











Identify curriculum	Achievement standard	By the end of Year 10, students analyse how and why the elements of drama, performance skills and/or conventions are manipulated in drama they create, perform and/or experience. They evaluate how drama in a range of styles and/or from a range of contexts communicates ideas, perspectives and/or meaning. They evaluate how drama is used to celebrate and challenge perspectives of Australian identity.Students work individually and/or collaboratively to shape and manipulate use of the elements of drama, conventions and/or dramatic structures to communicate ideas, perspectives and/or meaning. They use performance skills relevant to style and/or form to sustain belief, roles and characters in performances of improvised, devised and/or scripted drama for audiences.			
		By the end of Year 10, students analyse how and/or why the elements of dance, choreographic devices, genre- or style-specific techniques, production elements, and/or technical and expressive skills are manipulated in dance they create and/or experience. They evaluate how dance works and/or performances in a range of styles and/or from across cultures, times, places and/or other contexts communicate ideas, perspectives and/or meaning. They evaluate how dance is used to celebrate and challenge perspectives of Australian identity.Students select and manipulate the elements of dance, choreographic devices and/or structure to choreograph dances. They demonstrate safe dance practice when choreographing and performing dance. They employ technical and expressive skills and genre- or style-specific techniques to enhance communication of ideas, perspectives and/or meaning when performing dance for audiences.			
Teaching and learning	Term overview	Semester 1			
		Dance in Australia		Monologues and Duologues	
		<p><b>Unit Overview</b> Senior performing Arts focuses on developing the skills that students will need in their future studies of drama and dance. Students will consider how performance tells stories and how characters are created. Students will explore how cultures are expressed through the elements of dance and choreographic devices. They will use the elements of drama and performance skills to tell their own and other's stories. Students will explore characters using Stanislavski's method. They will consider how emotions, characters and relationships are expressed through movement and voice. Performance skills and confidence will be developed throughout this unit.</p> <p><b>Theory</b></p> <ul style="list-style-type: none"><li>- Identify and analyse choreographic devices, elements of dance and elements of drama in performances they view and create</li><li>- Understand the historical and cultural context of performance, specifically in Australian theatre and performance</li><li>- Understand the process of devising and rehearsing for a successful performance</li></ul> <p><b>Skills</b></p> <ul style="list-style-type: none"><li>- Use movement, projection and expression to create characters and storylines</li><li>- Manipulate production elements such as costume, lighting and sound for specific meaning in their performances</li><li>- Use production management skills to structure rehearsal time and meet deadlines</li><li>- Problem solve and reflect on their performances to identify areas of strength and areas of improvement</li></ul> <p><b>Collaboration</b></p> <ul style="list-style-type: none"><li>- Develop skills to work in a range of different collaborative contexts, from pairs to whole class.</li><li>- Use group work skills to devise creative performances and use rehearsal time effectively.</li><li>- Give and receive constructive peer feedback</li></ul>			
		<div><div> Literacy</div><div> Numeracy</div><div> Critical and creative thinking</div><div> Ethical behaviour</div><div> Personal and social capability</div><div> Intercultural understanding</div></div> <div><div></div>Aboriginal and Torres Strait Islander histories and cultures</div>			
Develop assessment	Assessment				
		Week	Assessment	Week	Assessment
		3	Contemporary Dance Performance of ‘Sixes’ by Ausralian Dance Theatre	9	Storytelliing dance
		4	Dance in Australia Research Task	16	Duologues/Monologues
		Ongoing	Evidence of learning through in class activities and work		
Make judgments and use feedback	Moderation	Teachers moderate through discussion and comparison of assessment tasks using their professional judgement and evidence of student work against the Australian Curriculum achievement standard.. Common assessment tasks are also moderated across Performing Arts and Music tyo ensure fair and equal grading.Schools and school clusters conduct moderation to improve the consistency, comparability and defensibility of teacher judgments, to ensure teacher judgments are as valid, reliable and fair as possible.			