

Desirable features

High-quality performance is evidenced by:

- dancing that is physically demanding and polished; that is, the student displays suppleness, balance, good motor skills, flexibility, good posture, expression and technique.
- knowledge and appreciation of dance as a cultural practice that is transmitted in the introductions to the dances and in the authenticity of the dances themselves.
- comprehensive identification and measurement of appropriate factors and recording and noting of data on personal fitness that are indicative of efficient time management, sensible logging practices, meaningful reflections, and enabling of relationships to be inferred between physical fitness and activity.

Acceptable performance (successful task completion) is evidenced by:

- physically demanding dancing that is introduced in terms of particular cultural practices.
- data on physical fitness from at least three collections over a period of time that indicates that the student has identified the relationship between activity and physical fitness.

YEARS 1-3

TASK

#

3

Let's Dance!

New Basics referents

Life pathways and social futures

- Collaborating with peers and others
- Maintaining health and care of self

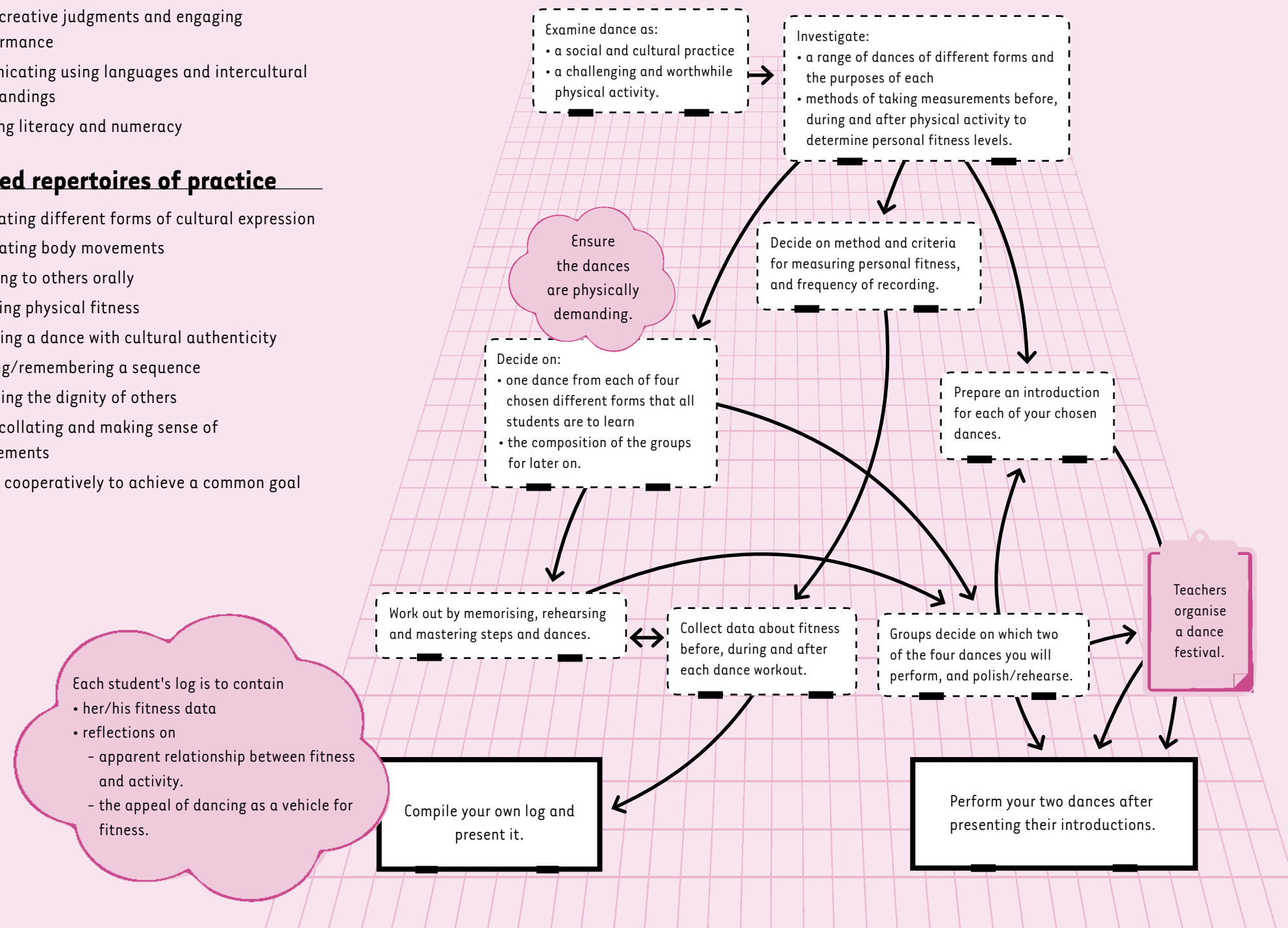
Multiliteracies and communications media

- Making creative judgments and engaging in performance
- Communicating using languages and intercultural understandings
- Mastering literacy and numeracy

Targeted repertoires of practice

- Appreciating different forms of cultural expression
- Coordinating body movements
- Explaining to others orally
- Monitoring physical fitness
- Performing a dance with cultural authenticity
- Recalling/remembering a sequence
- Respecting the dignity of others
- Taking, collating and making sense of measurements
- Working cooperatively to achieve a common goal

Students will memorise, rehearse and master dances of different forms. They will prepare introductions for their performed dances by investigating the role of dance and the cultural context of their dances. They will measure and monitor their fitness as they engage in a high level of physical activity.



Ideas, hints and comments

- Use your discretion in interpreting 'form'.
- You might like to consider some of the following: Aerobic Dance, Barn Dance, Boston Twostep, Break Dance, Cha-Cha, Classical Ballet, Fox Trot, Gallopades, German Clap, Gypsy Tap, Haka, Highland Fling, Hora, Hornpipe, Indigenous Dances, Irish Jig, Jive, Line Dancing, Mambo, Modern/Jazz Ballet, Polka, Pride of Erin, Rap, Stomp, Strip the Willow, Tango, Tap, Twist, Waltz.
- In pursuit of cultural authenticity, you might consider the impact on performance of: staging and grouping, costuming, makeup and styling, setting and props, musical arrangement and instrumentation, entrances and exits, stances and attitudes.

Task parameters

- Task intensity: medium
- Students are to dance in small groups and as a class.
- Students may choose the format in which they present the log (e.g. written, oral or video).
- Available grades: 3