

TRY IT OUT

Notes for Teachers

Unit Standard 14877

Experience and compare two dance forms

Level 2 Credits 4

Teaching, learning and assessment

This activity focuses on experiencing two dance forms by viewing dance and then demonstrating fundamental movement vocabulary and skills.

Although it is not assessed in this unit standard, it is important that safe dance practice underpins this activity including each session beginning with a warm up. The student may learn and perform as a part of a group, but assessment of the practical experience in two dance forms must be based on their individual contribution. For task 1a the teacher could use video of film to show two different dance forms or a live performance if the dancers are prepared to repeat their work several times. Task 2c was written as an extension and for enjoyment and is not assessed.

It is not necessary for the teacher facilitating this activity to have advanced training in the dance forms as the student learns from watching and experimenting.

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

Gathering the evidence

For element 1, teacher verification of the fundamental movement vocabulary and skills in the two dance forms could be through video evidence or a verification grid. For element 2, teacher verification of the student response could be through video evidence or a verification grid. It is anticipated that annotated video evidence of the performance would be used for assessment and/or moderation purposes.

Resources

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Related unit standards

Level 2	Unit 14876	Experience dance
	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

TRY IT OUT

This activity assesses -

Unit Standard 14877

Experience and compare two dance forms
Level 2, Credits 4

- Elements
- 1 Experience fundamental movement vocabulary and skills in a dance form
 - 2 Compare and reflect on practical experience in two dance forms

INSTRUCTIONS

For this activity your teacher will help you to experience the fundamental movement, vocabulary, terminology, and skills of two chosen dance forms. You will participate in a series of workshops to learn and experience their movements. You will compare and reflect on the two chosen forms, identifying their vocabulary, style, sequences and challenges.

This activity will take 2 – 3 weeks.

Task 1 assesses element 1. Task 2 assesses element 2.

Introduction

Your teacher will take you through a warm up at the beginning of each session to prepare your body for the experience of dance.

1 Experience fundamental movement vocabulary and skills in a dance form (for assessment of Element 1)

- a** Watch a performance, video, or film showing two different dance forms eg. ballet, funk, break, folk, ballroom, hip hop, contemporary. Identify and reproduce movement vocabulary and skills for each dance form by using these questions:
- How does this dance travel? Identify locomotor movements and try them yourself.
 - How are the arms and head used? Try them yourself.
 - What rhythms can you see and feel? Try to imitate them.

- How is the body used? Identify non locomotor (axial) movements and try them yourself.
 - Identify a combination of three or four movements in order and try them out.
 - Identify one example of how space is used in the two dance forms and try it out.
 - Identify one example of how time is used in the two dance forms and try it out.
 - Identify one example of how energy is used in the two dance forms and try it out.
- b** You will now learn a sequence from each dance form. You will have time to rehearse these and you will present them to the class.
- c** Using the movements taught by your teacher, make a dance sequence in each form:
- Identify and show clear understanding of differences and similarities
 - Demonstrate the sequences you have made

2 Compare and reflect on practical experience in two dance forms (for assessment of Element 2)

You will now discuss and reflect on your practical experience in the two dance forms. Your responses can be written, oral, visual or a combination of these:

- Identify three examples of specific vocabulary that was used in each dance form
- Identify three similarities and three differences that you experienced in the two sequences
- Which form did you enjoy most and why?
- Identify what was most difficult for you when learning each dance form
- Through the experience and knowledge you have gained in experiencing two different dance forms, identify which dance form you would like to find out more about and why.

Assessment schedule Try it Out
Unit Standard 14877 *Experience and compare two dance forms (Level 2)*

Task	Element	Evidence (The answers or performance expected from the student)	Judgement (A statement that defines the standard to be achieved)
1a 1b	1.1 1.2	Individual student identification and demonstration of vocabulary and movement patterns.	Individual student identification of locomotor/non locomotor, combinations, and use of space, time and dynamic.
1c	1.3 1.4	Individual student and demonstration of sequences.	Student coherently executes a sequence of movements.
2	2.1 2.2 2.3	Individual student response in written, oral, visual or combination to all five questions.	Individual student compares and reflects appropriately on each of two dance forms, covering - <ul style="list-style-type: none"> • vocabulary • sequence • the form itself • challenges • personal experience and knowledge gained