

Quality Teaching

Below are some examples of how the Learning Hub resource Sue Healey Analysing Dance on Film can be integrated into a program of work to support quality teaching.

Intellectual Quality

| Element | What does it look like in classrooms? | Examples of how to use this resource to support intellectual quality |
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| Deep knowledge | The knowledge being addressed is focused on a number of key concepts identified from the syllabus and on the relationships between and among these concepts. | Each chapter covers a range of key concepts relevant to dance film creation and analysis. |
| Deep understanding | Students demonstrate a profound and meaningful understanding of key concepts and the relationships between and among those concepts. | Tasks provide the opportunity for students to demonstrate knowledge or apply learning through actions. |
| Problematic knowledge | Students are encouraged to address multiple perspectives and solutions and to recognise that knowledge has been constructed and therefore is open to question. | By studying a range of dance films, students recognise a range of approaches to choreography and filming. Teachers and students use language of film and choreographic techniques to communicate their ideas and opinions. |
| Higher-order thinking | Students are regularly engaged in thinking that requires them to organise, reorganise, apply, analyse generate ideas and evaluate information, processes and ideas. | Students research, interpret and synthesize information, as part of preparing to create a dance film to communicate and express their ideas to others. |
| Metalanguage | There are opportunities in design projects to explicitly identify and analyse the specialist language, and provide frequent commentary on language use and various contexts of differing language uses. | Students use the language of composition and film when analysing dance film. |
| Substantive communication | Students are regularly engaged in sustained conversations about the concepts and ideas they are encountering. These conversations can be manifest in oral, written or graphical forms. | Opportunities are provided to discuss and express opinions about dance film. Students interpret and reflect on their own and others dance films. |