



Dance Learning Matrix

Curriculum Levels 6, 7, and 8

Learning Area Whakataukī:

*Te toi whakairo, ka ihiihi, ka
wehiwehi, ka aweawe te ao katoa.
Artistic excellence makes the world sit
up in wonder.*

Big Ideas				
He atua, he tipua, he tangata - Dance is a descendant of culture.	The creation and exploration of Dance nurtures whakawhanaungatanga.	Dance is an embodied language where people can explore and communicate ideas, cultures, and identities.	Dance provides space to ask questions, challenge assumptions, promote difference, and provoke alternative thinking.	Dance involves processes of exploration, selection, refinement, practice, reflection, synthesis, and editing.
Significant Learning				
At Curriculum Level 6, students will...	At Curriculum Level 7, students will... (indicative only)		At Curriculum Level 8, students will... (indicative only)	



<ul style="list-style-type: none"> • 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 • learn to appreciate dance in their lives • identify and recognise prior personal experiences as valid and valued components of learning in dance • explore the context of a range of dance types or styles • learn how meaning is communicated through performance • learn how meaning is communicated through choreography 	<ul style="list-style-type: none"> • learn to support dance practice with appropriate knowledge about the context movement comes from • understand that dance may remain grounded in tradition, evolve to reflect changes in culture and society, and emerge from contemporary contexts • learn about the characteristics of dance used for social, ritual, and artistic purposes • learn to appreciate how dance contributes to relationships and humanity • use new movement knowledge to expand their personal meanings and understandings of dance • explore dance type and styles in an authentic and meaningful way • engage with dance performances and choreography of others and use these to inform and influence their performance and choreography 	<ul style="list-style-type: none"> • engage with the relationship of dance, and its significance, to identity and culture • understand the role that dance plays in multicultural New Zealand society • develop connections between the purpose of dance and their own artistic identity • learn to appreciate the value of dance in society • develop their personal and collective movement voice and identity through dance • increase their knowledge and appreciation of a range of dance type and styles • explore links between dance and other arts disciplines • apply sensitivities around honouring expertise: respecting what is shared with us, ensuring creative and cultural integrity is upheld, seeking appropriate
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<ul style="list-style-type: none"> • 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 • develop movement vocabulary • explore and apply elements of dance in composition and performance briefs • use elements of dance to identify and describe features of choreographic works 	<ul style="list-style-type: none"> • build capabilities to move with intent, purpose and form • learn to share, reflect on, and refine performances in a variety of dance contexts • collaborate to realise agreed outcomes through dance processes • experiment and purposefully refine their movement vocabulary to express ideas • extend practical skills and movement vocabulary • use the elements of dance in contrasting and complementary ways • learn to interpret and explain how the elements of dance are used to communicate meaning in dance works 	<p>permissions for adaptations and development, and crediting influences</p> <ul style="list-style-type: none"> • learn to apply technical and expressive qualities to communicate choreographic meaning • learn to apply public performance protocols in a variety of dance contexts • demonstrate ownership of their roles in the dance creation process • create choreography that challenges others to reflect on common societal and political viewpoints • extend, select, and refine movement vocabulary • convey a concept through intentional application of elements of dance to create cohesion and unity • analyse the choreographic work of others to inform their dance performance
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<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 • describe, explain, and respond to the ways that dance uses production technologies to communicate images, themes, feelings, and moods. 	<ul style="list-style-type: none"> • 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 • select and apply rehearsal processes, performance skills, and production technologies to enhance the communication of dance works.
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