

LET'S DANCE

Notes for Teachers

Unit Standard 11497

Demonstrate dance

Level 2 Credits 6

Teaching, learning, and assessment

This activity focuses on demonstrating dance in a specific dance form. Dance form refers to a particular style of dance with a specific vocabulary.

It is anticipated that the teaching, learning and assessment for element 1 will take place over several teacher-facilitated workshop sessions. For element 2, students learn and demonstrate safe physical dance practice specific to the dance form, and this underpins teaching, learning and assessment of this activity. For element 3, students will give a presentation on the background context of the specific dance form. The teacher may wish to choose other perspectives from the range. The teacher will need to give guidance to the student on how to research the current relevance of the dance form. For element 4, *performance context* refers to performance in front of an audience, which may include a workshop setting with fellow students.

Students may learn as a part of a group but assessment is based on their individual contribution. Students may perform as an individual or with others.

Respect for ownership of original ideas and cultural sensitivity underpins the learning and teaching of this activity.

Gathering the evidence

Teachers could make up their own verification grids or use video to monitor all stages of the process. It is anticipated that annotated video evidence of the performance would be used for assessment and moderation purposes. Task 4 is intended to assist the students in achieving element 4, but it is not assessed.

Resources

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Related unit standards

Level 2	Unit 14877	Experience and compare two dance forms
	Unit 11497	Demonstrate dance
	Unit 14878	Demonstrate dance - Ballet
	Unit 14879	Demonstrate dance - Improvisation
	Unit 14880	Demonstrate dance - Highland
	Unit 14881	Demonstrate dance - Jazz
	Unit 14882	Demonstrate dance - Sailor's Hornpipe
	Unit 14883	Demonstrate dance - Tap
	Unit 14884	Demonstrate dance - Irish Step
	Unit 11500	Explore the making of dance
Level 3	Unit 11503	View and respond to dance
	Unit 14889	Apply dance knowledge and skills in production
Level 4	Unit 11502	Perform dance
	Unit 14885	Perform dance - Sailor's Hornpipe
	Unit 14886	Perform dance - Ballet
	Unit 14887	Perform dance - Highland
	Unit 14888	Perform dance - Irish Step
Level 6	Unit 17035	Perform dance at an advanced level
	Unit 17030	Teach dance style

LET'S DANCE

This activity assesses -

Unit Standard 11497

Demonstrate dance

Level 2,Credits 6

Elements

1. Demonstrate fundamental movement vocabulary and skills in performing dance
2. Demonstrate safe physical dance practice
3. Articulate knowledge of dance context
4. Participate in dance in a performance context

INSTRUCTIONS

In this activity you will identify and demonstrate movement vocabulary and skills and then participate in performance of a chosen dance form.

You will participate in a warm-up process at the start of each session. This will increase your heart rate, prepare your body for dance, develop strength, warm up and stretch large muscle groups, and increase joint flexibility. You will learn and apply basic principles of safe dance practice and research the context of your chosen dance form.

This activity will take 5-6 weeks.

Task 1 assesses element 1. Task 2 assesses element 2. Task 3 assesses element 3. Task 4 helps prepare for task 5 but is not assessed. Task 5 assesses element 4.

1 Movement vocabulary and skills (for assessment of Element 1)

You will participate in a series of workshops. You will experience fundamental vocabulary, skills, movement patterns, movement sequences and rhythms of a specific dance form.

You will experience and develop skills for movement including locomotor and non-locomotor (axial) movements, combinations and variations in use of space, time, and dynamics. Over several workshop sessions you will -

- watch movement sequences demonstrated by your teacher or a performance or a video
- identify and reproduce **five** locomotor and **five** non-locomotor movements
- identify and reproduce **three** movements of skill-based vocabulary eg balance, turn, contraction

- choose a range of pathways eg zigzag, line, curve, and explore movement which shows these shapes with different parts of the body
- create a phrase of movement based on a shape and develop this exploring:
 - time – speed, rhythm, accent, pulse
 - energy – weight, flow, sudden, smooth
 - space – size, level, focus, direction

Using the same phrase of movement, experiment with different rhythms in relation to dance eg metred, non-metred, internal rhythms.

Using the vocabulary and skills that you have experienced over several workshop sessions, create individually a sequence of movement making a combination of at least **five** non-locomotor and **five** locomotor movements. Incorporate a total of at least **five** components of time, space and energy and vary your use of these.

2 Safe dance practice (for assessment of Element 2)

Your teacher will have taken you through a warm up at the beginning of each workshop session to prepare your body for your specific dance. Safe dance practice will continue to be used throughout this activity.

Over the workshop sessions you will have an opportunity to lead a small group in a warm up of no less than 5 minutes. The warm up will include movements which enhance cardio-vascular fitness, warms the large muscles, develops joint mobility and correct body alignment appropriate to the specific dance form. You will need to explain why you have chosen the sequence of movements for your warm up and how they relate to your specific dance form.

At the end you will be given the opportunity to respond to each of the following questions. Your responses could be oral or written:

- Why is warm up important for the specific dance form?
- Why do dancers wear special clothing?
- What special requirements does your specific dance form have with regard to footwear, clothing, floor surface?
- Why is personal hygiene important in your workshop sessions?
- Comment on correct alignment as it applies to your specific dance form.

3 Dance context (for assessment of Element 3)

- a. You will research, and then identify and explain within a presentation an aspect of the background context of your specific dance form from a cultural, historical, social or artistic perspective. Your presentation can be oral (3-4 minutes) or written (1500 words). Your teacher will guide you at the initial stages of this project.

- b.** You will participate in a teacher-facilitated discussion about current practitioners, companies, and choreographers specific to the dance form. You may have the opportunity to watch a video and you will research other resources. After participating in the discussion and research, you will need to choose a current practitioner, company, or choreographer. Explain how they use the dance form. Your presentation can be oral (2 minutes) or written (about 500 words).

4 Prepare to dance (this task prepares for task 5, but is not assessed)

a You will rehearse and refine a combination of movements from your specific dance form for performance. The sequence will be 3-5 minutes and will need to demonstrate -

- fundamental vocabulary and movement patterns of the dance form
- safe physical dance practice
- rhythm, space, energy
- purpose, focus, involvement
- consistency with the stylistic features of the specific dance form

This sequence will be given to you by your teacher or you may create your own.

b You will need to write down your personal reflections on the process.

Give examples of -

- your contribution
- your feelings
- your reflections on the rehearsal and refinements
- your ability to work cooperatively

Discuss your responses with your teacher to help you keep focussed.

5 Perform (for assessment of Element 4)

a Present your dance. Remember that your dance must be 3-5 minutes duration, and will demonstrate -

- fundamental vocabulary and movement patterns of the dance form
- safe physical dance practice
- rhythm, space, energy
- purpose, focus, involvement
- consistency with the stylistic features of the specific dance form

b Record (oral, written, visual, or in combination) your personal reflections on the performance. Give examples of -

- your contribution
- your feelings
- your reflections on the performance

Assessment schedule
Unit Standard 11497

Let's Dance
Demonstrate dance (Level 2)

Task	Element	Evidence (The answers or performance expected from the student)	Judgement (A statement that defines the standard to be achieved)
1	1.1 1.2 1.3	Individual student identification and demonstration of fundamental vocabulary and skills through participation in a series of workshops and in a sequence of movement in a specific dance form.	Student clearly identifies and demonstrates in a specific dance form - <ul style="list-style-type: none"> • five loco and five non-locomotor movements • total of five variations in the use of space, time, and dynamics • varying use of rhythms • ability to respond to visual and/or aural instruction
2	2.1 2.2 2.3 2.4	Individual student participation in leading a group warm up of no less than 5 minutes, and justification of selected movements. Individual student responses to questions on safe physical dance practice in oral or written form.	Student appropriately covers and explains all the main aspects in their warm up, including cardiovascular, major joint action, large muscle groups and correct alignment specific to the dance form. Student appropriately responds to questions on safe dance practice.
3	3.1 3.2	Individual student presentation of background context of specific dance form.	Student clearly explains background context from one of these perspectives: <ul style="list-style-type: none"> - cultural - social - historical - artistic Presented in oral, visual, written or combination. Individual student accurately explains the current relevance of the specific dance form.
5a	4.1 4.2 4.3 4.4	Individual student performance of 3-5 minutes in a specific dance form.	Individual student clearly demonstrates - <ul style="list-style-type: none"> • fundamental vocabulary and movement patterns of the dance form

			<ul style="list-style-type: none"> • safe physical dance practice • rhythm, space, energy • purpose, focus, involvement • consistency with the stylistic features of the specific dance form
5b	4.5	Individual student record of personal reflection on participation in dance performance.	Individual student reflects (oral, written, visual, or combination) appropriately on contribution, feelings and performance.