

JUST DANCE

Notes for Teachers

Unit Standard 14876

Experience dance

Level 2 Credits 4

Teaching, learning and assessment

This activity focuses on experiencing contemporary dance through participation in a series of teacher facilitated workshops. Students learn fundamental movement vocabulary and skills in performing dance and demonstrate safe physical dance practice. It is anticipated that element 2 underpins the teaching and learning in this unit standard. The student may learn and perform as a part of a group but assessment of the developmental process and the presentation must be based on their individual contribution.

Respect for ownership of original ideas and cultural sensitivity underpins the learning and teaching in this activity.

Gathering the evidence

Teacher verification of elements 1 and 2 could be through video evidence or a verification grid. It is anticipated that annotated video evidence of the presentation would be used for assessment and/or moderation purposes. The personal review of participation in the dance performance can be in oral or written form.

Resources

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Related unit standards

Level 2	Unit 14877	Experience and compare two dance forms
	Unit 11497	Demonstrate dance
	Unit 14878	Demonstrate dance - Ballet
	Unit 14879	Demonstrate dance - Improvisation
	Unit 14880	Demonstrate dance - Highland
	Unit 14881	Demonstrate dance - Jazz
	Unit 14882	Demonstrate dance - Sailor's Hornpipe
	Unit 14883	Demonstrate dance - Tap
	Unit 14884	Demonstrate dance - Irish Step
		Unit 11500
Level 3	Unit 11503	View and respond to dance

	Unit 14889	Apply dance knowledge and skills in production
Level 4	Unit 11502	Perform dance
	Unit 14885	Perform dance - Sailor's Hornpipe
	Unit 14886	Perform dance - Ballet
	Unit 14887	Perform dance - Highland
	Unit 14888	Perform dance - Irish Step
Level 6	Unit 17035	Perform dance at an advanced level
	Unit 17030	Teach dance style

JUST DANCE

This activity assesses -

Unit Standard 14876

Experience dance **Level 2, Credits 4**

Elements

- 1 Experience fundamental movement vocabulary and skills in performing dance
- 2 Demonstrate safe physical dance practice
- 3 Participate in dance in a performance context

INSTRUCTIONS

Unit standard 14876 can be used to assess a variety of different dance forms. This activity is designed for the contemporary dance form.

Your teacher will help you to experience fundamental movement, vocabulary and skills in contemporary dance. You will participate in a series of workshops/classes to learn and experience dance, and participate in a dance presentation.

You will warm up, which will prepare the body for dance at the start of each session. This will increase your heart rate (cardio-vascular), stretch the large muscle groups, and increase joint flexibility. You will need to demonstrate safe physical dance practice in your work.

This activity will take 3-4 weeks.

Task 1 assesses element 1. Task 2 assesses element 2. Task 3 assesses element 3.

1 Experience dance – a series of classes (for assessment of Element 1)

a Locomotor and non-locomotor (axial) movements

Actions that take the body through space, such as running, walking, leaping and skipping, are locomotor movements. Actions that are performed on the spot are non-locomotor (axial) movements.

- Watch a music video and study the movement. Identify and reproduce **three** locomotor and **three** non-locomotor movements.

b Locomotor patterns

The teacher will demonstrate a sequence of movements that is a combination of the following seven locomotor actions - walk, run, jump, hop, leap, crawl, roll.

- Reproduce this pattern or create your own sequence of movement incorporating all **seven** basic locomotor actions.

c Non-locomotor patterns

The teacher will demonstrate the following non-locomotor movements

-

bend, stretch, twist, shrink, rock, balance.

- Explore these movements standing on your feet (fixed point). Now change the fixed point or body base e.g. knees, bottom, shoulders, hands, feet.
- Create a sequence of **four** non-locomotor movements from those demonstrated by your teacher

d Combinations

You will learn a series of combinations from contemporary dance.

The combinations may include -
locomotor movements eg leap, run, walk, roll, grapevine, gallop
and/or
non-locomotor movements eg fall, stretch, swan, twist, lunge

- Experience and learn these combinations with your teacher/instructor, varying the use of -
Space: size, level, direction, pathway, focus
Time: speed, rhythm, accent, pulse, timing, sound cues
Energy: weight, flow, sharp, smooth, sustained, sudden, percussive
- Reproduce these combinations with particular attention to dance rhythms eg accent and timing.

2 Safe Dance (for assessment of Element 2)

Discuss and reflect upon your warm up and safe dance practice in task 1.

Give **three** responses for each of the following questions:

- Why is it important to warm up?
- What is safe body alignment?
- Why do dancers wear special clothing?
- What special requirements does contemporary dance have with regard to - warm-up, footwear, clothing, floor surface?

- e Why is personal hygiene important in the dance class?

3 Perform Dance (for assessment of Element 3)

- a You will be required to demonstrate a warm up and then perform a learned dance in a small group for the class, reproducing it accurately. Your presentation will be from a series of combinations that your teacher/instructor has taught you. Your dance must be 1-3 minutes long. Your performance must show appropriate fundamental vocabulary and movement patterns, with attention to safe dance practice.

You are expected to -

- show appropriate appreciation of the music and sound
 - demonstrate an appreciation of the appropriate energy quality for the dance
 - demonstrate good spatial awareness
 - demonstrate safe body alignment
 - dance with a performance awareness
- b Respond to the following in written, oral, visual, or combined form:
- How did you feel about the dance performance in rehearsal and in the final presentation?
 - Discuss and reflect on your performance in relation to appreciation of music and sound, the energy quality you displayed, your spatial awareness, body alignment and performance awareness?

Assessment Schedule Just Dance
Unit Standard 14876 Experience dance Level 2

Task	Element	Evidence (The answers or performance expected from the students)	Judgement (A statement that defines the standard to be achieved)
1a	1.1	Student identification and demonstration of contemporary dance movement from a music video. Locomotor: striding walks, step together, step with shoulder pump, leaps/jumps Non-locomotor: standing on the spot, pumping the shoulders, torso rotation followed by inward knee action, pivot turn.	Student accurately identifies and demonstrates three locomotor and three non-locomotor movements from the music video.
1b	1.2	Student demonstration of either the sequence of movement given by the teacher/instructor or demonstration of their own combination eg. start with a jump leading into a crawl, roll, walk, hop, run finishing with a leap.	Student accurately executes a sequence of movements that includes all seven of the basic locomotor actions of walk, run, jump, hop, leap, crawl, roll.
1c	1.2	Student demonstration of a sequence of non-locomotor movements with the body base fixed in space. eg. starting with both feet grounded, stretch, extending on to releve and hold in space, release to bend plie with a torso roll, extend upwards, followed by a torso twist on both sides, finish with sinking into the floor. The feet stay in the fixed point the whole way.	Student accurately executes the sequence, which comprises at least four non-locomotor movements with the body base fixed in space – the feet stay in the fixed point the whole way.

1d	1.2	Individual student reproduction of a series of combinations taught to them in class.	The student demonstrates the combinations accurately.
1, 2	2.1 2.2 2.3	Individual student demonstration in task 1, discussion, reflection, and response to each question. eg. What they have learnt about safe dance practice. "It is important to warm up to increase blood flow to muscles to - <ul style="list-style-type: none"> • prevent injury • increase the heart rate • increase joint mobility • strengthen the body • mentally prepare for the class • prepare the body for dance • increase muscle temperature 	Student demonstration in task 1, discussion, reflection, and response to each question is relevant to contemporary dance, justifies warm up in terms of physiological reasons for it, and safeguards dancer's health and safety with regard to warm-up, footwear, clothing, floor surface.
3a	3.1 3.2 3.3	Individual student warms up and then dances in a performance context.	Student demonstrates an appropriate warm up routine. The dance is 1-3 minutes long. It shows fundamental vocabulary and movement patterns with attention to safe dance practice. The dance performance shows evidence of appreciation of time, space, energy, commitment.
3b	3.4	Individual student discussion and reflection.	Student answers each reflection question appropriately in oral, written, visual, or combined form, using their dance rehearsal and performance experience.