

Dance the Basic Moves

LEVEL 1	10 TCE CREDIT POINTS
COURSE CODE	DNC110120
COURSE SPAN	2020 — 2023
READING AND WRITING STANDARD	NO
MATHEMATICS STANDARD	NO
COMPUTERS AND INTERNET STANDARD	NO

This course is current for 2022.

Dance The Basic Moves is a Level 1 course requiring no previous experience

Learners develop basic movement skills and an understanding of basic movement principles in a primarily teacher led environment. Responding to the Dance work of others forms the theory component. This course may provide a pathway to Dance Level 2.

Rationale

Dance the Basic Moves Level 1 is the first of a suite of three Dance courses. It provides learners with little or no previous experience, with a basic understanding of Dance as an art form and avenue for self-expression.

This course is designed to assist learners realise personal benefits such as: body awareness; developing fitness; intra/inter personal skills and social interaction skills; in addition to basic dance skills and knowledge.

Learners working at this level will require guidance in generating their own movements. Typically, learners will require supportive direction. Tasks will be scaffolded and learners will benefit from repetition to enhance and develop dance movements and sequences.

Dance the Basic Moves allows learners to develop their confidence in a non-threatening and inclusive environment in which they can enjoy participation in dance-related activities and events.

This course also caters for learners with specific learning needs, which may include those with intellectual and/or physical disabilities. Some learners will complete this course as part of a specific work and/or support program.

Learning Outcomes

On successful completion of this course, learners will be able to:

- create simple dance actions and movements
- recall simple dance phrases and sequences
- apply basic safe dance practices
- use some basic dance terminology
- identify different dance styles and genres
- work individually and in groups, as directed
- perform to others
- respond to and compare the dance work of others.

Access

Students who already hold a dance qualification in a higher level of complexity may not enroll in this course.

This course requires learners to work in groups.

Learners can access this course supported by a teacher assistant, disability support worker or peer mentor.

Learners with physical disabilities can access this course and receive an award commensurate with their ability to successfully meet the Criteria and Standards. For some learners, this may be a Preliminary Achievement (PA) or a Satisfactory Achievement (SA).

Pathways

This course is a pathway from *Preliminary Arts Stage 4* and provides a pathway to students studying *Dance Level 2*, as well as developing skills useful in other Level 2 courses in the creative and performing arts area.

Resource Requirements

This course requires access to a suitable and safe space for movement activities and dance work, free from potentially hazardous obstacles. The space must be adequate in size and ventilation to cater for the movement activities of individuals and small groups, and whole class work as required.

Access to audio equipment will be required (e.g. MP3s, phones, amplification devices).

Access to technology equipment for the viewing of recorded dance works will be required (e.g. YouTube, data projectors, laptops, personal computers).

Course Size And Complexity

This course has a complexity level of 1.

At Level 1, the learner is expected to carry out tasks and activities that draw on a limited range of knowledge and skills. The tasks and activities generally have a substantial repetitive aspect to them. Minimum judgement is needed as there are usually very clear rules, guidelines or procedures to be followed. VET competencies at this level are often those characteristic of an AQF Certificate I.

This course has a size value of 10.

Course Description

Dance the Basic Moves is an introductory course providing learners with an introduction to basic Dance related concepts. It is a predominantly practical course with some theory to support important understandings. Learners at this level are predominantly teacher led.

Course Requirements

This course has six (6) units. All units are **compulsory**.

Units 1, 3 and 4 are to be delivered sequentially. Unit 2 will be delivered concurrently with all other units.

Some learning activities will be specific to one unit.

Some learning activities will cover more than one unit.

Though not a requirement, learners will be provided with opportunities to experience live performances of movement and/or dance works wherever possible.

Course Content

This course has six (6) units.

UNIT 1 INTRODUCTION TO MOVEMENT

UNIT 2 SAFE DANCE

UNIT 3 DANCE MAKING

UNIT 4 PERFORMANCE

UNIT 5* DANCE IN CONTEXT

UNIT 6 DANCE APPRECIATION

*There is a Work Requirement for Unit 5.

UNIT 1 INTRODUCTION TO MOVEMENT

Topics will include (but are not restricted to):

- preparing for dance (e.g. warm up, attire)
- balance skills (e.g. weight transfer, stillness)
- co-ordination skills (e.g. whole body, isolated body parts)
- strength (e.g. weight bearing)
- stamina (e.g. physical fitness)
- basic dance actions
 - travelling
 - elevation
 - turning
 - gesture
 - stillness
 - falling.

UNIT 2 SAFE DANCE

Topics will include (but are not restricted to):

- basic anatomy for dancers (e.g. skeletal system, muscular system)
- body awareness (e.g. relationship to other dancers)
- nutrition (e.g. diet, hydration)
- personal hygiene (e.g. working in close physical proximity to others)
- importance of warm up (e.g. preparing the body for exercise)
- importance of cool down (e.g. returning the body to a resting state)
- injury prevention (e.g. suitable attire and footwear, safe surfaces, body contact)
- injury management (e.g. FAFR: First Aid - First Response).

UNIT 3 DANCE MAKING

Topics will include (but are not restricted to):

- elements of dance
 - action
 - shape
 - time
 - level
- basic devices
 - tableaux
 - unison
 - canon
 - question and answer.

UNIT 4 PERFORMANCE

Topics will include (but are not restricted to):

- performing work to others
- presentation skills
- production tools (for example):
 - costume
 - props
 - lighting
 - music.

UNIT 5 DANCE IN CONTEXT

Topics will include (but are not restricted to):

- what is dance?
- social (e.g. bush dance), cultural (e.g. tango) and historical contexts (e.g. polka)
- styles and genres (e.g. classical, contemporary, folk, national, hip hop, jazz, tap)
- eras (e.g. 50's, 60's).

UNIT 6 DANCE APPRECIATION

Though not a requirement, learning in this unit will be supported by excursions and field trips to live productions, concerts and performances wherever it is possible and practicable. Recorded examples can also be used (e.g. videos, films, DVDs).

Topics will include (but are not restricted to):

- reflecting on own work
- viewing the work of others
- reflecting on the works of others
- identifying characteristics
- identifying audience appeal.

Work Requirements

Unit 5 Researching a Genre of Choice

Learners will undertake research on at least one (1) genre of their choice. Research findings may be presented as a (for example):

- A3 poster (featuring text and pictures)
- 2 page negotiated study
- 1 minute PowerPoint
- 2 minute oral presentation
- 5 minute demonstration.

Assessment

Criterion-based assessment is a form of outcomes assessment that identifies the extent of learner achievement at an appropriate end-point of study. Although assessment – as part of the learning program – is continuous, much of it is formative, and is done to help learners identify what they need to do to attain the maximum benefit from their study of the course. Therefore, assessment for summative reporting to TASC will focus on what both teacher and learner understand to reflect end-point achievement.

The standard of achievement each learner attains on each criterion is recorded as a rating 'A', 'B', or 'C', according to the outcomes specified in the standards section of the course.

A 't' notation must be used where a learner demonstrates any achievement against a criterion less than the standard specified for the 'C' rating.

A 'z' notation is to be used where a learner provides no evidence of achievement at all.

Providers offering this course must participate in quality assurance processes specified by TASC to ensure provider validity and comparability of standards across all awards. To learn more, see TASC's [quality assurance processes and assessment information](#).

Internal assessment of all criteria will be made by the provider. Providers will report the learner's rating for each criterion to TASC.

Quality Assurance Process

The following processes will be facilitated by TASC to ensure there is:

- a match between the standards of achievement specified in the course and the skills and knowledge demonstrated by learners
- community confidence in the integrity and meaning of the qualification.

Process- Each provider is responsible for ensuring the integrity and validity of their assessment results against the requirements of the course, including standards, and for maintaining records and documentation that will demonstrate the integrity, accuracy and validity of the award decisions they make each year.

Where TASC identifies sufficient potential for concern about the integrity or validity of a provider's award decisions it will undertake an investigation. After such an investigation is completed, TASC may take action under Section 33 of the *Office of Tasmanian Assessment, Standards and Certification Act 2003* as it considers appropriate, including but not limited to:

- giving the school/college a direction in relation to the provision or assessment of the course (section 33 (2))
- refusing to accept results for this course from the provider (section 33 (4)).

Criteria

The assessment for Dance the Basic Moves Level 1 will be based on the degree to which the learner can:

1. undertake basic dance movements and actions
2. complete practical dance activities in a safe manner
3. create simple dance movements and phrases
4. perform dance works to peers and others
5. demonstrate knowledge of some dance styles and genres
6. reflect and respond to their own dance work and that of others

Standards

Criterion 1: undertake basic dance movements and actions

The learner:

Rating A	Rating B	Rating C
brings appropriate attire and footwear, and adapts to different situations and requirements	brings appropriate attire and footwear	brings appropriate attire and footwear as directed
identifies warm-up activities that are appropriate for specific movement/dance requirements, and completes those activities	commences warm-up prior to movement activities	engages in warm up activities as directed
successfully completes exercises/movement phrases that require balance control in different body positions	successfully completes exercises/movement phrases that require a range of balance skills and gross motor control	successfully completes simple exercises/movement phrases
shows co-ordination skills that allow for controlled and unrestricted movements and actions	co-ordinates and controls dance movements and actions of isolated body parts	shows body co-ordination
selects and then combines basic dance actions into a phrase.	recalls and reproduces basic dance actions independently.	reproduces basic dance actions from modelling.

Criterion 2: complete practical dance activities in a safe manner

The learner:

Rating A	Rating B	Rating C
describes how major anatomical systems impact the dancer	identifies major anatomical systems of the human body relevant to the dancer	identifies at least two anatomical systems relevant to the dancer
negotiates travel around others, props, staging materials etc. in a safe manner	shows a self awareness of place and position in the workspace through placement and positioning of self in the space	follows instructions about safe movement in and around others
explains importance of good nutrition to the health and well-being of the dancer	describes basic principles of good nutrition supported by examples	identifies basic principals of good nutrition from a given range
identifies and applies appropriate personal hygiene practices consistently	identifies the importance of hygiene when working in close proximity to others and applies appropriate personal hygiene practices	uses appropriate personal hygiene practices
consistently applies injury prevention practices	identifies and explains ways to prevent injury that may arise from dance work	identifies some ways to prevent injury that might arise from dance work
identifies who to call/contact to seek first aid assistance, articulates the best course of action while awaiting assistance,	identifies who to call/contact to seek first aid assistance, and articulates an	identifies who to call/contact to seek first aid assistance.

and suggests appropriate injury "first response" protocols in either a real or simulated setting.	appropriate course of action while awaiting assistance.	
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Criterion 3: create simple dance movements and phrases

The learner:

Rating A	Rating B	Rating C
creates a short sequence of movements	creates and combines several isolated movements	creates isolated single movements under direction
uses dance elements and simple choreographic devices to manipulate movement for an intended purpose	applies simple choreographic devices and elements of dance to manipulate movement	applies rudimentary elements of dance such as level and shape to alter movement, under direction
makes simple suggestions about the appropriateness of suggested movement ideas.	contributes appropriate movement ideas in group choreography tasks.	suggests movement ideas and suggestions in group choreography tasks.

Criterion 4: perform dance works to peers and others

The learner:

Rating A	Rating B	Rating C
performs simple dance works to different audiences in a range of familiar and unfamiliar environments	performs simple dance works to small and familiar groups	performs simple dance works to classmates and peers
performs simple dance works with focus and concentration throughout a performance	performs simple dance works with focus and concentration for most of a performance	performs simple dance works with limited focus and occasional distraction
explores simple production tools*; makes decisions about which are appropriate for their dance and uses these elements in their performance.	suggests and uses simple selected production tools* appropriate for their dance work.	suggests simple - though not always appropriate - production tools* for their dance work.

* costume, props, lighting, music, etc...

Criterion 5: demonstrate knowledge of some dance styles and genres

The learner:

Rating A	Rating B	Rating C
identifies some ways in which dance as an art form can be used to express emotion and ideas, and makes simple comparisons between ways dance communicates emotions and ideas (e.g. happiness, sadness) and how this communication is achieved in a different art form	identifies some ways in which dance as an art form can be used to express emotion and ideas	identifies basic features of dance as an art form (e.g. involving physical movement of the body, often to music)
identifies and provides examples of a range of different dance styles and genres and describes some of their essential characteristics	identifies a range of different dance styles and genres, selects and presents relevant examples (e.g. videos, performances)	correctly identifies at least two different dance styles or genres from given examples (e.g. videos, performances)
compares two different styles or genres, and describes their different characteristics.	describes in detail one genre of choice (e.g. typical)	describes one genre in limited detail (e.g. typical)

	movements, social/cultural links, music).	movements, social/cultural links, music).
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Criterion 6: reflect and respond to their own dance work and that of others

The learner:

Rating A	Rating B	Rating C
reflects (orally or in writing) on what has been learned in the creation of dance work in class	describes (orally or in writing) what has been learned in the creation of dance work in their class	verbally describes their dance experience: how they have developed; how they feel about it
responds to, (orally or in writing) and makes appropriate comments supported by simple examples, about the dance work of others	responds to, (orally or in writing) and makes appropriate comments about, the dance work of others	gives simple verbal responses to the dance work of others
identifies and describes the use of production tools in at least two dance works that use different production tools to each other	identifies and cites examples of production tools used	identifies a limited range of production tools used in recorded or live dance works
responds as a member of the audience after viewing live or recorded dance works, identifying what was appealing, giving examples and simple explanations to support their response.	responds as a member of the audience after viewing live or recorded dance works, identifying what was appealing and giving examples to support their response.	responds as a member of the audience after viewing live or recorded dance works, identifying what was appealing.

Qualifications Available

Dance the Basic Moves Level 1 (with the award of):

EXCEPTIONAL ACHIEVEMENT

HIGH ACHIEVEMENT

COMMENDABLE ACHIEVEMENT

SATISFACTORY ACHIEVEMENT

PRELIMINARY ACHIEVEMENT

Award Requirements

The minimum requirements for an award in Dance the Basic Moves Level 1 are as follows:

EXCEPTIONAL ACHIEVEMENT (EA)

5 'A' ratings, 1 'B' rating

HIGH ACHIEVEMENT (HA)

2 'A' ratings, 3 'B' ratings, 1 'C' rating

COMMENDABLE ACHIEVEMENT (CA)

3 'B' ratings, 3 'C' ratings

SATISFACTORY ACHIEVEMENT (SA)

4 'C' ratings

PRELIMINARY ASSESSMENT (PA)

2 'C' ratings

A learner who otherwise achieves the ratings for a CA (Commendable Achievement) or SA (Satisfactory Achievement) award but who fails to show any evidence of achievement in one or more criteria ('z' notation) will be issued with a PA (Preliminary Achievement) award.

Course Evaluation

The Department of Education's Curriculum Services will develop and regularly revise the curriculum. This evaluation will be informed by the experience of the course's implementation, delivery and assessment.

In addition, stakeholders may request Curriculum Services to review a particular aspect of an accredited course.

Requests for amendments to an accredited course will be forwarded by Curriculum Services to the Office of TASC for formal consideration.

Such requests for amendment will be considered in terms of the likely improvements to the outcomes for learners, possible consequences for delivery and assessment of the course, and alignment with Australian Curriculum materials.

A course is formally analysed prior to the expiry of its accreditation as part of the process to develop specifications to guide the development of any replacement course.

Course Developer

The Department of Education acknowledges the significant leadership of Christine Gilmour and Rebecca Miller in the development of this course.

Expectations Defined By National Standards

There are no statements of national standards relevant to this course.

Accreditation

The accreditation period for this course is from 1 January 2020 to 31 December 2023.

During the accreditation period required amendments can be considered via established processes.

Should outcomes of the Years 9-12 Review process find this course unsuitable for inclusion in the Tasmanian senior secondary curriculum, its accreditation may be cancelled. Any such cancellation would not occur during an academic year.

Version History

Version 1 – Accredited on 16 August 2019 for use from 1 January 2020 to 31 December 2021. This course replaces Dance the Basic Moves (DNC110115) that expired on 31 December 2019.

Version 1.a - Renewal of Accreditation on 14 July 2021 for the period 31 December 2021 until 31 December 2023, without amendments.

Supporting documents including external assessment material

-  [DNC110115CourseAccreditation.pdf](#) (2017-07-21 01:05pm AEST)



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PDF generated on: 2022-08-18 21:45:27 AEST
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