

DANCE CAUSE YOU CAN PROGRAM

Year P-2



Program Overview

Lesson	Lesson focus/ element	Assessment
1	Space (Shape & Dimension)	
2	Space (Level & Direction)	
3	Dynamics (Energy)	
4	Dynamics (Quality & Force)	
5	Time (Tempo)	Assess student responding
6	Relationships (Interaction)	
7	Technical and expressive skills (Interaction)	Assess student choreography
8	Performance assessment	Assess student performance
9	Parent viewing Performance	

CURRICULUM LINKS

1 All content and accompanying activities covered throughout the online program pertains strong links to the **Australian Curriculum (Dance) P-2 band**.

2 The table below elaborates on the content descriptor codes. This is designed to assist you when **identifying curricular links during the lessons**.

* **Please note** that content descriptors ending in M pertain to the Making strand and content descriptors ending in R pertain to the responding strand.

Content descriptor Code	Content Descriptor/ Content Elaborations
ACADAM001	<p>Explore, improvise and organise ideas to make dance sequences using the elements of dance</p> <p> Exploring fundamental movements safely to improvise dance ideas, for example, running in a race, jumping like a frog, stomping like a giant, rolling like a log, falling like an autumn leaf, floating like a cloud, gliding like a bird</p> <p> Considering viewpoints - forms and elements: For example – Which levels are you using in your dance? What sort of movements did the dancers perform? What are they wearing? What kind of music are they dancing to?</p> <p> Exploring movement possibilities in response to a stimulus, such as imagery, music and shared stories</p> <p> Experimenting with the elements of space, time, dynamics and relationships through movement, for example, considering levels, tempo and dynamics</p> <p> Taking photos or videoing dance sequences to view and extend their dance ideas</p>

Content descriptor Code

Content Descriptor/ Content Elaborations

ACADAM002

Use fundamental movement skills to develop technical skills when practising dance sequences



Practising and **responding to a range of fundamental movements** to music, for example, walking, running, marching, galloping, skipping, crawling (locomotor); bending, stretching, twisting, turning (non-locomotor)



Practising fundamental movements to begin to **develop technical skills of body control, posture, strength, balance and coordination, and responding to teacher's feedback**



Considering viewpoints - meanings and interpretations: For example – How are you communicating the ideas or intention in this dance? forms and elements: Which levels are you using in your dance



Developing awareness of and taking responsibility for safe dance practices, for example, being aware of self and others in the dance space, moving with care, respecting others dancing in the space; awareness of the boundaries of the dance space; awareness of their bodies' needs, for example, getting a drink after dance activities for hydration



Recognising and **accepting a teacher's or classmates' constructive feedback**

Content descriptor Code

Content Descriptor/ Content Elaborations

ACADAM003

Present dance that communicates ideas to an audience, including dance used by cultural groups in the community



Presenting a learned sequence of movements or performing simple dances, individually or as a group, to classmates, teachers and parents



Expressing ideas to an audience through movement, for example, showing contrasting dynamics by stamping heavily and tip-toeing lightly, or using movement qualities such as slow controlled sinking to the floor to express melting ice and sharp jerky movement to express a robot



Considering viewpoints -meanings and interpretations: **For example** - What did this dance make you think about? Did the dance movements remind you of anything? How are you communicating the ideas or intention in this dance?



Exploring the movements in dances with representatives of the Aboriginal and Torres Strait Islander community, for example, creating movements that represent animals from their region



Using expressive skills to engage the audience, for example, **looking out to audience and using facial expression**



Presenting their **dance in a digital format**

Content descriptor Code

Content Descriptor/ Content Elaborations

ACADAR004

Respond to dance and consider where and why people dance, starting with dances from Australia including dances of Aboriginal and Torres Strait Islander Peoples



Identifying where they might experience dance in their lives and communities, for example, considering how dance sustains and communicates cultural knowledge



Considering viewpoints - evaluations: For example - Why are these people dancing? Where are they dancing? Where is this dance from?



Recognising that dance can show that people have different feelings about the world based on their experiences of the environment and other people



Exploring and responding to dances they make and view, for example, considering what the dance made them think about or how the dance made them feel



Recognising patterns of movement in dances they make, perform and view using their own words and learnt dance terminology



Considering viewpoints - What sort of movements did the dancers perform? What are they wearing? What kind of music are they dancing to?