



Year 9 and 10 DANCE

God created us to create and use our bodies to explore His creation and share His love.

Children innately move whenever they hear music, and here at Temple Christian College we want to foster that by providing learning opportunities whereby students experiment and explore as they create. Dance enables students of various abilities and experience (no matter how small) to be artists whereby they learn to communicate through language barriers and view problems from a different perspective. In an environment where nothing is 'wrong', students are encouraged to refine and manipulate movement sequences to create a dance work based upon various stimuli.

Year 9 students study Tap, Jazz, Ballet, Contemporary and Hip Hop genres, and their respective pioneers, in addition to dance composition. They also create their own warm up and group composition in response to a stimulus.

Year 10 students study Jazz and Contemporary genres, human physiology and safe dance practises as they explore postmodern dance styles. Students delve into the origins of modern dance and the impact early pioneers had on its development. They view and analyse dance works as they begin to broaden their knowledge and experience and create their own solo and group works.

Keeping in line with the Australian Curriculum, we aim to:

- Build kinaesthetic awareness of the body and how it is used in particular dance styles.
- Develop understanding and use of the elements of dance, choreographic devices and production elements to communicate ideas and themes.
- Develop technical skills, increasing their confidence, accuracy, clarity of movement and projection.
- Explore the dance and influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia region.
- Reflect on the development of traditional and contemporary styles of dance and how choreographers can be identified through the style of their choreography.
- Learn about sustainability through the arts and sustainability of practices in the arts.
- Understand different dance styles according to various historical contexts.
- Evaluate dancers' success in expressing the choreographers' intentions and the use of expressive skills in dances they view and perform.
- Understand that safe dance practices underlie all experiences in the study of dance.
- Perform within their own body capabilities and work safely in groups.
- Evaluate their own choreography and performance, and that of others to refine future work.

Stage 1 and Stage 2 DANCE

Stage 1 and 2 Dance provides students unique opportunities to explore and apply their own creativity in composition and performance.

Stage 1 Dance studies Diaghilev, Bangarra and the Ballet Russes, The development of Jazz Dance and the Second Generation of Modern Dance. They perform jazz, contemporary and post-modern dance works and create their own choreography reflecting key principles of a second-generation modern dancer which is performed at the Dance Showcase in Term 3.



Stage 1 and Stage 2 DANCE

Stage 2 Dance studies Merce Cunningham, Jose Limon and contemporary dance technique. They also learn to do their own videography, music editing and video editing.

All dance students view live performances to broaden their movement inspirations to assist in the creation of their own choreographic works. They also refine their technical understanding in preparation for their performance Term 3. Students have the choice to be assessed as either a performer, choreographer or in an off-stage role. Stage 2 requires students to maintain a skill development folio, in which they reflect and analyse on their own dance technique and genre of choice.

Learning Outcomes:

- Demonstrate knowledge and the application of a dance technique and perform skills in the context of safe dance practice;
- Explore, select, refine, and evaluate ideas and processes in the creation of a dance work and in the study of technique;
- Demonstrate the ability to choreograph dance work, communicating intent to the audience;
- Research, analyse, interpret, and give informed opinions about historical and contemporary dance works, practice, and issues;
- Demonstrate performance or production skills both collaboratively and independently;
- Understand the use of various forms of technology relevant to the study of dance as an art form.

ONE BODY

One Body is our extra-curricular Dance Club that provides all students from years 7 to 12, regardless of dance experience and if they do Dance as a subject or not, to learn to use their body as an act of worship. They God gives us the desire to dance and explore this language as a means of communicating and worship. Students have the opportunity to perform at various events throughout the year.

Performance opportunities include:

- Open Evening
- Easter in the Mall
- Dance Showcase
- Presentation Night

The name One Body comes from the following scriptures:

- 1 Corinthians 12: 12 and 20
- ¹² The body is a unit, though it is comprised of many parts. And although its parts are many, they all form one body. So it is with Christ.
- ²⁰ As it is, there are many parts. But there is only one body.

Ephesians 4:16

From Him the whole body is fitted and held together by every supporting ligament. And as each individual part does its work, the body grows and builds itself up in love.

Temple Christian College recognises the importance of embracing the various giftings and abilities that God has given to each of our students. Each member of our ministry team are equally important and we regularly come together to worship God.

In this environment, we support each other as we grow and develop our giftings.