The Key Competencies and Dance

Dance engages students in learning that contributes to the development of the Key Competencies. These are some of the ways that students can develop the Key Competencies through participation in Dance activities.

Managing Self

Using the body as an instrument for artistic expression through movement
- Motivation - participating in introductory sessions, offering ideas
- Goals - evaluating dance activities, reflecting on performances
- “Can do” attitude - developing practical knowledge (PK strand), feedback/feed forward about composition tasks (DI strand)

Knowing who they are, where they come from and where they fit in - UC strand activities,
- Aware of actions affecting others - Awareness of Dance Element of Space, safe dance practice, group tasks, pair work, knowing when to follow lead or make own decisions - DI strand,
- Evaluation - self-reflection on dance compositions, practical dance knowledge and performance, and developing skills in self-appraisal
- Developing constructive attitudes and approaches to challenges - using scaffolded dance activities to develop confidence and technique
- Work and Study skills - organising dance work to meet deadlines
- Physical Skills - improving co-ordination, flexibility, agility, strength and endurance through participation in Dance, developing an awareness and control of locomotor and non-locomotor skills, developing body care skills though participation in dance warm-up and warm-down activities

Relating to Others

Interacting with others - class, group and paired dance activities, performance, discussions
- Interacting in a variety of contexts - as above
- Listening skills - responding through movement,
- Recognise different points of view - group composition tasks, observation and feedback of performances, exposure to different Dance genre
- Negotiating skills - discussions about composition tasks,
- Sharing of ideas - as above, dance reviews, performance
- Open to new ideas - reviewing and discussing dances, DI activities
- Open to new ideas - as above, dance reviews, performance
- Read situations - compete v co-operate - rehearsal and performance contexts

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Evaluation - reflection on group dance compositions and performance, and
developing skills in appraising others
Commitment - perseverence and responsibility in contributing to group dance
activities
Communication - presenting other’s dance works to a range of audiences
Consideration - considering other’s cultural beliefs, protocols and practices when
composing, rehearsing and performing dance

Participating and Contributing
Participating locally, nationally, globally - UC strand - and awareness of dance
from around the world
Being part of kinship, interest, culture - performing dance as a group and
receiving feedback, Cultural Dance festivals, rehearsal process for performance
Contributing - to the class, the cultural life and well-being of the school and the
wider school community in dance performances
Purposes of learning, work or recreation - understanding the purposes of Dance
within their own and other's cultures
Responding as a group member - dance review activities
Connecting to others - participation in a range of grouped dance activities
Group activities - used constantly in dance lessons - warm-ups, composition tasks,
performance and responding
New roles as confidence develops - participating, performing, responding
Balancing rights, roles, responsibilities - productions, sharing tasks, weight
sharing and taking
Exploring and questioning concepts and ideas through dance
Collaboration - working with others to present dance for enjoyment, recreation
and cultural expression

Using Language, Symbols and Texts
Dance as a text - communication through movement
Choreographing dance to make objects and images as forms of personal and
cultural expression.
Working with and making meaning from codes, language and symbols for
representing and communicating information - using actions words in DI
activities, using dance vocabulary, narrative dances, pathway cards, poems and
stories => dances,
Texts of all kinds - written, spoken, visual, informative and imaginative,
informal and formal, mathematical, scientific and technological - research
activities,
Interpret - using diagrams and shapes to create movement and presenting work to
a range of audiences
Use words, numbers, images, movement, and technologies in range of contexts – dance vocabulary, pictures, stories and poetry as stimuli for dance

**ICT** - production technologies for dance = lighting, set design, costuming, film, videoing dances, computer programmes, constructing new dance knowledge via the Internet

*Access information* - researching dance genres

**Numeracy skills** - recognising and using rhythms, patterns and relationships in time and space, using repetition, sequence and variation in dance works.

**Thinking**

**Processes:** creative, critical, metacognitive, reflective - reviewing own and others choreography and dances

**Research, organization, evaluation for** - exploring movement, organising movement into sequences for dance

**Developing understanding, making decisions, shaping actions, constructing knowledge** - exploring movement, practical knowledge, combining, linking, reorganising movement

**Intellectual curiosity** - differentiated practical and research activities, developing choreography

**Problem solving skills** - exercising imagination, initiative, flexibility and judgement though movement, experimentation with new movement

**Information Skills** - locating information from various sources, organising and presenting movement and dance research, analysing and synthesising movement ideas

**Active seekers, users and creators of knowledge** - PK, DI and CI strands

**Reflect on own learning** - student evaluations, reviews

**Draw on personal knowledge and intuitions** - PK => DI,

**Ask questions** - introductory activities, during DI and CI tasks

**Challenge basis of assumptions and perceptions** - performing movement in a new way, observing other’s dance