

Dance Unit Plan			
Unit title: Personal Journey – Level 5		Year/Class: year 10	Time frame: 15–18 hours
Learning Focus: To share a life story, and express it through the composition and performance of a dance solo			
Achievement objectives – Level 5	Specific learning outcomes (Related to the objectives)	Learning activities/experiences (What the students will do to achieve the learning outcomes)	Assessment
<p>Developing Practical Knowledge in Dance (PK)</p> <p>Explore & use selected vocabularies, practices and technologies in dance</p> <p>Developing Ideas in dance (DI)</p> <p>Explore & use choreographic structures to give form to dance ideas</p> <p>Communicating and Interpreting in Dance (CI)</p> <p>Present, interpret, & respond to dance as communication</p> <p>Understanding Dance in Context (UC)</p>	<ul style="list-style-type: none"> I identify key people, events, choices and memorabilia that represent important moments in their life, and use these as stimuli for dance ideas, and to explore these through movement. Explore and use choreographic devices and structures (as identified by teacher) to develop a solo dance. Present and respond to own dance and the dances of others 	<ul style="list-style-type: none"> Students brainstorm aspects of their own life, select 2–3 key life-shaping experiences, and record. Select and make/find a prop. Improvise movement ideas, using the prop, to communicate the selected themes. Select, develop, and refine 2–3 movement motifs based on the selected themes. Present motifs to partner, and reflect on effectiveness of movement selection and portrayal of idea. Interpret and discuss in pairs, then refine and extend ideas, based on this reflection. Video the motifs for discussion. Create movement phrases through selection of at least four choreographic devices: <ul style="list-style-type: none"> repetition; variation – size, tempo, dynamic, timing; development – inversion, 	<p>Peer formative assessment</p> <p>Teacher gives verbal feedback on video-ed motifs</p> <p>Teacher formative assessment: use a checklist for each motif, and note how it has been developed using these devices.</p>

		<p>accumulation).</p> <ul style="list-style-type: none"> • Use or relate to the prop spatially, and incorporate into the movement phrases. • Include locomotor movements to use the space and to create floor patterns. • Structure dance phrases to create a 1-2 min solo using one of the following structures: <ul style="list-style-type: none"> ○ AB; ○ ABA; ○ Rondo – ABCB – with a clear beginning, middle and end. • Choose suitable music based on the theme and costume. • Rehearse, continuing to build and refine the dance into a more coherent and tightly choreographed piece in preparation for solo performance. • Perform and write a self-reflection on the solo and its success in communicating ideas or key life experiences. 	<p>Teacher summative assessment of:</p> <ul style="list-style-type: none"> • written record of the ideas; • effectiveness of the choreographic devices and structures in communicating ideas; • written self reflection.
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Resources	Essential skills used
<ul style="list-style-type: none"> • Music suitable for backing the theme • Range of props • Video & camera • Peer assessment sheets • Cards with choreographic devices outlined 	<ul style="list-style-type: none"> • Communication • Social and co-operative • Problem-solving • Self-management and competitive • Physical • Information • Numeracy • Work and Study

Evaluation	Where to next?
<p>What worked well? Why?</p> <p>What could be improved? How?</p>	<ul style="list-style-type: none"> • Collaborate: select movement phrases from own piece and share story with 1-2 others. • Teach and collaborate to develop a duet/trio dance work, incorporating these movement ideas. • Structure-choreograph the contributions, incorporating relationships and characters. • Present group dance. • Reflect, observe, and evaluate.
<p>Teacher notes</p> <p>This unit of work is presented in outline form and does not attempt to fully describe the teaching and learning process.</p> <p>Teachers need to ensure that:</p> <ul style="list-style-type: none"> • time and focus is specifically allocated to teaching and/or reviewing the use of selected devices; • time and focus is specifically allocated to teaching about selected structures; • students explore and learn to apply and/or review choreographic devices and structures in various learning activities prior to developing and applying these to their solo work; • they facilitate and support students to identify critical moments in their personal lives; • they assist students to select critical episodes, ideas, and experiences that provide substantial stimuli for choreographic development; • assessment criteria relate specifically to the learning outcomes of the unit. 	