

Levels 5–8 dance unit plan template

Class:	Date:	Duration:	weeks =	x	minute sessions
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Brief description [including unit theme/idea/topic]:

Curriculum links: Achievement objectives [Select those that apply to your unit]

Strands	Level 5	Level 6	Level 7	Level 8
Developing Practical Knowledge in Dance (PK)	Students will explore and use selected vocabularies, practices, and technologies in dance.	Students will identify and contrast the vocabularies, practices, and technologies of selected dance forms.	Students will extend their dance skills in the vocabulary, practice, and technology of at least selected dance forms.	Students will extend their dance skills in the vocabularies, practices, and technologies of a range of dance forms.
Developing Ideas in Dance (DI)	Students will explore and use choreographic structures to give form to dance ideas.	Students will explore and use choreographic processes to give form to dance ideas.	<p>Students will initiate and develop dance works that use choreographic devices, processes, and structures and appropriate technologies to express ideas.</p> <p>Students will record dance to support the development and resolution of dance ideas.</p>	<p>Students will initiate and develop dance works that express a point of view on selected issues, concepts, and themes.</p> <p>Students will initiate and develop dance choreography to explore the relationships between dance and other arts disciplines.</p>
Communicating and Interpreting in Dance (CI)	Student will present, interpret, and respond to dance as communication.	Students will apply performance skills and appropriate technologies to enhance communication through dance, and will make critical responses to dance.	<p>Students will prepare, rehearse, and perform a range of dance works.</p> <p>Students will use critical analysis to inform, interpret, and respond to their own and others' dance performances and dance works.</p>	<p>Student will select, promote, and perform a programme of dance works.</p> <p>Students will critically analyse, respond to, and evaluate their own and others' communication and interpretation in dance performances and dance works.</p>
Understanding Dance in Context (UC)	Students will compare and contrast dances from a variety of past and present cultures.	Students will investigate dances from selected historical periods and describe the influences on their development.	Students will research the effects of individual, social, and cultural influences on the purposes and forms of dance.	Students will research the ways in which dance explores and reflects social, cultural, and historical issues.

			Students will research how technologies influence the production and performance of dance works in contemporary contexts.	Students will research the contribution of selected individuals or groups to dance in New Zealand.
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Elements of dance used (PK) [Select those that apply to your unit – see full list on separate sheet below]

Body awareness What?	Space Where?	Time When?	Energy How?	Relationships With whom and what?
<ul style="list-style-type: none"> • locomotor • non-locomotor • body base • body shape • body parts 	<ul style="list-style-type: none"> • level • range • place • direction • pathway • focus 	<ul style="list-style-type: none"> • tempo • accent • rhythm • duration • beat 	<ul style="list-style-type: none"> • weight • flow • quality 	<ul style="list-style-type: none"> • individual • pair • group • objects • environment

Links to other arts disciplines [select those that apply] Drama Music Visual Arts				
Links to other curriculum areas [select those that apply] Health and Physical Education English Ngā Toi Maths Science Technology Social Studies				
Essential skills used [select those that apply] Problem solving Self-management Physical Information Numeracy Work and study				

Specific learning outcomes

Resources [such as reference books and charts, recorded music]	Equipment [such as stereo/CD player, props]
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Teaching and learning sequence	Questions to guide formative assessment and/or to develop a dance work
Reflection What worked well? Where to next?	

Elements of dance

Source: Chart of dance elements in the booklet from the Ministry of Education's multimedia resource *Dancing the Long White Cloud: Teaching dance in years 1–10* (Wellington: Learning Media, 2002)

What ?				Where?	
Body awareness				Space	
Locomotor		Non-locomotor		Level	Range
walk	run	bend	push	high	near
jump	hop	stretch	pull	medium	far
roll	climb	twist	rock	low	big
slide	skip	swing	balance		small
waltz	gallop				
Body base		Body shape	Body parts	Direction	Pathway
standing	stretched	head	forward	in the air	fixed
sitting	curled	shoulders	backward	on the floor	moving
kneeling	twisted	legs	right/left	straight	single
lying	angular	arms	up/ down	curved	multi
	symmetrical	elbows		zigzag	
	asymmetrical	fingers		irregular	
		wrists			
		knees			
		ankles			
		toes			

When and how?				With whom or what?			
Time		Energy		Relationships			
Tempo	Accent	Weight	Flow	Individual	Pair	Group	
fast	emphasis	firm	free	Objects		Environments	
slow	Rhythm	light	bound	over	under	around	parting
increasing		soft		through	beside	behind	linking
decreasing		strong		towards	away/from	near/far	between
		weak		meeting	mirroring	matching	connected
	breath	heavy		copying	shadowing	contrasting	in/out
Duration	irregular	Quality		alone	scattering	gathering	on/off
long		sudden	vibratory		action	reaction	simultaneous
short		sharp	sustained		unison	canon	successive
Beat		percussive	erratic				
underlying		smooth	explosive				
pulse		delicate	collapse				