

<p>SUBJECT DESCRIPTION</p>	<p style="text-align: center;">DANCE - DAN102</p> <p>Students use dance as an aesthetic means of ordering movement and structuring gesture and motion to capture and convey ideas, images and feelings, using the human body as the means of expression and communication. Students explore dance as a social tool by considering specific audiences and specific purposes, and by manipulating dance elements in genre-specific dance sequences.</p>
<p>PREREQUISITES Level of junior achievement required to successfully complete the subject</p>	<p>NIL</p>
<p>EXPECTED OUTCOMES</p> <p>Aims of the subject</p>	<p>Students will achieve set outcomes in choreographing, performing and appreciating.</p> <p>Choreographing Students use dance components to create movement and to structure and organise dance.</p> <p>Performing Through engaging in, and reflecting on performance, students realise the body's potential as an instrument of expression.</p> <p>Appreciating Students analyse their own and others' dance across a range of contexts.</p>
<p>COURSE OUTLINE/UNITS</p>	<p>Unit 6: Everybody's doing it</p> <p>In this unit students will explore the saturation of dance in popular culture. Students will:</p> <ul style="list-style-type: none"> • Explore the presence of dance in advertising, film, television, print media and the Internet. • Analyse how social understandings and perceptions of dance are influenced by these mediums • Examine how new technologies have made dance more accessible to audiences, and how new medias have contributed to the growth/ decline of certain dance styles and subcultures. <p>Unit 7: Top Hats and Tail Coats:</p> <p>In this unit students will study musical theatre. Students will:</p> <ul style="list-style-type: none"> • Look at key figures in musical theatre such as Bill 'Bojangles' Robinson, Bob Fosse, Jerome Robbins, Fred Astaire and Ginger Rogers. • Explore the characteristics and features of a musical theatre piece, and the historical, social and cultural influences evident within a range of musicals. • Examine musicals such as, A Chorus Line, West Side Story, Hairspray, Miss Saigon, Cabaret.
<p>ASSESSMENT/ WORKLOAD</p> <p>Expected work and study requirements</p>	<p>Unit 6: Everybody's doing it</p> <ul style="list-style-type: none"> • Appreciating task: Analysis of dance in popular culture. Essay 500-600 words. • Choreographing task: Video clip. 1-2 mins in length. <p>Unit 7: Top Hats and Tail Coats</p> <ul style="list-style-type: none"> • Performing task: teacher devised musical theatre performance. Approx 2 mins.

<p>BENEFITS OF STUDYING THIS SUBJECT</p> <p>Career prospects / relevance to the future</p>	<p>Dance education can prepare students with knowledge and skills applicable to academic and lifelong learning, quality of life and success in the world of work. Through engaging with dance education, students begin to develop their social skills, aesthetic appreciation, creativity, personal development, self-confidence, self-expression, cognitive development and cultural understanding.</p> <p>Career opportunities exist for dance students as professional dancers, choreographers, dance teachers, fitness instructors, and nutritionists. Career Pathway/Career Link</p>
<p>CONTACT PERSON</p>	<p>Mr Wayne Ryan Head of Department</p>