companies) e.g. George Balanchine, Stephen Page, Gary Stewart, Sydney Dance Co. and the Australian Ballet • safe dance practices and anatomy relating to dance 	<ul style="list-style-type: none"> • dance technique(turnout and parallel, positions of the feet and arms, technical exercises, travelling sequences, jumps and repertoire) • aesthetic qualities of dance performance (e.g. musicality, style, projection and communication of intent) • elements of dance (time, space, energy/dynamics), compositional processes and choreographic devices • safe dance practices and anatomy relating to dance

ASSESSMENT

Task	Weighting	Occurring
Written - Evaluation Task – Research Essay – <i>Responding</i>	30%	29/03/2019 (week 8)
Practical 1 - Technical Performance - <i>Responding</i>	20%	08/04/2019 (week 10)
Group Performance – <i>Making/Responding</i>	20%	13/06/2019 (week 17)
Creation Presentation and Process - <i>Making</i>	30%	Ongoing - Question Time week 16-17

ASSESSMENT CRITERIA FOR ASSESSMENT AND REPORTING OF STUDENT ACHIEVEMENT

The following assessment criteria are a focus for assessment and reporting in this unit. Criteria are the essential qualities that teachers look for in student work. These criteria must be used by teachers to assess student's performance, however not all of them need to be used on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade. Students will be assessed on the degree to which they demonstrate:

- Making
- Responding

Teachers will consider, when allocating grades, the degree to which students demonstrate their ability to complete and submit tasks within a specified time frame.

ATTENDANCE AND PARTICIPATION

Students are expected to submit all assessment items and attend all classes, participate in a positive manner and seek support whenever it is required. Excursions, simulations and presentations by visitors (including lunchtime) may form part of classwork. It is your responsibility to catch up on missed work when absent from class.

Any student whose attendance falls below the 90% of the scheduled classes/contact time and has not provided substantial documentary evidence to cover the absence will be awarded a V grade. This means that 4 unexplained absences in a term or 8 unexplained absences in a semester could mean that a V grade may be awarded. However, the Principal has the right to exercise discretion in special circumstances if satisfactory documentation is supplied.

LATE SUBMISSION OF WORK

ACCREDITED COURSES

Students are encouraged to submit work on time, as it is a valuable organisational skill. Students are also encouraged to complete work even if it is late, as there are educational benefits in doing so.

Late work will receive a penalty of 5% (of possible marks) per calendar day late, unless an extension is granted by the class teacher prior to the deadline. This means that 5% is taken off the possible marks that could have been achieved e.g. If a student achieved a score of 75/100, and the item is one day late, then five marks (5% of 100) would be taken from 75, which leaves the score as 70/100. 'Per calendar day late' means each day late whether it be a weekend or public holiday. Items due on any date must be submitted to the class teacher, faculty staff room, or front office at the college by 3.30pm on that day. After 3.30pm, the item will attract the late penalty. Submission of work on a weekend or public holiday is not acceptable. If you do not submit your work to your class teacher, make sure that it is signed and dated by either another member of staff in the faculty staffroom, or a member of the front office staff.

Achievement in Accredited Courses is reported to the Board of Senior Secondary Studies and students with a Grade A-E. Late work submitted without approval will have an impact on the grade awarded to a student.

No work will be accepted after marked work has been returned, or accepted after the unit has completed. Computer and/or printer failure will not be accepted as a valid reason for late work. Make sure you backup, keep hard copies and rough notes.

Unless prior approval is granted, any student who fails to submit assessment tasks worth in total 70% or more of the assessment for the unit, will be considered to be unassessable and will receive a V grade. The Principal has the right to exercise discretion in the application of the late penalty in special circumstances where satisfactory documentation is supplied.

CHEATING AND DISHONEST PRACTICE

The integrity of the College's assessment system relies upon all involved acting in accordance with the highest standards of honesty and fairness. Any departure from such standards will be viewed very seriously." Accordingly:

- Plagiarism - claiming authorship of someone else's work (intentionally or otherwise) - is a serious misdemeanour, and attracts severe penalties.
- Students are required to acknowledge the source of all material that is incorporated into their own work.
- Students may not submit the same item for assessment in more than one unit, unless specific agreement has been reached with the class teacher.

MODERATION

Throughout the semester, moderation in the form of common marking schemes, cross marking and joint marking occurs across all units in the Moderation Group to ensure comparability of standards. Moderation is a process whereby student's work is compared so that student performance can be graded fairly and consistently. Moderation takes some time, and so students may not receive their work back until ACT wide moderation of grades across all colleges has occurred. Small Group Moderation is carried out in courses with small class sizes.

RIGHT TO APPEAL

You can appeal against your assessment if you feel that the result you obtained is not fair. You should first talk to your class teacher, and if you are not satisfied with the explanation you must discuss the situation with the Executive Teacher of the faculty concerned. If you still do not feel that your result is fair you should talk to the Deputy Principal Programs for further advice on the 'appeal process'.

Date: February 2019

Executive Teacher – Clint Codey

Class Teacher – Kate Greenacre

Dance Achievement Standards for Year 11 T Course

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Responding	<ul style="list-style-type: none"> analyses dance performance, styles, genres, forms, processes, practices and discusses the representation of identity and culture analyses dance productions, theories, concepts, practitioners and evaluates their significance analyses the purpose of dance in personal, cultural and historical contexts communicates complex ideas with coherent and sustained arguments with analysis of evidence, using appropriate language and accurate referencing 	<ul style="list-style-type: none"> analyses dance performance, styles, genres, forms, processes, practices and explains the representation of identity and culture analyses dance productions, theories, concepts, practitioners and explains their significance discusses the purpose of dance in personal, cultural and historical contexts communicates complex ideas and coherent arguments using appropriate evidence, language and accurate referencing 	<ul style="list-style-type: none"> explains dance performance, styles, genres, forms, processes, practices and describes how the representation of identity and culture explains dance productions, theories, concepts, practitioners and describes their significance explains the purpose of dance in personal, cultural and historical contexts communicates ideas and arguments using appropriate evidence, language and accurate referencing 	<ul style="list-style-type: none"> describes dance performance, styles, genres, forms, processes, practices with some reference to the representation of identity and culture describes dance productions, theories, concepts, practitioners and outlines their significance describes the purpose of dance in personal, cultural and historical contexts communicates ideas and arguments with referencing 	<ul style="list-style-type: none"> identifies dance performance, styles, genres, forms, processes, practices with little or no reference to the representation of identity and culture identifies dance productions, theories, concepts and practitioners with little or no reference their significance identifies the purpose of dance in personal, cultural and historical contexts communicates limited ideas and information with minimal referencing
Making	<ul style="list-style-type: none"> performs with control and authority, displaying problem solving and refinement of technical skills creates imaginative and innovative dance performances that are informed by insightful understanding of theories, concepts and practices creates dance performances, makes astute aesthetic choices, adapts forms, styles, processes, practices and technical resources discerningly for purpose and target analyses and reflects with insight on the creative process, works safely, collaboratively and independently 	<ul style="list-style-type: none"> performs with control, displaying effective problem solving and refinement of technical skills creates imaginative dance performances that are informed by detailed understanding of theories, concepts and practices creates dance performances, makes thoughtful aesthetic choices, selects forms, styles, processes, practices and technical resources effectively appropriate for purpose and audience explains and reflects in detail on the creative process, works safely, collaboratively and independently 	<ul style="list-style-type: none"> performs with control, displaying appropriate problem solving and technical skills creates imaginative dance performances that are informed by understanding of concepts and practices creates dance performances, , makes considered aesthetic choices, selects forms, styles, processes, practices and technical resources appropriate for purpose and audience describes and reflects on the creative process and works safely, collaboratively and independently 	<ul style="list-style-type: none"> performs with minimal control, displaying some practical problem solving and technical skills creates dance performances which make some reference to concepts and practices creates dance performances, makes limited aesthetic choices, uses some forms, styles, processes, practices and technical resources for particular purposes outlines the creative process with some reflection and works safely and independently 	<ul style="list-style-type: none"> performs, displays minimal problem solving and technical skills creates dance performances with little or no reference to concepts and practices creates dance performances, makes limited or no aesthetic choices, uses some forms processes and practices for particular purposes documents with little or no reflection on the creative process, works safely under direct instruction

Dance Achievement Standards for Year 11 A Course

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Responding	<ul style="list-style-type: none"> • analyses dance performance, styles, genres, forms, processes and practices • analyses dance productions, theories, concepts and practitioners • analyses the purpose of dance in personal, cultural and historical contexts • communicates ideas and arguments with coherent arguments using appropriate evidence, language and accurate referencing 	<ul style="list-style-type: none"> • explains dance performance, styles, genres, forms, processes and practices • explains dance productions, theories, concepts and practitioners • explains the purpose of dance in personal, cultural and historical contexts • communicates ideas and arguments using appropriate evidence, language and accurate referencing 	<ul style="list-style-type: none"> • describes dance performance, styles, genres, forms, processes and practices • describes dance productions, theories, concepts and practitioners • describes the purpose of dance in personal, cultural and historical contexts • communicates ideas and arguments with referencing 	<ul style="list-style-type: none"> • identifies dance performance, styles, genres, forms, processes and practices • identifies dance productions, theories, concepts and practitioners • identifies the purpose of dance in personal, cultural and historical contexts • communicates ideas and arguments with minimal referencing 	<ul style="list-style-type: none"> • identifies some dance performance, styles, genres, forms, processes and practices • identifies some dance productions, theories, concepts and practitioners • identifies the purpose of dance in a personal context with little or no reference to personal, cultural and historical contexts • communicates limited ideas and information with minimal referencing
Making	<ul style="list-style-type: none"> • performs with control and authority, displaying problem solving and refinement of technical skills • creates imaginative and innovative dance performances that are informed by insightful understanding of theories, concepts and practices • creates dance performances, makes astute aesthetic choices adapts forms, styles, processes, practices and technical resources discerningly for purpose and target • analyses and reflects with insight on the creative process, works safely, collaboratively and independently 	<ul style="list-style-type: none"> • performs with control, displaying effective problem solving and refinement of technical skills • creates imaginative dance performances that are informed by detailed understanding of theories, concepts and practices • creates dance performances, makes thoughtful aesthetic choices, selects forms, styles, processes, practices and technical resources effectively appropriate for purpose and audience • explains and reflects in detail on the creative process, works safely, collaboratively and independently 	<ul style="list-style-type: none"> • performs with control, displaying appropriate problem solving and technical skills • creates imaginative dance performances that are informed by understanding of concepts and practices • creates dance performances, makes considered aesthetic choices, selects forms, styles, processes, practices and technical resources appropriate for purpose and audience • describes and reflects on the creative process and works safely, collaboratively and independently 	<ul style="list-style-type: none"> • performs with minimal control, displaying some practical problem solving and technical skills • creates dance performances which make some reference to concepts and practices • creates a variety of dance performances, makes limited aesthetic choices, uses some forms, styles, processes, practices and technical resources for particular purposes • outlines the creative process with some reflection and works safely and independently 	<ul style="list-style-type: none"> • performs, displays minimal problem solving and technical skills • creates dance performances with little or no reference to concepts and practices • creates dance performances, makes limited or no aesthetic choices, uses some forms processes and practices for particular purposes • documents with little or no reflection on the creative process, works safely under direct instruction

Dance Achievement Standards for M Course

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Responding	<ul style="list-style-type: none"> describes dance processes and practices with independence describes the purpose of dance in personal and cultural contexts with independence 	<ul style="list-style-type: none"> describes dance processes and practices with some assistance describes the purpose of dance in a personal context with some assistance 	<ul style="list-style-type: none"> recounts dance processes and practices with occasional assistance recounts the purpose of dance in a personal context with occasional assistance 	<ul style="list-style-type: none"> identifies dance processes and practices with continuous guidance identifies the purpose of dance in a personal context with continuous guidance 	<ul style="list-style-type: none"> identifies dance processes and practices with direct instruction identifies the purpose of dance in a personal context with direct instruction
Making	<ul style="list-style-type: none"> creates dance performances that are informed by an understanding of processes and practices with independence creates dance performances, selects processes and practices and technical resources appropriate for purpose and audience with independence performs with control, reflects on the creative process and works collaboratively and independently 	<ul style="list-style-type: none"> creates dance performances that are informed by some understanding of practices with some assistance creates dance performances, selects processes and practices and technical resources with some assistance performs with some control, reflects on the creative process and works collaboratively and independently 	<ul style="list-style-type: none"> creates dance performances that are informed by some understanding of practices with occasional assistance creates dance performances, selects processes and practices and technical resources with occasional assistance performs, with some reflection on the creative process and works independently 	<ul style="list-style-type: none"> creates dance performances that are informed by basic understanding of practices with continuous guidance creates dance performances, selects processes and practices and technical resources with continuous guidance performs, with little reflection on the creative process 	<ul style="list-style-type: none"> creates dance performances that are informed by limited or no understanding of practices with direct instruction creates dance performances, with direct instruction performs, with little or no reflection on the creative process

Dance Achievement Standards for Year 11 A Course

<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<ul style="list-style-type: none"> • analyses dance performance, styles, genres, forms, processes and practices • analyses dance productions, theories, concepts and practitioners • analyses the purpose of dance in personal, cultural and historical contexts • communicates ideas and arguments with coherent arguments using appropriate evidence, language and accurate referencing 	<ul style="list-style-type: none"> • explains dance performance, styles, genres, forms, processes and practices • explains dance productions, theories, concepts and practitioners • explains the purpose of dance in personal, cultural and historical contexts • communicates ideas and arguments using appropriate evidence, language and accurate referencing 	<ul style="list-style-type: none"> • describes dance performance, styles, genres, forms, processes and practices • describes dance productions, theories, concepts and practitioners • describes the purpose of dance in personal, cultural and historical contexts • communicates ideas and arguments with referencing 	<ul style="list-style-type: none"> • identifies dance performance, styles, genres, forms, processes and practices • identifies dance productions, theories, concepts and practitioners • identifies the purpose of dance in personal, cultural and historical contexts • communicates ideas and arguments with minimal referencing 	<ul style="list-style-type: none"> • identifies some dance performance, styles, genres, forms, processes and practices • identifies some dance productions, theories, concepts and practitioners • identifies the purpose of dance in a personal context with little or no reference to personal, cultural and historical contexts • communicates limited ideas and information with minimal referencing
<ul style="list-style-type: none"> • performs with control and authority, displaying problem solving and refinement of technical skills • creates imaginative and innovative dance performances that are informed by insightful understanding of theories, concepts and practices • creates dance performances, makes astute aesthetic choices adapts forms, styles, processes, practices and technical resources discerningly for purpose and target • analyses and reflects with insight on the creative process, works safely, collaboratively and independently 	<ul style="list-style-type: none"> • performs with control, displaying effective problem solving and refinement of technical skills • creates imaginative dance performances that are informed by detailed understanding of theories, concepts and practices • creates dance performances, makes thoughtful aesthetic choices, selects forms, styles, processes, practices and technical resources effectively appropriate for purpose and audience • explains and reflects in detail on the creative process, works safely, collaboratively and independently 	<ul style="list-style-type: none"> • performs with control, displaying appropriate problem solving and technical skills • creates imaginative dance performances that are informed by understanding of concepts and practices • creates dance performances, makes considered aesthetic choices, selects forms, styles, processes, practices and technical resources appropriate for purpose and audience • describes and reflects on the creative process and works safely, collaboratively and independently 	<ul style="list-style-type: none"> • performs with minimal control, displaying some practical problem solving and technical skills • creates dance performances which make some reference to concepts and practices • creates a variety of dance performances, makes limited aesthetic choices, uses some forms, styles, processes, practices and technical resources for particular purposes • outlines the creative process with some reflection and works safely and independently 	<ul style="list-style-type: none"> • performs, displays minimal problem solving and technical skills • creates dance performances with little or no reference to concepts and practices • creates dance performances, makes limited or no aesthetic choices, uses some forms processes and practices for particular purposes • documents with little or no reflection on the creative process, works safely under direct instruction

Dance Achievement Standards for Year 11 T Course

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