

ABORIGINAL AND TORRES STRAIT ISLANDER
HISTORIES AND CULTURES

LIVING CULTURES – DANCE

DEPARTMENT OF
EDUCATION
learners first

YEAR 6

The
Orb
DANCE

DANCE AROUND THE WORLD

Learners undertake an inquiry into three different cultural dances in different cultural contexts to explore the world's cultural diversity, and the way elements of dance communicate meaning. Students will present their findings in a format of their choice to the class.

CROSS CURRICULUM PRIORITY

Aboriginal and Torres Strait Islander Histories and Cultures

Organising idea 5

Aboriginal and Torres Strait Islander Peoples' ways of life are uniquely expressed through ways of being, knowing, thinking and doing.

ACHIEVEMENT STANDARDS

Humanities and Social Sciences (HASS)

Students describe how people, places, communities and environments are diverse and they locate and collect useful data and information from primary and secondary sources.

Dance

They examine sources to determine their purpose and to identify different viewpoints.

CONTENT DESCRIPTORS

Humanities and Social Sciences (HASS)

The world's cultural diversity, including that of its indigenous peoples (ACHASSK140).

Locate and collect relevant information and data from primary sources and secondary sources (ACHASSI123).

Dance

Explain how the elements of dance and production elements communicate meaning by comparing dances from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander dance (ACADAR012).

GENERAL CAPABILITIES

Intercultural understanding

Recognising culture and developing respect

Explore and compare cultural knowledge, beliefs and practices

Level 4 – describe and compare the knowledge, beliefs and practices of various cultural groups in relation to a specific time, event or custom

Critical and creative thinking

Inquiring – identifying, exploring and organising information and ideas

Identify and clarify information and ideas

Level 4 – identify and clarify relevant information and prioritise ideas

Literacy

Comprehending texts through listening, reading and viewing

Navigate, read and view learning area texts

Level 4 – navigate, read and view subject-specific texts with some challenging features and a range of graphic representations

Learning Goals

Learners will:

- » Know that dance is an ancient cultural practice for Indigenous people all over the world.
- » Understand that dance communicates different meanings in different cultural contexts.
- » Undertake a research inquiry into three different dances from different cultural contexts and share their findings with the class in a format of their choice.

Learning Sequence

Activating and Engaging

Story Sharing

View *Holistic Practice* from the 'Living Cultures – Dance' section of The Orb.

Generate a class discussion and ask the students:

- » Did the dance teach a lesson or have a moral?
- » Does the dance have a specific purpose?
- » How were the dancers' bodies used in this dance?
- » Is the purpose artistic? If so, what is the artistic form or genre?

- » Rather than artistic, is the purpose of the dance recreational or ceremonial?
- » What does the purpose of the dance say about the culture or society it represents?
- » Did someone choreograph this dance, or has this dance been passed down by tradition?

Exploring and Discovering

Non-verbal

Symbols and Images

Advise students that they are to undertake an inquiry into three different dances from different cultural contexts. Allow students to choose their own context and dance but make a few suggestions:

- » The Maori Haka
- » Indian Kathak
- » Ukrainian Gopak or Cossack
- » Balinese Kelak Dance
- » Kabuki from Japan
- » Traditional Irish dance
- » Various Aboriginal dances
- » Various Greek dances

Explain to students that they are to present their findings in a multi-modal format to the class. For example, a demonstration, a Prezi, PowerPoint, short film, photo story etc.

Deconstruct-Reconstruct

Give students the following questions to guide their research:

- » Did the dance teach a lesson or have a moral?
- » How did the dancers' movements allow you to understand what the choreographer was trying to 'say'?
- » Did you have an emotional reaction to the dance? How did it make you feel?
- » Does the dance have a specific purpose?
- » Is the purpose artistic? If so, what is the artistic form or genre?
- » Rather than artistic, is the purpose of the dance recreational or ceremonial?
- » What does the purpose of the dance say about the culture or society it represents?
- » Did someone choreograph this dance, or has this dance been passed down by tradition?
- » Did the dance have musical accompaniment? How did you like the music?
- » Why do you think the choreographer chose this music?

- » What made the strongest impression on you as the dance progressed?
- » What did the dancers' movements remind you of?
- » What do you remember the most about the movements of the dancers?
- » How would you describe the energy of the dancers and the dance?
- » Did the dance have a mood?
- » Did the dance tell a story?
- » Was the dance expressing feelings or an idea?
- » What was the theme or the subject matter of the dance? How effectively was it carried through in the choreography?
- » What was the meaning of the dance to you?

Synthesising and Applying

Non-linear

Students present their research to the class.

Success Criteria

Learners:

- » Participate in a class discussion around the elements of dance and the meaning they provide.
- » Locate and view a number of primary and secondary sources to gather information.
- » Create and present their research to the class in any format.

Resources

- » [The Orb](#)
- » [Australian Curriculum](#)
- » [Aboriginal Sharers of Knowledge \(ASK Program\) Guidelines](#)
- » [Aboriginal Sharers of Knowledge \(ASK Program\) Application Form](#)
- » The Aboriginal Education Library: email Aboriginal.education.library@education.tas.gov.au or telephone 03 6165 5480 for more resources, including the ones listed below.
- » The Eight-Way Framework of Aboriginal Pedagogy

Glossary

Choreographer

A person who composes the sequence of steps and moves for a performance of dance. D

D Dictionary.com



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