Dance - sample virtual program:

## Considerations for programming virtual classrooms

Guiding questions for establishing learning expectations and communication processes

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| Guiding question |  |
| What are your students going to learn? (Objectives) | Itemise what you want your students to be able to do or know when completed. |
| How are they going to learn it? (Resources and Strategies) | What is required in order to meet each of the objectives defined? Will delivery be using one platform or be blended? |
| Target date for completion | When do you expect each task to be completed? |
| How are you going to know that they learned it? (Success criteria) | What is the specific task that students are to complete to demonstrate their learning? |
| Collecting evidence of student learning (Verification) | What evidence of student learning will you collect and how will you evaluate it? |
| Feedback (Evaluation) | How well was the task completed? Provide an assessment decision. |
| Communication | How will student learning be oriented?How will share and display information for your students to access?How can you promote student-teacher interactions?How can opportunities for inter-learner interactions be incorporated into activities?How will the teacher monitor and support progress in student learning? |

### Model 1 – Student guided inquiry

Students are guided in completing a short investigation and submitting a brief report and reflection. This model contains a synchronous activity.

Stage 4, 5 or 6

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| Guiding question:  | How has society and culture been influential in the progression of dance over time? |
| What are your students going to learn? (Objectives) | Describes, identifies and applies understanding of dance works, elements and contextual ideas. |
| How are they going to learn it? (Resources and Strategies) | **Resources**:[Recommended teaching and learning activities and resources.](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/creative-arts/stages-4-and-5/dance/dance-through-the-ages)**Strategies**Using the online-learning platform, groups share their ideas about the guiding question. For collaborative work, the teacher can assign smaller groups to explore dance styles such as:* classical ballet
* 1950s
* 1960s
* 1970s
* Social dance, and
* Street dancing.

Groups are to upload footage of choreographed dances in their styles, link to existing dances online and then present to their peers the historical explorations of the topic. This a synchronous activity with groups of students. Individual activity/reflection: depending on the stage students will complete varying forms of reflecting writing on a style of dance. For a Stage 4 or 5 class students could submit a [TEEEC paragraphing worksheet (PDF 4.25MB)](https://schoolsequella.det.nsw.edu.au/file/dcf29d3d-13ba-48f7-a1f5-6b78e7cb0a06/1/kascasequences-dance-handouts-teeec-paragraphs.pdf). A Stage 6 student may complete an extended response on a particular piece of choreography and an interview with the class. |
| Target date for completion | When do you plan to complete each task? |
| How are you going to know that they learned it? (Success criteria) | Students are to work both individually and as a group through online-based activities throughout this unit. They will investigate the differing styles of dance and their origins, in written and practical forms.Success criteria will be determined via the:* collaborative online discussions, collation of data, summarising and predicting strategies around the various styles of dance
* TEEEC structuring exercise forming sophisticated paragraphing, working with the [TEEEC scaffold (PDF 4.27MB);](file:///C%3A%5CUsers%5Cvratusau%5CDownloads%5CStudents%20are%20to%20work%20both%20individually%20and%20as%20a%20group%20through%20discussion-based%20activities%20throughout%20this%20unit.%20They%20will%20investigate%20the%20differing%20styles%20of%20dance%20and%20their%20origins%2C%20in%20written%20and%20practical%20forms) and
* research and investigations on the multiple styles of dance using online tools.
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| Collecting evidence of student learning (Verification) | Worksheets, videos/presentations and logs are to be submitted using your classroom management online tool such as, Google classroom, Edmodo or Class OneNote. |
| Differentiation | Students could:* find YouTube clips of various styles of dance to experience a variety of dance performances
* make a list of their favourites dance styles and state their reasons why.
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| Extension/HPGE | Students could:* investigate a style of dance in further detail, completing a research and analysis task in the chosen form
* choreograph a series of works in the same form of dance.
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| Feedback (Evaluation) | Feedback is formative for the duration of the unit.Format to be communicated clearly by teacher, whether it is by emailing tracked documents, upload of media/audio via online platforms or a blended approach. For example, teacher recording oral feedback on Class OneNote and setting up quizzes to give automated feedback.  |
| Communication | [Padlet](https://padlet.com/dashboard) and other activities in the learning tools selector can be used to support real-time collaboration in small groups. |

#### Resources:

* [Dance through the ages KASCA sequence](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/creative-arts/stages-4-and-5/dance/dance-through-the-ages)
* [Dance 7-10 Syllabus](http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/dance-7-10)
* [Kahoot](https://create.kahoot.it/)
* YouTube
	+ [Swan lake: The black swan](https://www.youtube.com/watch?v=p21n1xorjEs) (duration 5:30)
	+ [NY Complexion contemporary ballet to make you feel my love](https://www.youtube.com/watch?v=mF2k4RRfBb0) (duration 2:29)
	+ [Born to hand jive](https://www.youtube.com/watch?v=fY5pmzmiDO8) (duration 4:41)
	+ [The Twist](https://www.youtube.com/watch?v=im9XuJJXylw) (duration 2:35)
	+ [Saturday Night Fever](https://www.youtube.com/watch?v=sT2daisxdvA)(duration 2:35)
	+ [The cha cha](https://www.youtube.com/watch?v=70w_0bqDMwA) (duration 1:43)
	+ [The waltz](https://www.youtube.com/watch?v=j8IClCBOxDs) (duration 1:47)
	+ [The jive](https://www.youtube.com/watch?v=HG06f1YgHYA) (duration 1:54)
	+ [The Charleston](https://www.youtube.com/watch?v=5UUhzSmfX4Y) (duration 1:49)
	+ [The quickstep](http://www.youtube.com/watch?v=ke7wfZSBwz0) (duration 1:42)
	+ [Rock n roll](https://www.youtube.com/watch?v=38epddAemzs) (duration 1:08)
	+ [Salsa](http://www.youtube.com/watch?v=azB14v-4B5w) (duration 3:34)
	+ [Timomatic - Freestyle](http://www.youtube.com/watch?v=b7biVX9oAmc) (duration 2:57)
	+ [Freestyle battle - World of dance](https://www.youtube.com/watch?v=Au1VeXrTsPo) (duration 0:49)
	+ [Timomatic - Pass out](http://www.youtube.com/watch?v=jykn5GZ_72w) (duration 1:18)

### Model 2 – Sharing resources for students to view/read and reflect on.

Using the asynchronous discussion activity from the [Digital learning selector – Learning activities](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Browser?cache_id=240cd). Editable templates are included for both Google G Suite and Office 365. Below is an example of an adapted template.

#### Pioneers of modern dance, Stage 4, 5 or 6

Students investigate the origins of modern dance, including where it came from and who was leading the development of these styles. Students will develop knowledge and understanding of the variety of pioneers: Isadora Duncan, Loie Fuller, Ruth St. Denis and Ted Shawn, Martha Graham, Alvin Ailey, William Forsythe and Graeme Murphy. Students will explore the PowerPoint presentation, YouTube clips and practical workshops within the style being studied. Students will explore the development of each of these styles throughout time while gaining knowledge of the importance and significance of the pioneers.

Students will submit a [summative assessment research task (DOCX 55.1MB)](https://schoolsequella.det.nsw.edu.au/file/dcf29d3d-13ba-48f7-a1f5-6b78e7cb0a06/1/assessment_task_pioneers_of_modern_dance.docx) at the end of the unit, exploring one chosen pioneer of modern dance. The pioneer can be any of their choosing. Students will be required to answer set questions in their task, enhancing their ICT skills. Students may wish to present an essay, presentation or speech online. A non-linear approach to assessments allows all students to achieve while meeting the same learning outcomes.

**How has modern dance developed over time? Where did it originate?**

Students will explore the pioneers of modern dance, through appreciation and practical tasks based on the developing modern styles of dance. The connection of theory to practical work will further engage students, creating more in-depth understanding of the pioneers. Students are to work both individually and as a group through online discussion-based activities throughout this unit, investigating the pioneers of modern dance in written and practical forms when uploading video.

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| Lesson sequence |  |  |
| One | **Modern dance over time**Students will:* watch [History of modern dance](https://www.youtube.com/watch?v=OyEEdb9sZZ4) (duration 4:15)
* summarise and write a [TEEEC paragraph on modern dance (PDF 4.27MB).](https://schoolsequella.det.nsw.edu.au/file/dcf29d3d-13ba-48f7-a1f5-6b78e7cb0a06/1/kascasequences-dance-handouts-teeec-paragraphs.pdf)

**Loie Fuller**Students will:* explore the first pioneer of modern dance, Loie Fuller. Watch [Lumière Brothers - The Serpentine Dance (c.1899)](https://www.youtube.com/watch?v=UkT54BetFBI&feature=related) (duration 0:43)
* discuss: what would life have been like in the 1890's? Watch [Jody Sperling as Louie Fuller in Claire de Lune](https://www.youtube.com/watch?v=y321YKUc7KY) (duration 2:58)
* summarise information from the[Pioneers of Modern Dance PowerPoint presentation (PPTX 25.47MB)](https://schoolsequella.det.nsw.edu.au/file/dcf29d3d-13ba-48f7-a1f5-6b78e7cb0a06/1/kascasequences-dance-pioneersofmoderndance.pptx) learning summarising techniques.
 | **Modern dance*** discuss how dance has evolved throughout time
* structuring writing to form sophisticated paragraphing, working with the [TEEEC scaffold provided (PDF 4.27MB)External link](https://schoolsequella.det.nsw.edu.au/file/dcf29d3d-13ba-48f7-a1f5-6b78e7cb0a06/1/kascasequences-dance-handouts-teeec-paragraphs.pdf);

**Louie Fuller*** describe the movement quality
* discussion on historical context
* discuss how society would have reacted to her choreographic form
* choose **ten** of the most important words on the slide, and then use these words to create your own sentences.
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| Two | **Isadora Duncan**Students will:* Watch - [Isadora Duncan Dance Group: The Art of Isadora Duncan](https://www.youtube.com/watch?v=6FemE2x8CWc&feature=related) (duration 0:49)
* Watch [Isadora Duncan Dance Technique & Repertory Screener](https://www.youtube.com/watch?v=V7H31cnTICM&feature=related) (duration 5:03)

**Ruth St. Denis and Ted Shawn**Students will:* watch the attached clips and write a TEEEC paragraph about their movement quality;
	+ [Ruth St. Denis Project 2006 Part 1 of 5](https://www.youtube.com/watch?v=42Hc6pvnI8A) (duration 4:19)
	+ [Ruth St. Denis's Dance of the Peacock performed by Livia Vanaver](https://www.youtube.com/watch?v=iRSzXbHCbQY) (duration 3:16)
* summarising activity on Ruth St. Denis.
 | **Isadora Duncan*** evaluate her choreographic influences;
* describe the style of movement, commenting on the elements of production.

**Ruth St. Denis and Ted Shawn*** Write a TEEEC paragraph about their movement quality in the clips looking at the background information and choreography.
* Collaborate with peers and discuss and share choreographic techniques that could be used in this style of dance.
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| Three | **Martha Graham**Students will:* watch the attached clips and write a TEEEC paragraph on;
	+ [Martha Graham Dance Company - Steps in the street](https://www.youtube.com/watch?v=Xoid5G8j2vY) (duration 8:30)
	+ [Martha Graham based floor work - Teacher: Andreas Constantinou](https://www.youtube.com/watch?v=p78zYG6-aHI&feature=related) (duration 5:32)
* summarising activity on Graham's historical context and movement quality
* Answer: Who is Martha Graham and why was her technique so influential?

**Alvin Ailey**Students will watch the videos:* [Alvin Ailey Dance Company](https://www.alvinailey.org/)
* Alvin Ailey choreography:
	+ [Alvin Ailey so you think you can dance](https://www.youtube.com/watch?v=JUv8dvSvB_o&feature=fvwrelhttps://www.youtube.com/watch?v=oZzGElW_qRs) (duration 2:46)
	+ [Alvin Ailey performs The Hunt](https://www.youtube.com/watch?v=oZzGElW_qRs). (duration 3:53)

**William Forsythe**Students will watch the videos:* [William Forsythe choreography: One Flat Thing](https://www.youtube.com/watch?v=SGvfqpQZC-s) (duration 3:03)
* [William Forsythe: generating movement](https://www.youtube.com/watch?v=iPScI15bUkE). (duration 2:40)
 | **Martha Graham*** watch the attached clips and write a TEEEC paragraph on Graham's technique and the aim of her choreography
* summarise Graham's historical context and movement quality
* create a TEEEC paragraph to answer the question. (If for Stage 6, write an extended response).

**Alvin Ailey*** Discuss and describe the differences in the Alvin Ailey dance company to that of other contemporary dance companies

**William Forsythe*** Discuss the videos in groups online
* Write a reflection addressing the intent communication and generation of movement in their online workbook
* In groups, select a song online and choreograph a performance individually recording sections of the dance and uploading to complete a full dance online.
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| Four | **Graeme Murphy**Students will:* Watch [You and I (Graeme Murphy & Janet Vernon)](https://www.youtube.com/watch?v=ScODvp3VJCk) (duration 2:59)
* Write down your observations.

**Modern dance today**Students will watch the following clips:* [Fix You (Contemporary) - Robert and Alisson (All Star)](https://www.youtube.com/watch?v=do2vmsmdwlk) (duration 1:41)
* [Kayla & Kupono \* Contemporary - Gravity](https://www.youtube.com/watch?v=uhI4CpAH8wM) (duration 1:45)

Reflect and present answers to the questions below in groups online.* how could modern dance have changed over time?
* describe the style of modern dance now.
 | **Graeme Murphy**Suggested driving questions for the writing task could be:* describe the dance style
* does it include solo or partner work?
* is it aesthetically pleasing?
* what meaning can you draw from the work?

**Modern dance today*** explore and discuss how the story is being communicated giving clear movement examples
* use technology to present in groups on the questions to the left.
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#### Resources:

* [Pioneers of modern dance KASCA sequence](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/creative-arts/stages-4-and-5/dance/pioneers-of-modern-dance)
* [Dance 7-10 Syllabus](http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/dance-7-10) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2003.
* [Pioneers of Modern Dance PowerPoint presentation (PPTX 25.47MB](https://schoolsequella.det.nsw.edu.au/file/dcf29d3d-13ba-48f7-a1f5-6b78e7cb0a06/1/kascasequences-dance-pioneersofmoderndance.pptx))
* [TEEEC scaffold provided (PDF 4.27MB)](https://schoolsequella.det.nsw.edu.au/file/dcf29d3d-13ba-48f7-a1f5-6b78e7cb0a06/1/kascasequences-dance-handouts-teeec-paragraphs.pdf)
* [Alvin Ailey dance company](https://www.alvinailey.org/)
* YouTube
	+ [History of Modern Dance](https://www.youtube.com/watch?v=OyEEdb9sZZ4) (duration 4:15)
	+ [Lumière Brothers - The Serpentine Dance (c.1899)](https://www.youtube.com/watch?v=UkT54BetFBI&feature=related) (duration 0:43)
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	+ [Alvin Ailey so you think you can dance](https://www.youtube.com/watch?v=JUv8dvSvB_o&feature=fvwrelhttps://www.youtube.com/watch?v=oZzGElW_qRs) (duration 2:46)
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	+ [William Forsythe choreography: One Flat Thing](https://www.youtube.com/watch?v=SGvfqpQZC-s) (duration 3:03)
	+ [William Forsythe: generating movement](https://www.youtube.com/watch?v=iPScI15bUkE). (duration 2:40)
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