

## Dance Class Overview & Links to Victorian Curriculum

*FunFit Dance* classes provide a link between fitness and pop culture. By learning dance routines and specific skills, students gain a greater understanding of their bodies whilst getting a great cardiovascular workout. Students will be inspired into action through methods that are popular with young people. With multiple visits, we are able to develop classes where the students are involved in the choreographic process and can also prepare students for performances within the school.

Each class addresses the Victorian Curriculum learning areas of Health and Physical Education and The Arts through the strands and sub-strands identified below:

### **Health and Physical Education: Movement and Physical Activity**

- Moving the body
- Understanding movement
- Learning through movement

### **The Arts: Dance**

- Explore and express ideas
- Dance practices
- Present and perform
- Respond and interpret

### **Health and Physical Education: Personal, Social and Community Health**

- Being healthy, safe and active

Dance classes may also align to the following learning areas and capabilities:

- **The Arts: Drama**
- **The Arts: Music**
- **Personal and Social Capability**
- **Critical and Creative Thinking Capability**

For a more detailed understanding of what and how the Movement and Physical Activity, Dance and Personal, Social and Community Health content descriptors are addressed through our Dance classes see below:

## Foundation Level – Includes Hip-Hop/Funk, Zumba, Breakdance, Capoeira and Creative Dance

### Movement & Physical Activity:

Sub-Strand	Curriculum (what) - Content Description	Pedagogy (how) – Through these dance workshops students will:
<i>Moving the body</i>	Practice fundamental movement skills and movement sequences using different body parts and in response to stimuli in indoor, outdoor and aquatic settings ( <a href="#">VCHPEM064</a> )	Respond with various movements to music and practice a dance routine that incorporates different body parts.
<i>Understanding movement</i>	Identify and describe how their body moves in relation to effort, space, time, objects and people ( <a href="#">VCHPEM067</a> )	Identify how to perform the different dance moves they have been taught. Students will experience their bodies moving to the music. They will experience high and low impact movement and explore how their bodies move in space and in relation to others.
<i>Learning through movement</i>	Follow rules when participating in physical activities ( <a href="#">VCHPEM070</a> )	Follow the instructions of the dance teacher in order to participate in warm up activities, follow the rules of games and learn a dance routine.

### Dance:

Sub-Strand	Curriculum (what) - Content Description	Pedagogy (how) – Through these dance workshops students will:
<i>Explore and express ideas</i>	Use fundamental locomotor and non-locomotor movements, body parts, bases and zones to explore safe movement possibilities and dance ideas ( <a href="#">VCADAE017</a> )	Explore the movement possibilities of different body parts whilst still and on the move through a variety of warm up activities and dance movements.
<i>Dance practices</i>	Use choreographic devices to organise movement ideas and create dance sequences ( <a href="#">VCADAD018</a> )	Imitate and learn moves presented by a dance teacher. These movements will join together to form a complete dance routine.
<i>Present and perform</i>	Use simple technical and expressive skills when presenting dance that communicates ideas to an audience ( <a href="#">VCADAP019</a> )	Present a learned dance routine to the teacher and their peers. The routine will include movement and may include vocal expression.
<i>Respond and interpret</i>	Respond to dance, expressing what they enjoy and why ( <a href="#">VCADAR020</a> )	Identify movements such as jumps, turns, sliding, twisting when viewing the dance teacher perform. Students will be able to discuss their favourite movements. They will have the opportunity to dance freestyle so they can perform their favourite dance moves.

### Personal, Social and Community Health:

Sub-Strand	Curriculum (what) - Content Description	Pedagogy (how) – Through these dance workshops students will:
<i>Being healthy, safe and active</i>	Identify people and actions that help keep themselves safe and healthy ( <a href="#">VCHPEP059</a> )	Identify actions that help keep them healthy. This may include learning the benefits of regular physical activity on health during a dance class.

## Levels 1 & 2 – Includes Hip-Hop/Funk, Zumba, Breakdance and Creative Dance

### Movement & Physical Activity:

Sub-Strand	Curriculum (what) - Content Description	Pedagogy (how) – Through these dance workshops students will:
<i>Moving the body</i>	Construct and perform imaginative and original movement sequences in response to stimuli ( <a href="#">VCHPEM081</a> )	Demonstrate changes in speed, direction and level of movement in response to changes in the music. For example, students may be asked to create a low hip-hop pose when the music stops or move around the space as a small shape. They may also be asked to use their imagination to create their own movement based on an idea presented, such as moving like their favourite animal.
<i>Understanding movement</i>	Incorporate elements of effort, space, time, objects and people in performing simple movement sequences ( <a href="#">VCHPEM084</a> )	Learn and perform a simple dance routine that incorporates the elements of effort, space, time and people.
<i>Learning through movement</i>	Use strategies to work in group situations when participating in physical activities ( <a href="#">VCHPEM085</a> )	Work cooperatively with their peers to perform a dance routine.

### Dance:

Sub-Strand	Curriculum (what) - Content Description	Pedagogy (how) – Through these dance workshops students will:
<i>Explore and express ideas</i>	Use safe dance practice, fundamental locomotor and non-locomotor movements, body parts, bases and zones to explore, improvise and structure movement ideas for dance ( <a href="#">VCADAE021</a> )	Use safe dance practices such as warming up their bodies before learning more complex movement patterns in the dance routine and understanding the importance of a warm-up and cool down. Students will use a variety of fundamental movement skills in the warm up, dance games and the dance routine. Improvisation activities will be included where students will make their own decisions on how they will move their body.
<i>Dance practices</i>	Use choreographic devices to select and organise movement ideas and create and practise dance sequences ( <a href="#">VCADAD022</a> )	Practice fundamental movements such as walking, marching, bending, stretching, jumping, kicking, twisting and turning together in a dance sequence. The learned dance routine will be practiced until students feel confident to attempt it with minimal teacher instruction. Students can focus on developing the technical skills of body control, posture, strength, balance, agility, flexibility and coordination.
<i>Present and perform</i>	Use simple technical and expressive skills when presenting dance that communicates ideas about themselves and their world to an audience ( <a href="#">VCADAP023</a> )	Rehearse learned dance sequences in the performance space, discuss feedback and make changes to encourage expressive movement and synchronisation with the other students. Students will be encouraged to add their own expression and style to the set movement.
<i>Respond and interpret</i>	Identify where people can experience dance in the local community, for example, talking with Aboriginal and Torres Strait Islander people about how dance sustains and communicates cultural knowledge ( <a href="#">VCADAR024</a> )	Use questions to explore the societies and cultures of the dance they participate in. For example, when is this dance performed and by who? Students will be encouraged to continue their dance practice beyond the session and if interested, given information on local dance schools they can join.

### Personal, Social and Community Health:

Sub-Strand	Curriculum (what) - Content Description	Pedagogy (how) – Through these dance workshops students will:
<i>Being healthy, safe and active</i>	Recognise situations and opportunities to promote their own health, safety and wellbeing ( <a href="#">VCHPEP074</a> )	Explore the benefits of regular physical activity and be able to identify opportunities when they can be active through dance at school, at home and in the community.

### Levels 3 & 4 – Includes Hip-Hop/Funk, Zumba, Breakdance and Creative Dance

#### Movement & Physical Activity:

Sub-Strand	Curriculum (what) - Content Description	Pedagogy (how) – Through these dance workshops students will:
<i>Moving the body</i>	Perform movement sequences which link fundamental movement skills ( <a href="#">VCHPEM098</a> )	Participate in dance routines that include fundamental movement skills such as jumping, kicking, sliding and leaping.
<i>Understanding movement</i>	Combine the elements of effort, space, time, objects and people when performing movement sequences ( <a href="#">VCHPEM101</a> )	Demonstrate different levels, movement pathways, use of space and group formations throughout a dance routine.
<i>Learning through movement</i>	Adopt inclusive practices when participating in physical activities ( <a href="#">VCHPEM102</a> )	Work cooperatively with their peers to perform a dance routine. Students will also be given modifications to the set dance moves that allow all students to participate. Classes will not include elimination activities.

#### Dance:

Sub-Strand	Curriculum (what) - Content Description	Pedagogy (how) – Through these dance workshops students will:
<i>Explore and express ideas</i>	Improvise and structure movement ideas for dance sequences using safe dance practice, the elements of dance and choreographic devices ( <a href="#">VCADAE025</a> )	Participate in improvisation activities through an active warm up and structured movement ideas whilst learning a choreographed dance routine.
<i>Dance practices</i>	Use choreographic devices to organise dance sequences, and practise body actions and technical skills ( <a href="#">VCADAD026</a> )	Develop body awareness and the technical skills of body control, accuracy, alignment, strength, agility, flexibility, balance and coordination whilst learning a dance routine. Students will be able to refine their movements in response to feedback and observation of their peer's skills.
<i>Present and perform</i>	Perform dances using technical and expressive skills to communicate ideas and intentions to an audience ( <a href="#">VCADAP027</a> )	Use the elements of dance to communicate ideas clearly. Students will be taught expressive skills for performing the style of dance. For example, students will be encouraged to emphasise the attitude that goes along with hip-hop dance. Students will perform the learned dance to their peers.
<i>Respond and interpret</i>	Identify how the <u>elements of dance</u> and production elements are used to express ideas in dance they make, perform and view, including in dances from local Aboriginal and Torres Strait Islander peoples ( <a href="#">VCADAR028</a> )	Be introduced to dance terminology as a way to describe the intention of the dance they learned and performed.

### Personal, Social and Community Health:

Sub-Strand	Curriculum (what) - Content Description	Pedagogy (how) – Through these dance workshops students will:
<i>Being healthy, safe and active</i>	Identify and practise strategies to promote health, safety and wellbeing ( <u>VCHPEP091</u> )	Students will also be taught ways of practising dance moves in a safe and controlled manner to ensure their safety. They may also propose changes they can make to reduce their sedentary behaviour and increase physical activity levels. This may be to continue participating in dance activities as a part of their regular schedule.

### Levels 5 & 6 – Includes Hip-Hop/Funk, Zumba, Breakdance and Creative Dance

#### Movement & Physical Activity:

Sub-Strand	Curriculum (what) - Content Description	Pedagogy (how) – Through these dance workshops students will:
<i>Moving the body</i>	Design and perform a variety of movement sequences ( <u>VCHPEM116</u> )	Learn and perform a synchronised dance routine and participate in dance improvisation exercises.
<i>Understanding movement</i>	Manipulate and modify the elements of effort, space, time, objects and people to perform movement sequences ( <u>VCHPEM119</u> )	Learn a synchronised dance routine in time with music. Students will demonstrate movements to different tempo, high and low energy actions, use of space, and the coordination of moving body parts. Students may also learn about group formations and how to move with a partner or group.
<i>Learning through movement</i>	Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities ( <u>VCHPEM120</u> )	Have the opportunity to positively encourage their peers whilst learning dance steps and watching each other perform. Students will also be able to make decisions on the dance movement to be performed by the group, and potentially work in groups to create dance sequences.

#### Dance:

Sub-Strand	Curriculum (what) - Content Description	Pedagogy (how) – Through these dance workshops students will:
<i>Explore and express ideas</i>	Explore movement possibilities and <u>choreographic devices</u> using safe dance practice and the <u>elements of dance</u> to create movement ideas, sequences, and phrases ( <u>VCADAE029</u> )	Explore movement possibilities through the style of dance. For example, using safe dance practice to explore different ways to change levels, direction and use different body parts. Students will participate in movement improvisation activities and make decisions on the movements performed by the group.
<i>Dance practices</i>	Develop technical and expressive skills in fundamental movements and body actions and use choreographic devices to create dance sequences ( <u>VCADAD030</u> )	Participate in structured warm up activities and dance routines designed to improve technical skill in body control, accuracy, alignment, strength, balance and coordination.
<i>Present and perform</i>	Perform dance with technical competence, using expressive skills to communicate a choreographer's ideas ( <u>VCADAP031</u> )	Develop expressive skills whilst performing their learned dance routine to an

		audience. This may be in the form of performing as a whole class or in small groups.
<i>Respond and interpret</i>	Explain how the <u>elements of dance</u> and production elements communicate ideas in dances from different contexts they make, perform and view, including in dances by Aboriginal and Torres Strait Islander peoples ( <u>VCADAR032</u> )	Discuss the purpose of the movements they are learning and how best to perform them in order to best communicate the intent of the dance. This may include being encouraged to add attitude and their own cool style during a hip-hop class or being shown how to add energy, hip movements and attitude during a Zumba class.

#### Personal, Social and Community Health:

Sub-Strand	Curriculum (what) - Content Description	Pedagogy (how) – Through these dance workshops students will:
<i>Being healthy, safe and active</i>	Plan and practise strategies to promote health, safety and wellbeing ( <u>VCHPEP108</u> )	Students propose opportunities to increase their physical activity levels at school and at home, utilising dance skills and styles learned throughout the session.

#### Levels 7 & 8 – Includes Hip-Hop/Funk, Zumba, Breakdance and Creative Dance

#### Movement & Physical Activity:

Sub-Strand	Curriculum (what) - Content Description	Pedagogy (how) – Through these dance workshops students will:
<i>Moving the body</i>	Compose and perform movement sequences for specific purposes in a variety of contexts ( <u>VCHPEM134</u> )	Learn and perform a synchronised dance routine and participate in improvisation exercises with a specific purpose. For example, students may be asked to move at a particular speed or use the space and their bodies in different ways, e.g. Small movements and larger movements.
<i>Understanding movement</i>	Participate in and investigate the cultural and historical significance of a range of physical activities ( <u>VCHPEM138</u> )	Participate in a style of dance whilst being introduced to the cultural and historical background of the dance. For example, while participating in Zumba students will also learn about the history of the dance style and its cultural significance.
<i>Learning through movement</i>	Practise and apply personal and social skills when undertaking a range of roles in physical activities ( <u>VCHPEM139</u> )	Have the opportunity to learn a new skill and possibly be taken outside of their comfort zone. This will allow students to challenge themselves and also be aware that their peers may be feeling a similar way. Through a mix of individual and group work, students will practice and apply personal and social skills whilst learning a dance routine.

**Dance:**

<b>Sub-Strand</b>	<b>Curriculum (what) - Content Description</b>	<b>Pedagogy (how) – Through these dance workshops students will:</b>
<i>Explore and express ideas</i>	Use safe dance practice, elements of dance, body actions and improvisations to explore ways of making literal movements into abstract movements ( <u>VCADAE033</u> )	Use the elements of dance to develop new movements that still maintain the essence of the original movement. This can be achieved through the warm up activities, improvisation activities or when students are asked to add their own style to their movements.
<i>Dance practices</i>	Practise and refine technical and expressive skills in style-specific techniques ( <u>VCADAD035</u> )	Extend their technical competencies such as articulation, control, coordination, accuracy and alignment, via teacher instruction and feedback, whilst learning and performing a dance routine.
<i>Present and perform</i>	Rehearse and perform focusing on technical and expressive skills appropriate to style and/or choreographic intent ( <u>VCADAP037</u> )	Identify and demonstrate distinct stylistic characteristics of the dance style. For example, body posture and attitude within various styles such as hip hop and creative dance.
<i>Respond and interpret</i>	Analyse how choreographers use elements of dance and production elements to communicate intent ( <u>VCADAR038</u> )	Develop an understanding of how the elements of dance such as space, time, dynamics and relationships are used to communicate intent. For example, what is the intent of slowing down the tempo vs. speeding it up or the impact of multiple dancers performing the movement vs. a solo performer. Students will appreciate the difference in aesthetic between choreographed movement and improvisation, and how each has its purpose.

**Personal, Social and Community Health:**

<b>Sub-Strand</b>	<b>Curriculum (what) - Content Description</b>	<b>Pedagogy (how) – Through these dance workshops students will:</b>
<i>Being healthy, safe and active</i>	Investigate and select strategies to promote health, safety and wellbeing ( <u>VCHPEP126</u> )	Discuss opportunities in the local community to continue participation in regular physical activity, including local dance schools and/or Zumba classes.

## Levels 9 & 10 – Includes Hip-Hop/Funk, Zumba, Breakdance and Creative Dance

### Movement & Physical Activity:

Sub-Strand	Curriculum (what) - Content Description	Pedagogy (how) – Through these dance workshops students will:
<i>Moving the body</i>	Evaluate own and others' movement compositions, and provide and apply feedback in order to enhance performance situations ( <u>VCHPEM153</u> )	View their peers dance performance and provide feedback on synchronicity and timing of movements in relation to others. Students will also have the opportunity to film the dance in order to evaluate their performance in the next lesson.
<i>Understanding movement</i>	Analyse the impact of effort, space, time, objects and people when composing and performing movement sequences ( <u>VCHPEM156</u> )	Learn a synchronised dance routine in time with music. They will demonstrate movements to different tempo, high and low energy actions, explore use of space, and the coordination of moving body parts. In a following lesson, students will be able to use their dance as a stimulus in order to analyse the impact of effort, space, time and people when performing movement sequences.
<i>Learning through movement</i>	Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams ( <u>VCHPEM158</u> )	Be able to contribute to the successful performance of a dance routine by implementing teamwork and leadership strategies. Students will be responsible for their own learning of the routine and will be required to cooperate with their peers during the performance. They may also be responsible for working together to create and learn their own choreography and work effectively as a group to create a performance piece.

### Dance:

Sub-Strand	Curriculum (what) - Content Description	Pedagogy (how) – Through these dance workshops students will:
<i>Explore and express ideas</i>	Explore personal movement style by combining elements of dance and using improvisation and safe dance practice to develop new movement possibilities ( <u>VCADAE040</u> )	Improve their understanding of movements by combining elements of dance to find new ways of moving, in response to a stated choreographic intention. For example, through the warm up activities students may be asked to create a movement that represents a particular object or style.
<i>Dance practices</i>	Practise and refine technical and expressive skills to develop proficiency in genre and style-specific techniques ( <u>VCADAD042</u> )	Learn and perform a dance routine in time to music. Students will have the opportunity to practice and refine their technical skills in response to feedback to develop control, accuracy, alignment, coordination and articulation.
<i>Present and perform</i>	Perform dances using genre-and style specific techniques, expressive skills and productions elements to communicate a choreographer's intent ( <u>VCADAP044</u> )	Perform a dance with an awareness of the choreographer's intent and style. For example, students will be made aware of the purpose of the movements and the story behind the dance they learn.
<i>Respond and interpret</i>	Evaluate their own choreography and performance, and that of others, to inform and refine future work ( <u>VCADAR045</u> )	Use feedback received from the dance teacher to evaluate their own movements and focus on improvement in their performance and future dance performances. Students will help to assess, refine and correct the technique of their peers to achieve a group



		outcome.
--	--	----------

**Personal, Social and Community Health:**

Sub-Strand	Curriculum (what) - Content Description	Pedagogy (how) – Through these dance workshops students will:
<i>Being healthy, safe and active</i>	Identify and critique the accessibility and effectiveness of support services based in the community that impact on the ability to make healthy and safe choices (VCHPEP145)	Identify local community services where they can continue to develop the dance skills they have been developing throughout the session. Students can then discuss the accessibility and effectiveness of these services with their peers.