# **DA Level 1 Course Outline 1**

# Guide to aid teacher planning only - designed to be printed or viewed in A3, Landscape.

## Purpose

This example Course Outline has been produced to help teachers and schools understand the new NCEA Learning and Assessment matrices and could be used to create a year-long programme of learning. It will give teachers ideas of how the new standards might work to assess the curriculum at a particular level.

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| **Significant Learning** | **Learning activities and assessment opportunities**Throughout the year assessment for learning happens often. Evidence may also be collected for summative assessment. | **Duration** Total of 32 weeks |
| * *Identify and recognise personal prior experiences as valid and valued components of learning in dance.*
* *Learn to collaborate through dance processes.*
* *Explore known and new movement vocabulary to express ideas.*
* *Develop movement vocabulary.*
 | Whakawhanaungatanga: Connections to each other and our learning in Dance* Choreographic games.
* Creating or learning warm-ups, basic choreographic activities, and starting to share movement ideas.
* Learning phrases from the teacher or one another.
* Watching a variety of dance pieces exploring both known and unknown aspects of dance for the learners eg popular dance videos, contemporary dance etc.

For activities to explore the elements of dance, you may wish to consult the ESA NCEA Level 1 Dance Study Guide.This topic provides opportunities to formatively gather data to support and co-construct future learning design across the programme.This topic may also provide opportunities for assessment towards: Achievement Standard 1.4 *Demonstrate understanding of, and explore, the elements of dance* (External, 4 Credits). | 3-4 weeks |
| * *Understand that identity and culture are expressed through dance.*
* *Understand that dance is an integral part of past and present cultures.*
* *Explore the context of a range of dance genres or styles.*
* *Learn how meaning is communicated through performance.*
* *Learn how meaning is communicated through choreography.*
* *Use elements of dance to identify and describe features of choreographic works.*
* *Learn to recall and reproduce dance as taught by the choreographer(s).*
* *Develop capacity to perform dance.*
* *Learn to collaborate through dance processes.*
* *Explore known and new movement vocabulary to express ideas.*
* *Understand the role of technologies in the production of dance.*
* *Develop movement vocabulary.*
 | Learning Aims: Students begin to expand their own movement vocabulary and reflect on the work of others.Students learn a phrase from their classroom teacher. This phrase will be based on an idea from an existing professional work. For example, the teacher may choose to teach a sequence inspired by the idea of the Māori creation story (*Mauri* - Stephen Bradshaw) or a sequence that explores kowhaiwhai patterns (*Kura* - Moss Patterson). During this process students will watch the original work, exploring the ideas it communicates and the choreographers’ intentions for creating the work. The students will also explore how the use of the dance elements supports the communication of these ideas. For example, for the element of ‘body’, students can explore the use of locomotor movement in dance, which may involve: * the main forms of locomotor movement
* variations of the main forms
* combinations of locomotor movements
* locomotor movement contrasted with non-locomotor movement or stillness.

Students can then record their explorations in their portfolio for Achievement Standard 1.4 (*Explore and demonstrate understanding of the elements of dance*). They can use what they have explored to write some advice to other Year 11 choreographers about the use of locomotor movement in dance composition. The teacher (or potentially guest teacher) may also describe their own choreographic process in exploring the same stimulus. Once students are confident with the phrase taught to them by their teacher (or guest teacher), students explore (in small groups) how they can develop or manipulate the learnt sequence using the dance elements in different ways and the effects this creates. Students start to explore the ways in which the dance elements can be manipulated to create effect. This topic may provide opportunities for assessment towards: Achievement Standard 1.2 *Perform choreographed dance sequences* (Internal, 6 Credits) Achievement Standard 1.4 *Demonstrate understanding of, and explore, the elements of dance* (External, 4 Credits) | 3-4 weeks  |
| * *Understand that identity and culture are expressed through dance.*
* *Learn how meaning is communicated through performance.*
* *Learn how meaning is communicated through choreography.*
* *Develop capacity to perform dance.*
* *Learn to collaborate through dance processes.*
* *Explore known and new movement vocabulary to express ideas.*
* *Develop movement vocabulary.*
* *Explore and apply elements of dance in composition and performance briefs.*
* *Develop, extend, and refine their experiences and skills relating to performing in different spatial and relational groups (solo or duet, small or large groups) and to personal movement vocabularies.*
 | Learning Aims: Students explore processes for creating choreography and how the dance elements, choreographic devices, and structures can be used to communicate meaning or create effect in choreographic work.Students will: * use the stimulus of Pou whenua or other locations of significance (such as Awa, Maunga, Marae etc) as a starting point for choreographing their own duets
* find, collect, or capture images of the Pou whenua (they may visit a local site to gain these)
* use the shapes and patterns from the images they collect to create movement
* explore how they can create physical connections with their partner, use contrast, and create interesting floor and air pathways using the shapes from their images.

Exploring the creation of physical connections may also provide the opportunity for students to explore the element of ‘energy’ to contribute towards their portfolio for Achievement Standard 1.4. For example, students will: * choose a dance that they perform in
* create a map of their floor pathway in the dance
* add to the map a symbol for each of three different energy qualities they will use in the dance (remembering to provide a key)
* demonstrate how they perform the movement using two of the qualities from their map
	+ Their demonstration could be physical or a description, either written or verbal.
* reflect on how the use of this quality adds interest or helps to communicate the idea of the dance.

This topic may provide opportunities for assessment towards: Achievement Standard 1.1 *Compose dance sequences through exploring whakawhanaungatanga* (Internal, 6 Credits)Achievement Standard 1.2 *Perform choreographed dance sequences* (Internal, 4 Credits)Achievement Standard 1.4 *Demonstrate understanding of, and explore, the elements of dance* (External, 4 Credits) | 3-4 weeks  |
| * *Understand that identity and culture are expressed through dance.*
* *Learn how meaning is communicated through performance.*
* *Learn how meaning is communicated through choreography.*
* *Develop capacity to perform dance.*
* *Learn to collaborate through dance processes.*
* *Explore known and new movement vocabulary to express ideas.*
* *Develop movement vocabulary.*
* *Explore and apply elements of dance in composition and performance briefs.*
* *Develop, extend, and refine their experiences and skills relating to performing in different spatial and relational groups (solo or duet, small or large groups) and to personal movement vocabularies.*
 | Learning Aims: Students explore processes for creating choreography and learn about dance elements, choreographic devices, and structures. Students will: * use the concept of Tūrangawaewae as a starting point for choreographing their own small group works
* explore how groupings or formations (duet or small or large groups), as well as complementary and contrasting movement, can be used effectively in a group work. This may include consideration of:
	+ movement within groups (eg for a group of four, possibilities are: 1-1-1-1, 2-2, 2-1-1, 3-1, 4)
	+ unison
	+ near and far.

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| * *Understand that identity and culture are expressed through dance.*
* *Understand that dance is an integral part of past and present cultures.*
* *Learn that dance is made and performed for a variety of purposes.*
* *Explore the context of a range of dance genres or styles.*
* *Learn how meaning is communicated through performance.*
* *Learn how meaning is communicated through choreography.*
* *Use elements of dance to identify and describe features of choreographic works.*
 | Genre or Style: Continuum Māori dance (Contemporary Māori dance)Introduce learners to elements of contemporary dance and Māori dance styles such as waiata-a-ringa, poi, or haka. Students may view live or pre-recorded performance and may participate in learning basic steps or phrases of movement. Look at Mauri and Stephen Bradshaw’s interview – how he describes the genre or style of dance. Compare and contrast how the styles have been presented in past and present settings and contexts. Look at other works from Atamira and if or how these performances use movement from both contemporary dance and Māori dance styles. Students will: * begin to explore the features of this unique dance style and how it draws on different forms
* view a variety of work to inform their understanding of the genre or style and collate the videos of different phases of movement they have learnt.

This topic may provide opportunities for assessment towards: Achievement Standard 1.2 *Perform choreographed dance sequences* (Internal, 6 Credits)Achievement Standard 1.3 *Demonstrate understanding of key features of a dance genre or style* (External, 4 Credits)Achievement Standard 1.4 *Demonstrate understanding of, and explore, the elements of dance* (External, 4 Credits) | 4-5 weeks |
| * *Understand that identity and culture are expressed through dance.*
* *Learn how meaning is communicated through performance.*
* *Learn how meaning is communicated through choreography.*
* *Develop capacity to perform dance.*
* *Learn to collaborate through dance processes.*
* *Explore known and new movement vocabulary to express ideas.*
* *Develop movement vocabulary.*
* *Explore and apply elements of dance in composition and performance briefs.*
* *Develop, extend, and refine their experiences and skills relating to performing in different spatial and relational groups (solo or duet, small or large groups) and to personal movement vocabularies.*
 | Learning Aims: Students explore processes for creating choreography, learn about dance elements, choreographic devices, and structures. Students will: * use the stimulus of whakataukī as a starting point for choreographing their own small group works
* explore creating group shapes that communicate their chosen whakataukī in both literal and abstract ways
* create phrases of movement exploring how they can communicate a variety of synonyms related to their whakataukī
* explore ordering shapes and movements to create a small group choreography that communicates their whakataukī.

This topic may provide opportunities for assessment towards: Achievement Standard 1.1 *Compose choreographed dance sequences through exploring whakawhanaungatanga* (Internal, 6 Credits)Achievement Standard 1.2 *Perform choreographed dance sequences* (Internal, 6 Credits)Achievement Standard 1.4 *Demonstrate understanding of, and explore, the elements of dance* (External, 4 Credits)Term 3, week 4: submission of Achievement Standard 1.4 *Demonstrate understanding of, and explore, the elements of dance* (External, 4 credits) | 3-4 weeks  |
| * *Learn that dance is made and performed for a variety of purposes.*
* *Identify and recognise prior personal experiences as valid and valued components of learning in dance.*
* *Explore the context of a range of dance genres or styles.*
* *Learn how meaning is communicated through performance.*
* *Learn how meaning is communicated through choreography.*
* *Learn to recall and reproduce dance as taught by the choreographer(s).*
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* *Develop movement vocabulary.*
* *Develop, extend, and refine their experiences and skills relating to performing in different spatial and relational groups (solo or duet, small or large groups) and to personal movement vocabularies.*
* *Understand the role of technologies in the production of dance.*
 | Learning Aims: Students learn ensemble skills, as well as how sequences can be structured to create a whole work through observing teacher choices and contributing to a class work.The teacher will: * co-construct a larger group dance with the students using the previously teacher-taught phrases and student choreographies
* structure the choreographic works of students and learnt phrases to create an extended class dance
* work in collaboration with the students to co-create the work.

The teacher may also provide guided tasks for the students to encourage student leadership in this process eg putting two groups together to see how they would combine their choreographies. This work could be prepared and presented for a larger scale showing or sharing within school or shared in a wider community context (such as a dance evening, performed at local primary or intermediate school).This topic may provide opportunities for assessment towards: Achievement Standard 1.2 *Perform choreographed dance sequences* (Internal, 6 Credits)Term 4: submission of Achievement Standard 1.3 *Demonstrate understanding of key features of a dance genre or style* (External, 4 credits) | 3-5 weeks |