



An Introduction to Dance Stage 6 in the New HSC

The new *Dance Stage 6 Syllabus* replaces the current Dance Syllabus (1992). The new syllabus is for implementation with Year 11 in 2000 and will be first examined in 2001.

The syllabus provides information that was formerly available in the KLA handbook. This includes descriptions of course requirements, assessment weightings for internal and external examination and examination specifications.

What is similar?

The new *Dance Stage 6 Syllabus* is similar to the current syllabus but changes to content and structure have been made to accommodate the incorporation of the current *Classical Ballet Syllabus*.

What are the overall improvements?

- In the Preliminary and HSC course 'Dance Technique' provides the basis for areas of study. 'Dance Technique' is a generic technique based on the fundamentals of Modern Dance and Classical Ballet techniques.
- The revised and reorganised content in the areas of study for the components of Performance, Composition and Appreciation, embrace best practice and better exposition of safe dance practice.
- Assessment requirements and HSC examination criteria have been reworked to provide parity in the core components and major study options.
- Major study options provide opportunities for students to apply their study to a range of styles of dance in the context of dance as an artform.

The following changes have been made to particular sections of the syllabus

Rationale, Aim and Objectives (pp 6–7, 10)

The syllabus rationale, aim and objectives have been redrafted to provide explicit links with outcomes and content. The philosophy of dance as an artform is extended through the outcomes and content and is achieved through the study of the interrelated components of Performance, Composition and Appreciation. The new syllabus enables all students to study dance, regardless of their experience in and knowledge of particular dance styles.

Course structure (pp 11–12)

- In the Preliminary course, Performance, Composition and Appreciation remain as the key components but the options in the current syllabus have not been retained.
- A higher percentage of time has been allocated to the Performance component to provide for the necessary physical training and to account for the range of prior dance experience students bring to the Preliminary course.
- There is flexibility in the allocation of an additional 20% for Performance, Composition or Appreciation to suit the needs and interests of students. There is a 20% minimum allocation for Composition and Appreciation and a 50% maximum allocation for Performance.
- In the HSC course, students continue core study in Performance, Composition and Appreciation with each comprising 20% of course time. Students also undertake an in-depth study of dance in one of the major study options allocated 40% for either Performance, Composition, Appreciation or the new major study Dance and Technology including Option 1: Major Study Choreographing the Virtual Body or Option 2: Film and Video.

Outcomes (pp 13–16)

- Outcomes have been redeveloped in the new *Dance Stage 6 Syllabus* to explicitly link with syllabus content and to challenge the full range of candidates.
- Outcomes in the Preliminary course are progressive and are subsumed in the HSC course outcomes and have been written in relation to the objectives, content and dance as an artform through the interrelated study of Performance, Composition and Appreciation.

Content (pp 19–44)

- The content is designed to include the study of a generic non-stylised dance technique. Content and areas of study have been reorganised and rewritten.
- A description of what is required for Core Performance, Composition, and Major Study Performance, Composition and Dance and Technology has been included.
- Composition terminology that is based on current research and best practice has been included.
- The content for Appreciation in the Preliminary and HSC course has been revised and includes an overview of dance as an artform. In Core Appreciation students study dance from a national and international perspective. In the HSC course in Major Study Appreciation students study specific choreographers and prescribed works from the past 200 years. The seminal artists and works have been revised.
- The glossary is revised and extended in the final syllabus.

Course Requirements (pp 45–50)

- The dance presented for Core Performance and Core Composition is identified as a ‘Dance’ and not a ‘Work’. The ‘Dance’ must be an outgrowth of class work under the guidance of the teacher.
- In Core Composition the composed ‘Dance’ must reflect the areas of study and be based on a concept/intent rather than be a showcase of physical skill. Students approach composition studies through a personal style with the aim of developing new and innovative ways of moving.

- In Major Studies Performance, Composition and Dance and Technology the dance presented is identified as a 'Work' and not a 'Dance'. The 'Work' must be an outgrowth of class work under the guidance of the teacher. In the Major Studies Composition, and Dance and Technology the choreographed 'Work' must be based on a concept/intent and reflect the areas of study.
- The *Viva Voce* will be required after the performance for Core Performance and Major Study Performance. The *Viva Voce* will occur before what is presented for Core Composition, and for Major Studies Composition, and Dance and Technology.
- In Core Appreciation, students study two prescribed artists and two prescribed works. In Major Study Appreciation students investigate a set seminal work, an era and two prescribed artists in context. The current practise of changing prescribed seminal artists and works every two years will continue.

Assessment (pp 52–77)

- The assessment tools included in the final syllabus have been revised to link clearly with curriculum requirements.
- In Core and Major Study Appreciation the number of questions for Appreciation has been reduced to two questions.
- In the Preliminary course there has been a change to weightings as follows: Core performance 40%, rather than 20% as in the current syllabus. The teacher allocates an additional 20% across the components with a 20% minimum allocation for Composition and Appreciation and a 50% maximum allocation for Performance.
- A process journal has been included for school-based assessment.
- The Core 'Dance' is 3–5 minutes, The Major Study 'Work' is 4–6 minutes.
- The Core Composition candidate choreographs a solo dance to be performed by another student at the school. The Major Study Composition candidate has the option to dance in their own choreography for two to three dancers.
- The requirement of solo performance in Major Study Performance has been maintained to reflect dance as an artform rather than a specific style of dance.

What will be needed to teach this subject?

- The *Dance Stage 6 Syllabus*
- The Dance Stage 6 HSC Course Prescriptions. There are prescribed seminal artists and eras required for study in the Dance Stage 6 HSC course. These are published on the Board of Studies website www.boardofstudies.nsw.edu.au
- The Higher School Certificate Dance Stage 6 specimen paper, sample marking guidelines and draft performance scale.

Current programs will still operate but will need to be modified to account for changes to terminology, content, outcomes and assessment.

A further subject-specific document is being developed by the Board of Studies for distribution later in the year. This will assist teachers with the implementation of the revised syllabuses.

A list of a number of resources will be placed on the Board's website, <http://www.boardofstudies.nsw.edu.au>.

The Board of Studies will also provide assessment support materials, which will be generic across subjects.

Cross-sectoral professional development workshops (Department of Education and Training, Catholic Education Commission and members of the Association of Independent Schools) for Dance Stage 6 will be held. Venues and dates for these workshops have been published on the *New HSC* website — <http://www.newhsc.schools.nsw.edu.au> — and distributed to schools. The materials from the workshops will be available on this website.

CURRICULUM SUPPORT for Teaching in Creative Arts 7–12 — a publication distributed each term by the Department of Education and Training — will carry an HSC supplement.

Assessment and Reporting Bulletin — published each term as a joint venture of the Department of Education and Training, the Catholic Education Commission and the Association of Independent Schools — will build on principles outlined in Board of Studies' newsletters and assessment support materials.