

## Aesthetic knowledge

### About this Illustration of Practice

In this Illustration, a teacher of dance describes a teaching unit based around instructions and directions that will encourage students to develop aesthetic knowledge, and practice the key skills of the learning area. These include body awareness and understanding the language of dance. Following an observation that students were struggling to understand the core concepts of the unit, the teacher has selected activities relating to a Sydney Dance Company performance about signs and symbols that direct everyday life, to ground the lesson content in real-world situations.



### Standards

#### Standard 2

#### Know the content and how to teach it

#### Focus area 2.2

#### Content selection and organisation

Highly Accomplished

**Descriptor:** Exhibit innovative practice in the selection and organisation of content and delivery of learning and teaching programs.

### Discussion questions

1. How do you select resources that provide access to the deep structure of the learning area?
2. In what ways do you vary the selection and organisation of content to suit specific learning needs?

### Learning context

Ogilvie High School in Hobart, Tasmania, is an all girls public school from Grade 7 to Grade 10. In Grade 7 all students are given the opportunity to experience a variety of subjects in the Arts. All Grade 7 students study dance for one term, where the focus is on the elements of dance and how they combine with body awareness.

### School context

[Ogilvie High School](#)

Tasmania

**Stage of schooling:** Secondary

**School type:** Government

**School location:** Metropolitan

[View school location in Google Maps](#)