

Applied Learning (Senior Secondary Level)

2016-18 Cohort

Learning and Teaching

Subject Title	:	Taking a Chance on Dance
Area of Studies	:	Creative Studies
Course Provider	:	The Hong Kong Academy for Performing Arts

In Taking a Chance on Dance, student-centered learning and teaching activities are designed to enable students to understand fundamental theories and concepts, develop their generic skills, and address their career aspirations in dance.

Different modes of activities are employed to provide students with a systematic understanding about the context (e.g. studio teaching on Movement Studies, Contextual Studies and Dance Production) and eye-opening opportunities to experience the complexity of the context (e.g. master classes/workshops by local and visiting professional artists, field visits, visits to rehearsals or classes in the Academy's School of Dance and professional dance performances provide students with insight into the dance profession).

Students acquire an understanding of the requirements, fundamental knowledge and skills essential for further learning within the area through learning-by-practising opportunities in an authentic or near-authentic environment (e.g. creating and performing dance pieces in a stage performance situation to apply dance techniques and to explore movement possibility).

Students are also encouraged to develop and apply conceptual, practical and reflective skills to demonstrate innovation and entrepreneurship (e.g. written reviews to demonstrate ability to identify the elements in a dance production, compare and contrast the effectiveness of design elements, discuss the choreographic form and to make recommendations for improving the choreography and creating a new dance production). Students are given opportunities to integrate the knowledge and skills acquired and consolidate their learning (e.g. the intensive dance day-camp provides students with deeper understanding of how intensive dance as a career can be and learn to enjoy and appreciate the excitement of dance as a profession, students not only have a chance to continue with movement studies but are guided to work collaboratively to create and rehearse dance pieces, and to perform on stage in the last session of the programme).

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Curriculum Pillars of Applied Learning in Context – Taking a Chance on Dance

Upon completion of the subject, students should be able to:

- master the characteristics of various dance styles and understand the underlying principles common to dance movements such as body positions, spatial patterns, kinesthetic awareness, dynamics and movement qualities in performing, making and appreciating dance;
- showcase their understanding and knowledge of the arts of dance, performance etiquette and stage terminology in relation to historical, cultural, and personal perspectives;
- apply decision-making, analytical and problem-solving skills in creating, organising and composing dances to demonstrate clear dance forms or structures and be able to communicate ideas, moods, feelings and themes through dance;
- cultivate critical responses, ability of appreciation and creative thinking skills in performing, making and appreciating dance;
- demonstrate teamwork skills, personal responsibility and positive values during the choreographic and making process; and
- develop self-understanding for further studies and career development in the related field.

Through the specific contexts related to the subject, students have different learning opportunities, for example:

1. Career-related Competencies

- observe the work ethics in performing arts;
- demonstrate basic movement skills with relevant dance styles;
- identify the role and skills required as a choreographer;
- appreciate dance performance and appraise dance with knowledge and understanding;
- demonstrate positive attitude to the dance production process;
- distinguish the roles and support provided by technical team and apply the terminology used on stage and in theatre; and
- plan a personal roadmap to articulate to different levels of qualifications in dance.

2. Foundation Skills

- demonstrate communication skills through bodily movements by performing sequences of movement combinations and repertoire;
- display effective communication skills by verbally describing and appraising dance;
- design, select, organise and refine movements to communicate ideas and imagination in dance making;
- apply information technology skills in dance making and choreography; and
- employ effective communication skills in group discussion and project presentations.

3. Thinking Skills

- demonstrate problem-solving and decision-making skills in the process of improvisation, dance making and dance technology;
- apply the knowledge learnt in class (e.g. basic dance steps, dynamics or movement qualities) to rehearsals, performance and dance appreciation; and
- apply analytical skills to dance analysis, performing review and project presentation.

4. People Skills

- demonstrate self-reflection and self-management skills through rehearsals, performances and the process of making dance;
- employ interpersonal and collaborative skills embedded in the choreographic process and performance opportunity; and
- display team building skills in group activities in dance.

5. Values & Attitudes

- recognise the importance of work ethics and performance etiquette required in the dance profession;
- identify the values and attitudes and show interests in dance;
- show self-understanding of dance as a profession e.g. dancers, choreographers, tutors, dance critics;
- demonstrate responsibility, respect for others, self-confidence and self-esteem in the process of making, rehearsing, performing and viewing dance; and
- demonstrate positive attitudes and willingness to learn by keeping abreast of the latest development in dance and the related field.