

B O A R D O F S T U D I E S
NEW SOUTH WALES

Dance
Years 7–10

Syllabus

June 2003

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1 Introduction

1.1 The K–10 Curriculum

This syllabus has been developed within the parameters set by the Board of Studies NSW in its *K–10 Curriculum Framework*. This framework ensures that K–10 syllabuses and curriculum requirements are designed to provide educational opportunities that:

- engage and challenge all students to maximise their individual talents and capabilities for lifelong learning
- enable all students to develop positive self-concepts and their capacity to establish and maintain safe, healthy and rewarding lives
- prepare all students for effective and responsible participation in their society, taking account of moral, ethical and spiritual considerations
- encourage and enable all students to enjoy learning, and to be self-motivated, reflective, competent learners who will be able to take part in further study, work or training
- promote a fair and just society that values diversity
- promote continuity and coherence of learning, and facilitate the transition between primary and secondary schooling.

The framework also provides a set of broad learning outcomes that summarise the knowledge, understanding, skills, values and attitudes essential for all students to succeed in and beyond their schooling. These broad learning outcomes indicate that students will:

- understand, develop and communicate ideas and information
- access, analyse, evaluate and use information from a variety of sources
- work collaboratively with others to achieve individual and collective goals
- possess the knowledge and skills necessary to maintain a safe and healthy lifestyle
- understand and appreciate the physical, biological and technological world and make responsible and informed decisions in relation to their world
- understand and appreciate social, cultural, geographical and historical contexts, and participate as active and informed citizens
- express themselves through creative activity and engage with the artistic, cultural and intellectual work of others
- understand and apply a variety of analytical and creative techniques to solve problems
- understand, interpret and apply concepts related to numerical and spatial patterns, structures and relationships
- be productive, creative and confident in the use of technology and understand the impact of technology on society
- understand the work environment and be equipped with the knowledge, understanding and skills to evaluate potential career options and pathways
- develop a system of personal values based on their understanding of moral, ethical and spiritual matters.

The ways in which learning in the *Dance Years 7–10 Syllabus* contributes to the curriculum and to the student's achievement of the broad learning outcomes are outlined in the syllabus rationale.

In accordance with the *K–10 Curriculum Framework*, the *Dance Years 7–10 Syllabus* takes into account the diverse needs of all students. It identifies essential knowledge, understanding, skills, values and attitudes. It enunciates clear standards of what students are expected to know and be able to do in Years 7–10. It provides structures and processes by which teachers can provide continuity of study for all students, particularly to ensure successful transition through Years 5 to 8 and from Year 10 to Year 11.

The syllabus also assists students to maximise their achievement in Dance through the acquisition of additional knowledge, understanding, skills, values and attitudes. It contains advice to assist teachers to program learning for those students who have gone beyond achieving the outcomes through their study of the essential content.

1.2 Students with Special Education Needs

In the K–6 curriculum, students with special education needs are provided for in the following ways:

- through the inclusion of outcomes and content in syllabuses which provide for the full range of students
- through the development of additional advice and programming support for teachers to assist students to access the outcomes of the syllabus
- through the development of specific support documents for students with special education needs
- through teachers and parents planning together to ensure that syllabus outcomes and content reflect the learning needs and priorities of students.

Students with special education needs build on their achievements in K–6 as they progress through their secondary study and undertake courses to meet the requirements for the School Certificate.

It is necessary to continue focusing on the needs, interests and abilities of each student when planning a program for secondary schooling. The program will comprise the most appropriate combination of courses, outcomes and content available.

Life Skills

For most students with special education needs, the outcomes and content in sections 6 and 7 of this syllabus will be appropriate but for a small percentage of these students, particularly those with an intellectual disability, it may be determined that these outcomes and content are not appropriate. For these students the Life Skills outcomes and content in section 8 and the Life Skills assessment advice below can provide the basis for developing a relevant and meaningful program.

Access to Life Skills outcomes and content in Years 7–10

A decision to allow a student to access the Dance Years 7–10 Life Skills outcomes and content should include parents/carers and be based on careful consideration of the student’s competencies and learning needs.

The decision should establish that the outcomes and content in sections 6 and 7 of the *Dance Years 7–10 Syllabus* are not appropriate to meet the needs of the student. Consideration should be given to whether modifications to programs and to teaching, including adjustments to learning activities and assessment, would enable the student to access the syllabus outcomes and content.

As part of the decision to allow a student to access the Dance Years 7–10 Life Skills outcomes and content, it is important to identify relevant settings, strategies and resource requirements that will assist the student in the learning process. Clear time frames and strategies for monitoring progress, relevant to the age of the student, need to be identified and collaborative plans should be made for future needs.

It is not necessary to seek permission of the Office of the Board of Studies for students to undertake the Dance Years 7–10 Life Skills outcomes and content, nor is it necessary to submit planning documentation.

Life Skills assessment

Each student undertaking a Dance Years 7–10 Life Skills course will have specified outcomes and content to be studied. The syllabus content listed for each outcome forms the basis of learning opportunities for students.

Assessment should provide opportunities for students to demonstrate achievement in relation to the outcomes and to generalise their knowledge, understanding and skills across a range of situations or environments including the school and the wider community.

Students may demonstrate achievement in relation to Dance Years 7–10 Life Skills outcomes independently or with support. The type of support will vary according to the particular needs of the student and the requirements of the activity. Examples of support may include:

- the provision of extra time
- physical and/or verbal assistance from others
- the provision of technological aids.

2 Rationale

Dance has existed as a vital part of every known culture throughout time. It is a distinct form of nonverbal communication that uses the body as an instrument of expression, articulating the culture and society from which it emerges. Dance exists today in many forms and is performed for a variety of purposes in differing contexts.

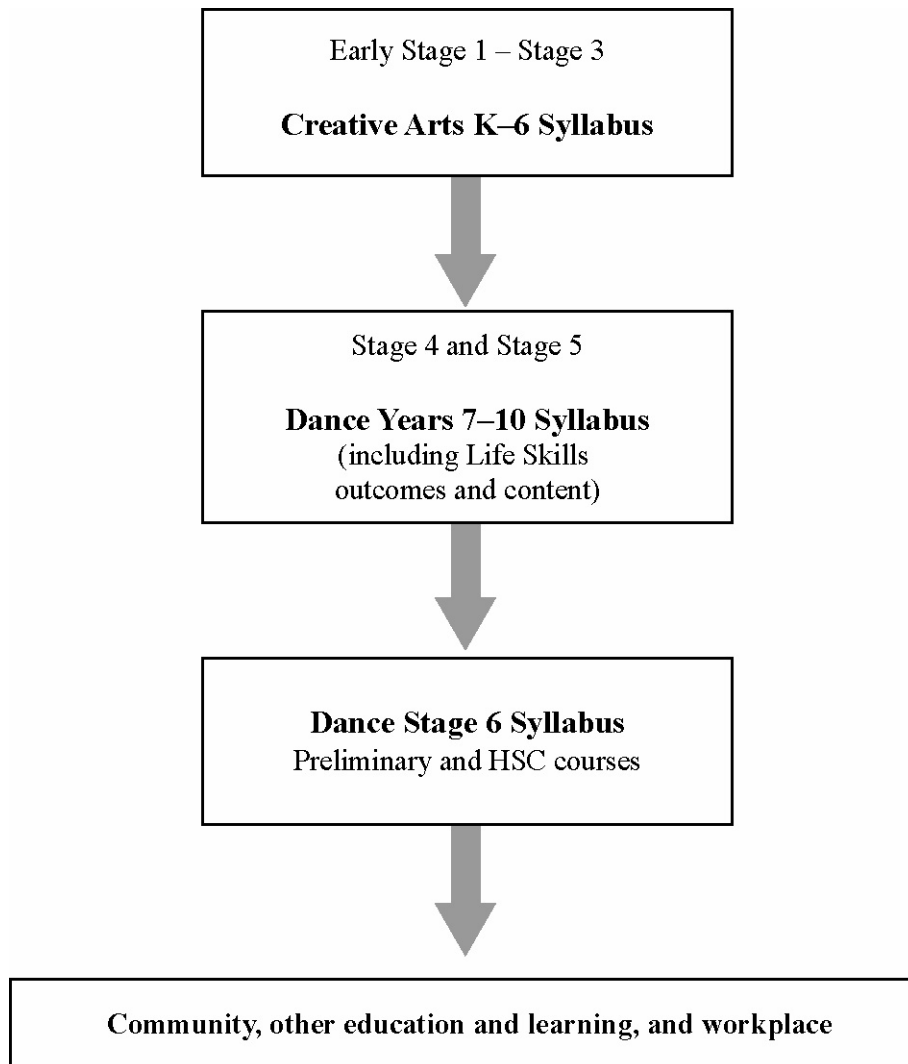
The study of dance as an artform is the philosophical base of the *Dance Years 7–10 Syllabus*. ‘Dance as an artform’ distinguishes the content and teaching approaches that are used in the teaching of dance as art in education. It underpins the students’ artistic, aesthetic and cultural education through dance. The conceptual basis of the study of dance as an artform centres on the three practices of performance, composition and appreciation of dance as works of art. Equal emphasis is placed on the processes of experience and end products. Students learn both movement principles and stylised techniques, and they learn through both problem-solving and directed teaching. The development of creativity, imagination and individuality is emphasised equally with knowledge of theatre dance.

Dance involves the development of physical skill as well as aesthetic, artistic and cultural understanding. Learning in dance and learning through dance enables students to apply their own experiences to their study of dance. They learn to express ideas creatively as they make and perform dances, and analyse dance as works of art. They think imaginatively and share ideas, feelings, values and attitudes while physically and intellectually exploring the communication of ideas through movement.

The integration of the practices of performance, composition and appreciation is a key feature of the syllabus and the elements of dance are the components that link the study of the practices. The practices are interrelated and equally important and they inform one another, providing opportunities for students to explore and understand their world. In practice, learning in dance is spiral in nature, incorporating earlier stages and building on itself. Safe dance practice is embedded through the practices to ensure that students are able to maintain safe, healthy and rewarding lives.

The study of Dance in Years 7–10 builds on the knowledge, skills, understanding, values and attitudes offered in the artform of Dance in the *Creative Arts K–6 Syllabus* (2000). The Dance syllabus has been developed to make Dance accessible to all students and educators while encouraging the physical, creative and intellectual development of each student. It encourages the creative and confident use of technologies, including traditional, contemporary and emerging applications in information and communication technologies (ICT). It caters for students with a high level of prior knowledge, skills and experience in dance as well as those without prior knowledge and experience. Dance in Years 7–10 provides a pathway to the study of Dance at Stage 6, and encourages participation in and enjoyment of dance throughout life.

3 The Pathway of Learning for Dance in the K–12 Curriculum



4 Aim

The aim of the *Dance Years 7–10 Syllabus* is for students to experience, understand, value and enjoy dance as an artform through the interrelated study of the performance, composition and appreciation of dance.

5 Objectives

Knowledge, understanding and skills

Students will develop knowledge, understanding and skills about dance as an artform through:

- 1 **dance performance** as a means of developing dance technique and performance quality to communicate ideas
- 2 **dance composition** as a means of creating and structuring movement to express and communicate ideas
- 3 **dance appreciation** as a means of describing and analysing dance as an expression of ideas within a social, cultural or historical context.

Values and attitudes

Students will value and appreciate:

- 4 their engagement in the study of dance as an artform.

6 Outcomes

The *Dance Years 7–10 Syllabus* provides an elective study linked to Stage 5 standards. Stage 4 outcomes have been provided to assist the assessment and reporting of student achievement in those schools that choose to begin elective study before Year 9.

The outcomes are organised in terms of the different practices. However, they should be considered in relation to one another rather than as discrete entities. For example, students develop skills in one practice that are informed by their understanding gained through the other practices.

Objectives Students will:	Stage 4 Outcomes A student:	Stage 5 Outcomes A student:
1. develop knowledge, understanding and skills about dance as an artform through dance performance as a means of developing dance technique and performance quality to communicate ideas	4.1.1 demonstrates an understanding of safe dance practice and appropriate dance technique in the performance of combinations, sequences and dances 4.1.2 demonstrates aspects of the elements of dance in dance performance 4.1.3 demonstrates an understanding of aspects of performance quality through the performance of locomotor and non-locomotor combinations, sequences and dances	5.1.1 demonstrates an understanding of safe dance practice and appropriate dance technique with increasing skill and complexity in the performance of combinations, sequences and dances 5.1.2 demonstrates enhanced dance technique by manipulating aspects of the elements of dance 5.1.3 demonstrates an understanding and application of aspects of performance quality and interpretation through performance
2. develop knowledge, understanding and skills about dance as an artform through dance composition as a means of creating and structuring movement to express and communicate ideas	4.2.1 identifies and explores aspects of the elements of dance in response to a range of stimuli 4.2.2 composes dance movement, using the elements of dance, that communicates ideas	5.2.1 explores the elements of dance as the basis of the communication of ideas 5.2.2 composes and structures dance movement that communicates an idea

Objectives Students will:	Stage 4 Outcomes A student:	Stage 5 Outcomes A student:
3. develop knowledge, understanding and skills about dance as an artform through dance appreciation as a means of describing and analysing dance as an expression of ideas within a social, cultural or historical context	4.3.1 describes dance performances through the elements of dance 4.3.2 identifies that dance works of art express ideas	5.3.1 describes and analyses dance as the communication of ideas within a context 5.3.2 identifies and analyses the link between their performances and compositions and dance works of art 5.3.3 applies understandings and experiences drawn from their own work and dance works of art
4. value and appreciate their engagement in the study of dance as an artform	4.4.1 and 5.4.1 values and appreciates their involvement as a dance performer, composer and audience member and how their involvement contributes to lifelong learning	

Life Skills

For some students with special education needs, particularly those students with an intellectual disability, it may be determined that the above outcomes are not appropriate. For these students, Life Skills outcomes and content can provide the basis for the development of a relevant and meaningful program — see section 8.

7 Content

7.1 Organisation of Content

In Dance Years 7–10, students engage in an integrated study:

- of the **practices** of performance, composition and appreciation
- and of the **elements of dance**
- within the context of **dance as an artform**.

Dance content is integrated, and the study of the elements of dance links the three practices. The application of the elements of dance informs *how the students perform* (performance/choreographic/theatrical style) and *how the students compose* (personal style). When choosing dance styles through which to study dance as an artform, schools/teachers must ensure that all content areas are covered, and that all aspects of the elements of dance are integrated into the study.

Section 7.2 provides a content overview of the context of dance as an artform, the practices and the elements of dance.

The *Dance Years 7–10 Syllabus* provides an elective study linked to Stage 5 standards. Stage 4 outcomes have been provided to assist the assessment and reporting of student achievement in those schools that choose to begin elective study before Year 9.

Learning in Dance in Years 7–10 must always begin with the essential content and then progress sequentially through the sections of additional content based on the number of hours implemented.

Each section of additional content (ie Additional Content 1, Additional Content 2, Additional Content 3) is based on 100 indicative hours of study.

Schools with students undertaking Dance in Years 7 and/or 8 may develop courses that begin with the Essential Content linked to the corresponding Stage 4 outcomes.

Information regarding the requirements for School Certificate credentialling can be found in section 5 of the *Assessment, Certification and Examination (ACE) Manual* (Board of Studies NSW, 2002).

Essential Content

In Dance Years 7–10, the Essential Content represents 100 indicative hours in which students will engage in an integrated study:

- of the **practices** of performance, composition and appreciation
- and of the **elements of dance**
- within the context of **dance as an artform**.

Additional Content

Additional content is included for courses of 200 hours and beyond. Additional content provides opportunities for students to further broaden, deepen and extend learning. The additional content is a recommended sequence of learning and the additional blocks of content are not interchangeable.

A 200-hour course includes the Essential Content and Additional Content 1, which builds upon the Essential Content. Students should have opportunities to apply dance technique to a variety of dance styles. There should also be an emphasis on increasing complexity and sophistication of student engagement with the syllabus outcomes and content.

For schools wishing to offer dance courses beyond 200 hours, further additional content is included. A 300-hour course includes the Essential Content, Additional Content 1 and Additional Content 2. Additional Content 3 has been provided for schools offering courses beyond 300 hours.

Life Skills

Life Skills outcomes and content are in section 8 of the syllabus.

7.2 Content Overview

Dance as an Artform

Dance as an artform is the overarching philosophy of the syllabus and it defines the students' artistic, aesthetic and cultural education through dance. In the study of dance as an artform students develop knowledge, understanding, skills, values and attitudes 'through' and 'about' the interrelated experiences of performing, composing and appreciating their own dances, the dances of others, and dances as works of art in the public domain. Experience with the elements of dance and the language of dance (ie terminology) enables students to communicate physically, verbally and in written forms in all aspects of performance, composition and appreciation. Through the practices of performance, composition and appreciation students learn about the distinctive ways in which they can express their own experiences. They also learn about the development of cultural meanings and artistic traditions.

Practices

Performance

Dance is an art that is meant to be performed for an audience. A performance refers to the application of dance technique and performance quality to a dance that communicates an idea. A dance performance can be the informal or formal presentation of a classroom sequence, a student composition, a choreographed dance or an excerpt of a dance work of art which is based on the elements of dance, expresses a concept/intent, ideas and/or styles, and reflects the syllabus outcomes.

The *Dance Years 7–10 Syllabus* employs a generic dance training described as 'dance technique' based on the fundamentals of classical ballet and modern dance techniques through which students acquire appropriate strength, flexibility, coordination, endurance and skill. Through safe dance practices students develop a working knowledge of the basic physiology of the human body as it relates to the dancer and the common causes, prevention and care of dance injury. Students develop an articulate body as they perform non-locomotor and locomotor combinations, sequences and choreographed dances of increasing complexity. They perform turns, falls, balance and elevation with increasing control. They perform a range of dances, individually and with others, in a variety of styles (performance/choreographic/theatrical).

Composition

Dance expresses ideas, feelings and experiences, and is developed through the creative methods of dance composition. Students engage in problem-solving tasks and manipulate the elements of dance as they explore, devise, select, refine and structure movement in a personal response to various stimuli to communicate ideas.

- **Processes:** exploration, improvisation, reflection, selection, refinement, analysis of a variety of stimuli
- **Elements of construction:** the elements a dance composer/choreographer would consider as the foundation for the communication of an intent or idea, including sequence, transition, repetition, variation, contrast to achieve unity or design
- **Choreographic forms:** binary form, ternary form, rondo form, theme and variations, canon, narrative form, and others.

Appreciation

Dance provides opportunities for students to gain understanding of people, culture and society. In Appreciation, students study and analyse dance. They *observe and describe* performances, compositions and dance works of art (professional choreography intended to be performed for an audience) through the elements of dance, reinforcing the students' understanding of their own dance performance and composition. In describing dance, students learn to deconstruct various components of a dance that contribute to the communication of ideas, including the body, and the spatial, temporal, dynamic and relationship features of a dance. Students analyse dance works of art within a social, cultural or historical context as a reflection of the society from which it has emerged. Students communicate their personal responses to dance effectively using appropriate dance terminology in oral, written and physical forms.

The Elements of Movement

The elements of movement are:

- the dancing body
- the elements of dance (space, time and dynamics)
- relationships.

All dance movement involves some of these elements in combination. The dancer chooses various aspects to be emphasised in relation to a specific intent.

The dancing body

The dancing body has geometry and mass and occupies space. In dance movement, students focus on what the body is doing. Aspects of the dancing body include:

- body actions – movement using the whole body, using isolated parts of the body, gesture
- type of movement – locomotor/travelling movements and non-locomotor/on the spot movements, including steps, turns, falls, balance and elevation.

The elements of dance

The elements of dance are:

- space
- time
- dynamics.

The elements of dance are central to the study of dance. They are intrinsic to dance performance as the dancer moves through time and space with dynamics at all times. They are the tools that are employed by the dance composer to communicate ideas and feelings through dance. They become the links between the composition and the performance of non-locomotor and locomotor combinations, phrases, sequences and dances. The elements of dance also provide a basis for the analysis of student performances, compositions and dance works of art.

Space

Space refers to the personal, general and performance space used by the dancing body. Movement of the body makes space visible. Aspects of space include:

- level – high, medium, low
- dimension – small, large, narrow, wide, two and three dimensions
- direction – forward, backward, sideways, diagonal, up, down
- planes – frontal, saggital, transverse

- shape – the positioning of the body or group of bodies in space, eg curved, straight, angular, twisted, symmetrical, asymmetrical
- pathways/floor patterns – the course on the floor or ground along which the dancer/s move/s, eg straight, curved, zigzag, spiral, circle; air patterns – the patterns a dancer makes in space, eg circular arm patterns
- general space – the dance area
- personal space – the space around the dancer’s body, including levels, planes and directions
- performance space – the area where the dance is performed, eg traditional, non-traditional, areas of strength/weakness on a stage.

Time

All movement encompasses time. Musical terminology is used to describe temporal qualities of dance. Aspects of time include:

- metre – the basic grouping of beats in a recurring pattern, including time signatures (even 2/4, 3/4, 4/4, 6/8; uneven 5/4, 7/8), changing combinations
- tempo – the relative speed at which a dance phrase or composition is to be performed: slow, medium, fast; accelerating, decelerating
- accent – an emphasis or stress, a strong movement or gesture
- phrasing – the way in which movement is organised with a sense of rhythmic completion
- rhythmic patterns – the variety and pattern of the beat: simple, complex, regular, irregular, natural rhythms
- stillness – is not inaction, rather a waiting with a sense of ongoingness.

Dynamics

Dynamics refers to the application of force over time, which produces certain qualities.

Aspects of dynamics include:

- release of energy – how movement is initiated or projected into space
- weight/force/time – how the movement is performed utilising body weight, degree of force in time
- qualities of movement – how force is used: sustained, percussive, suspended, swinging, collapsing, vibratory.

Relationships

Relationships refers to an element of movement that is fundamental to dance creation, performance and appreciation. In combination with the elements of dance and the body, relationships refer to the way the body relates to individuals, groups and objects; with whom or what the body moves.

Aspects of relationships include:

- grouping – connected, apart; solo, duet, ensemble; formations/group shape
- spatial relationships – over, under, around, side-by-side, supported, near, far
- interaction between and sensitivity to other dancers – leading, following, mirroring, canon, parting.

Planning

Teachers are encouraged to develop programs that are appropriate to the age, abilities and interests of the students and that assist their further progress. Programs will incorporate content across the three practices, demonstrating the interrelationship of the syllabus outcomes. The practices inform one another and provide teachers with opportunities to

develop teaching programs with different starting points for learning in dance. In practice, learning in dance is spiral in nature, incorporating earlier stages and building on itself. Teachers should sequence learning experiences that progress through the blocks of content and that also continually revisit the content from previous learning (ie the Essential Content is woven throughout the additional blocks of content).

In each unit within a teaching program, dance is studied through the practices and the elements of dance. These units will provide a broad overview of the elements of dance as they are inherent in the performance, composition and appreciation of a particular dance style. Dance styles are considered as a vehicle through which the content (elements of dance) is studied, rather than the focus of the content. The communication of ideas is central, and teachers are encouraged to draw on movement sources that best communicate an intended idea. A style is chosen that will best communicate this intent. Students will be presented with opportunities to study dance through a variety of dance styles (performance/choreographic/theatrical).

Life Skills

Life Skills outcomes and content are in section 8.

Cross-curriculum Content

Cross-curriculum content assists students to achieve the broad learning outcomes defined in the Board of Studies *K–10 Curriculum Framework*. It can be incorporated in the content of the *Dance Years 7–10 Syllabus* in the following ways:

Information and Communication Technologies (ICT)

There have been many developments in the area of dance and ICT, and the Dance syllabus presents opportunities to introduce students to these new areas that can assist student learning in dance. Teachers and students are encouraged to use the full range of ICT available to them, in the classroom and in the wider school context. Links can also be drawn to the study of Dance and Technology in Stage 6.

Students are required to engage in ICT in the following ways:

- **word processing** to assist in the preparation of written reports, assignments and essays about dance
- **the internet** to research online and to communicate with individuals or dance organisations; to critically analyse the website of a dance organisation.

Schools may also use other ICT to facilitate learning in dance. Examples of these include:

- **databases** to compile, organise and analyse information about dance performances, choreographers and companies
- **multimedia presentation** to manipulate materials to be able to develop, present, critically appraise and test a dance multimedia presentation or documentation (passive or interactive)
- **simulation/modelling** using movement simulation application software to enhance dance composition
- **graphics** to create or import graphics to support presentations or written work about dance; to use animation software in composing dance; to develop interface design

- **electronic communication** to access programs including dance support materials which allow students to view benchmarks to set standards, assisting them in assessing their own work and the work of others
- **software programs** to create, store and edit movement; to master CD-ROM/DVD; to create collaborative online choreographic projects; to create online dance performances.

Work, Employment and Enterprise

The Dance syllabus offers experiences that lead to an understanding of the skills, roles and work environment of dance professionals as well as career opportunities in dance and dance-related industries. The Dance syllabus also provides students with opportunities to ‘learn through dance’ that nurture life skills extending beyond ‘learning to dance’. This contributes to lifelong learning opportunities that relate to future work and employment in dance, dance-related fields and industries. The Dance syllabus also provides students with opportunities in enterprise, such as learning in teams to create and sustain a project. Employment-related skills learned through dance include organisation, performance and people management.

Aboriginal and Indigenous

References to Indigenous history and culture in Australia can be made as students describe the context of a dance work of art. The importance of the arts for maintaining and transmitting culture can be approached through the observation and analysis of Aboriginal dance, and resources exist to support this study. References can be made to the way Aboriginal dance has blended with dance as an artform and how choreographers have looked at traditional influences informing works of art in dance.

Difference and Diversity

Dance provides for a student’s artistic, aesthetic and cultural education. Dance is an instrument for the expression of feelings and ideas. By viewing and evaluating each other’s dances and dance works that are valued as intrinsic to the artform, students learn to value their own experiences in and through dance and those of others, assisting in the understanding and acceptance of personal, social and cultural difference.

Gender

Studies in Dance focus on the achievements of both male and female dancers and choreographers through the analysis of dance works. Students explore possible issues of gender stereotyping historically, culturally and within their own environment.

Key Competencies

Key competencies are embedded in dance content to enhance student learning. **Collecting, analysing and organising information** is evident in composition activities where students collect stimulus material as motivation for their dance compositions, analyse its relevance, then organise it into a composition. Students also research and collect material that they analyse and organise into critical, reflective written and oral responses.

In dance, the body is the instrument for nonverbal communication, and the competency of **communicating ideas and information** is expressed regularly in learning activities. Students develop skills in communication where they express ideas, feelings, emotions and moods through dance movement. They learn to construct dance movement to communicate clearly the intent of their compositions, to interpret choreographed dances, and to make discriminating judgements about dance.

Planning and organising activities is evident as students set goals and establish priorities to complete composition and appreciation tasks. The Dance course requires a cooperative learning environment, which supports ***working with others and in teams***. Students work closely with each other and learn collaborative skills in order to achieve their tasks.

Using mathematical ideas and techniques is employed as students work with spatial awareness, shape and direction, symmetry/asymmetry, patterns, pathways, and two and three dimensions. Students also work with time, patterns in time, distance, area, volume and size.

Solving problems is embedded throughout the syllabus. Students are constantly involved in problem-solving activities through their composition and performance studies where they learn to make creative responses and interpret choreographed dances.

Using technology can be addressed in a variety of ways. Video technology and accessing electronic resources can be used in the three practices. Computer and other technologies related to dance, including software programs for creating, storing and editing movement, video dance, multimedia documentation, interface design, animation, CD-ROM/DVD mastering and web design/online projects, can be used to enhance student outcomes.

Literacy

Literacy skills are developed and enhanced in dance content by emphasising critical thinking through reading, writing, listening, reflecting and speaking about dance, and viewing and evaluating dance works (both student and professional). In doing so, emphasis is placed on the use of an increasing general and dance-specific vocabulary.

Multicultural

Students bring their own social and cultural experiences to the study of dance, reflecting the multicultural and multilingual nature of Australian society. This enables students to develop and value individual expression, an understanding of the richness of Australia's cultural diversity and the need to work together to maintain community harmony. The diversity of cultures, beliefs, attitudes, values and customs in Australian society can be emphasised as students analyse each other's compositions and performances and recognise and appreciate individual expression.

Numeracy

Students engage with visual, temporal and kinaesthetic concepts of space and numerical patterns as they participate in their dance studies. Through the practices, opportunities are provided for students to physically and cognitively understand, interpret and apply concepts of space (pattern, level, direction, size, dimension), shape and time.

Across the Years 7–10 curriculum there are other areas of cross-curriculum content that all students will experience through the mandatory curriculum. The additional areas of cross-curriculum content are Civics and Citizenship, and Environment.

7.3 Content for Years 7–10

Learning in Dance in Years 7–10 must always begin with the Essential Content and then progress sequentially through the sections of Additional Content based on the number of hours implemented.

Each section of Additional Content (ie Additional Content 1, Additional Content 2, Additional Content 3) is based on 100 indicative hours of study.

Schools with students undertaking Dance in Years 7 and/or 8 may develop courses that begin with the Essential Content linked to the corresponding Stage 4 outcomes.

In practice, learning in dance is spiral in nature, incorporating earlier stages and building on itself. Teachers should sequence learning experiences that progress through the blocks of content and that also continually revisit the content from previous learning (ie the Essential Content is woven throughout the additional blocks of content).

Objective 1

Students will develop knowledge, understanding and skills about dance as an artform through **dance performance** as a means of developing dance technique and performance quality to communicate ideas.

Outcome 4.1.1: A student demonstrates an understanding of safe dance practice and appropriate dance technique in the performance of combinations, sequences and dances.	
Outcome 5.1.1: A student demonstrates an understanding of safe dance practice and appropriate dance technique with increasing skill and complexity in the performance of combinations, sequences and dances.	
Essential Content	<p>Students learn to:</p> <ul style="list-style-type: none"> • identify and explain the capabilities and limitations of the body • identify healthy practices to maintain a safe body for dance • identify and perform a warm-up and cool-down • identify and name major muscle groups and skeletal structures • identify and demonstrate an understanding of the basic principles of anatomical structure while acquiring movement skills • relate and apply understanding of safe dance practice while acquiring movement skill • move with greater body awareness • control non-locomotor and locomotor combinations when performing extended sequences • use appropriate dance terminology when describing dance technique and safe dance practice <p>Students learn about:</p> <ul style="list-style-type: none"> • their own bodies and how to dance within their own capabilities • preparing themselves physically for movement and safeguarding the body • major muscle groups and skeletal structures and how they contribute to basic body movement • performing dance movement consistently relative to anatomical structure • individual strength, flexibility and endurance • correct body alignment and placement while executing movement • the role of strength, flexibility, agility, coordination and body articulation in acquiring dance technique • the language of dance technique

Note: Teachers should refer to ‘The Elements of Movement’ (pp 16–17) in relation to this content.

<p>Outcome 5.1.1: A student demonstrates an understanding of safe dance practice and appropriate dance technique with increasing skill and complexity in the performance of combinations, sequences and dances.</p>		
<p>Additional Content 1</p>	<p>Students learn to:</p> <ul style="list-style-type: none"> • discuss and apply healthy practices to maintain a safe body for dance • manage their dancing body • perform and describe correct warm-up and cool-down techniques/methods • apply their knowledge of major muscle groups and skeletal structures to the execution of movement • perform dance skills of increasing complexity with control and consistency 	<p>Students learn about:</p> <ul style="list-style-type: none"> • preparing the body for dance (adequate nutrition, hydration and safe environment) • basic strategies to treat dance injuries • preparing themselves mentally and physically for movement and safeguarding the body • the relationship between muscle engagement and desired movement • kinaesthetic awareness when performing extended movement sequences • acquiring dance technique and performance skill
<p>Additional Content 2</p>	<ul style="list-style-type: none"> • develop safe dance management strategies • apply their knowledge of the structure and function of the musculoskeletal system to the execution of movement • perform a variety of combinations, sequences and dances with increasing fluency, precision and articulation 	<ul style="list-style-type: none"> • individual strategies for maintaining a healthy body for dance • strategies to treat dance injuries • the work environment of the dance professional • the relationship between muscle engagement and desired movement • further development of dance technique and performance skill
<p>Additional Content 3</p>	<ul style="list-style-type: none"> • apply basic fitness principles to dance performance • perform dances with fluency, precision and articulation • apply the basic principles of anatomical structure and the musculoskeletal system to the study and practice of dance technique 	<ul style="list-style-type: none"> • the cardiovascular system (circulation and respiration) and basic training strategies for dance • refinement of dance technique and performance skill

Note: Teachers should refer to ‘The Elements of Movement’ (pp 16–17) in relation to this content.

Outcome 4.1.2: A student demonstrates aspects of the elements of dance in dance performance.		
Outcome 5.1.2: A student demonstrates enhanced dance technique by manipulating aspects of the elements of dance.		
Essential Content	<p>Students learn to:</p> <ul style="list-style-type: none"> • identify and describe the use of the elements of space, time and dynamics in combinations of movement • apply the elements of space, time and dynamics to dance movement 	<p>Students learn about:</p> <ul style="list-style-type: none"> • how combinations of dance movement can be varied using the elements of dance

Outcome 5.1.2: A student demonstrates enhanced dance technique by manipulating aspects of the elements of dance.		
Additional Content 1	<p>Students learn to:</p> <ul style="list-style-type: none"> • combine and apply the elements of space, time and dynamics in sequences and dances 	<p>Students learn about:</p> <ul style="list-style-type: none"> • how the elements of dance are used to communicate either one's own or a choreographer's concept/intent
Additional Content 2	<ul style="list-style-type: none"> • manipulate the elements of space, time and dynamics to communicate an idea in performance 	<ul style="list-style-type: none"> • how the selection and refinement of movement affects the communication of an idea
Additional Content 3	<ul style="list-style-type: none"> • utilise a variety of spatial, temporal and dynamic features in a dance 	<ul style="list-style-type: none"> • how their skill in the use of the elements of dance contributes to the performance of a dance to realise the choreographer's intent

Outcome 4.1.3: A student demonstrates an understanding of aspects of performance quality through the performance of locomotor and non-locomotor combinations, sequences and dances.		
Outcome 5.1.3: A student demonstrates an understanding and application of aspects of performance quality and interpretation through performance.		
Essential Content	<p>Students learn to:</p> <ul style="list-style-type: none"> perform a range of dance skills apply the elements of space, time and dynamics to personalise dance movement 	<p>Students learn about:</p> <ul style="list-style-type: none"> projection, focus and confidence the performance of dance movement with an awareness of self

Outcome 5.1.3: A student demonstrates an understanding and application of aspects of performance quality and interpretation through performance.		
Additional Content 1	<p>Students learn to:</p> <ul style="list-style-type: none"> perform dances with increasing confidence, communicating the intention of the choreographer apply dance technique to the performance of a variety of dance styles perform dances with an awareness of quality and clarity of line think critically and reflectively as they video their own and others' dance performances and compositions 	<p>Students learn about:</p> <ul style="list-style-type: none"> how dance technique and the elements of dance are influenced by the concept/intent of the choreographer how dance technique and the elements of dance are influenced by performance, choreographic or theatrical style the application of technique and performance quality to realise an interpretation in a dance using video as a tool for self-assessment in dance performance and composition
Additional Content 2	<ul style="list-style-type: none"> refine dance technique to achieve an increased awareness of quality of line perform dances confidently 	<ul style="list-style-type: none"> performing dance with a developing kinaesthetic awareness, concentration and quality of line how musicality in dance performance contributes to its interpretation
Additional Content 3	<ul style="list-style-type: none"> further refine dance technique perform specific choreography 	<ul style="list-style-type: none"> the interaction of technique, performance quality and interpretation how personal experience, body structure and training influence the interpretation of a dance

Note: Teachers should refer to 'The Elements of Movement' (pp 16–17) in relation to this content.

Objective 2

Students will develop knowledge, understanding and skills about dance as an artform through **dance composition** as a means of creating and structuring movement to express and communicate ideas.

Outcome 4.2.1: A student identifies and explores aspects of the elements of dance in response to a range of stimuli.		
Outcome 5.2.1: A student explores the elements of dance as the basis of the communication of ideas.		
Essential Content	<p>Students learn to:</p> <ul style="list-style-type: none"> identify and explore a range of stimuli to create movement (visual, auditory, tactile, kinaesthetic, ideational) explore the elements of space, time and dynamics in relation to a stimulus select and refine movement to communicate an idea 	<p>Students learn about:</p> <ul style="list-style-type: none"> stimulus as a starting point of dance composition the elements of dance as the tools employed by the dance composer to communicate ideas and feelings through dance improvisation as a means to explore ideas

Outcome 5.2.1: A student explores the elements of dance as the basis of the communication of ideas.		
Additional Content 1	<p>Students learn to:</p> <ul style="list-style-type: none"> explore, improvise, select and perform movement based on specific ideas use computer-based technology as a tool to communicate ideas (could include graphics, software programs) 	<p>Students learn about:</p> <ul style="list-style-type: none"> the process of dance composition: improvisation, selection, refinement, using a variety of stimuli to communicate ideas how a variety of computer-based technologies can assist the compositional process
Additional Content 2	<ul style="list-style-type: none"> reflect, refine and analyse movement selections 	<ul style="list-style-type: none"> the distinctive ways in which they can express their own ideas and experiences
Additional Content 3	<ul style="list-style-type: none"> expand their explorations of the elements of space, time and dynamics in relation to a range of stimuli to communicate ideas 	<ul style="list-style-type: none"> how personal style is a reflection of their movement choices

Outcome 4.2.2: A student composes dance movement, using the elements of dance, that communicates ideas.		
Outcome 5.2.2: A student composes and structures dance movement that communicates an idea.		
Essential Content	<p>Students learn to:</p> <ul style="list-style-type: none"> link movements to create a sequence explore, discuss, reflect, analyse and refine movement sequences 	<p>Students learn about:</p> <ul style="list-style-type: none"> transitions and sequencing movement

Outcome 5.2.2: A student composes and structures dance movement that communicates an idea.		
Additional Content 1	<p>Students learn to:</p> <ul style="list-style-type: none"> manipulate movement using the elements of dance to create sequences and dances identify and develop movement motifs to communicate an idea organise movement into sequences 	<p>Students learn about:</p> <ul style="list-style-type: none"> how the movement can be manipulated to create further movement ideas structuring dance compositions the elements of construction that contribute to the unity in a dance composition to communicate an idea
Additional Content 2	<ul style="list-style-type: none"> develop phrases which have a beginning, middle and end create and refine dance phrases, sequences and compositions by exploring sequence, transition, repetition, variation and contrast communicate physically, orally and in written form intentions/ideas for dance compositions with increasing clarity 	<ul style="list-style-type: none"> the phrase as the link between the idea and the movement how a dance sequence communicates an idea
Additional Content 3	<ul style="list-style-type: none"> create and refine dance phrases, sequences and compositions by exploring sequence, transition, repetition, variation and contrast 	<ul style="list-style-type: none"> developing a personal style

Objective 3

Students will develop knowledge, understanding and skills about dance as an artform through **dance appreciation** as a means of describing and analysing dance as an expression of ideas within a social, cultural or historical context.

Outcome 4.3.1: A student describes dance performances through the elements of dance.		
Outcome 5.3.1: A student describes and analyses dance as the communication of ideas within a context.		
Essential Content	<p>Students learn to:</p> <ul style="list-style-type: none"> describe how the body is used in space, time and dynamics in dance performance and composition use word processing acquire, develop and apply an appropriate dance vocabulary 	<p>Students learn about:</p> <ul style="list-style-type: none"> how the elements of dance are employed by the composer/choreographer to communicate ideas appropriate and effective movement content to communicate ideas using ICT in the preparation of reports and assignments the language of dance to describe movements in space, time and dynamics

Outcome 5.3.1: A student describes and analyses dance as the communication of ideas within a context.		
Additional Content 1	<p>Students learn to:</p> <ul style="list-style-type: none"> identify and describe the context of a dance use a range of technologies, including the internet, to facilitate dance-related research 	<p>Students learn about:</p> <ul style="list-style-type: none"> how dance is a reflection of the society from which it emerges, including Aboriginal and Indigenous and other cultures
Additional Content 2	<ul style="list-style-type: none"> analyse how the choreographer manipulates the elements of space, time and dynamics to communicate an idea within a given context 	<ul style="list-style-type: none"> movement content in a dance and how the choreographer makes choices to communicate an idea
Additional Content 3	<ul style="list-style-type: none"> develop and apply their own criteria for judging performances and compositions 	<ul style="list-style-type: none"> making judgements about the success of dance performances and compositions

Outcome 4.3.2: A student identifies that dance works of art express ideas.		
Outcome 5.3.2: A student identifies and analyses the link between their performances and compositions and dance works of art.		
Outcome 5.3.3: A student applies understandings and experiences drawn from their own work and dance works of art.		
Essential Content	<p>Students learn to:</p> <ul style="list-style-type: none"> describe their personal impressions of dance works use the internet to facilitate dance-related research describe connections between dance works of art and their own dance performances and compositions 	<p>Students learn about:</p> <ul style="list-style-type: none"> the basics of dance analysis and its application to performance and composition the elements of dance as the common link between dance performance and composition

Outcome 5.3.2: A student identifies and analyses the link between their performances and compositions and dance works of art.		
Outcome 5.3.3: A student applies understandings and experiences drawn from their own work and dance works of art.		
Additional Content 1	<p>Students learn to:</p> <ul style="list-style-type: none"> describe their own dance performances and compositions through the analysis of dance works of art assess their own dance performances 	<p>Students learn about:</p> <ul style="list-style-type: none"> the distinctive ways in which they can express their own ideas and experiences personal, social and cultural differences self-analysis as a tool to develop dance technique and performance quality
Additional Content 2	<ul style="list-style-type: none"> identify and describe how ideas for dances have developed from a stimulus 	<ul style="list-style-type: none"> the basics of dance analysis and reflective evaluation
Additional Content 3	<ul style="list-style-type: none"> differentiate and make connections between the social, cultural or historical context of a dance and the development of style through the experience of performing, composing and viewing different styles of dance 	<ul style="list-style-type: none"> how the stylistic features of a dance are derived from its context

Life Skills

For some students with special education needs, particularly those students with an intellectual disability, it may be determined that the above content is not appropriate. For these students, Life Skills outcomes and content can provide the basis for the development of a relevant and meaningful program — see section 8.

8 Life Skills Outcomes and Content

The Board of Studies recognises that a small percentage of students with special education needs may best fulfil the mandatory curriculum requirements for Dance by undertaking Life Skills outcomes and content. (Requirements for access to Life Skills outcomes and content are detailed in section 1.2.)

Life Skills outcomes will be selected on the basis that they meet the particular needs, goals and priorities of each student. Students are not required to complete all outcomes. Outcomes may be demonstrated independently or with support.

In order to provide a relevant and meaningful program of study that reflects the needs, interests and abilities of each student, schools may integrate Dance Life Skills outcomes and content across a variety of school and community contexts.

8.1 Outcomes

Objectives	Outcomes
Students will: 1 develop knowledge, understanding and skills about dance as an artform through dance performance as a means of developing dance technique and performance quality to communicate ideas	A student: LS.1.1 demonstrates a range of movement skills LS.1.2 uses dance technique to communicate LS.1.3 demonstrates an awareness of safe dance practices
2 develop knowledge, understanding and skills about dance as an artform through dance composition as a means of creating and structuring movement to express and communicate ideas	LS.2.1 explores the elements of dance to create movement and communicate ideas LS.2.2 explores, selects and sequences movement to express feelings and ideas
3 develop knowledge, understanding and skills about dance as an artform through dance appreciation as a means of describing and analysing dance as an expression of ideas within a social, cultural or historical context	LS.3.1 experiences a variety of dance performances LS.3.2 responds to the elements of dance in performance
4 value and appreciate their engagement in the study of dance as an artform	LS.5.1 engages in dance activities

8.2 Content

The content forms the basis for learning opportunities. Content will be selected on the basis that it meets the needs, goals and priorities of each student. Students are not required to complete all of the content to demonstrate achievement of an outcome.

The examples provided are suggestions only.

Objective 1

Students will develop knowledge, understanding and skills about dance as an artform through **dance performance** as a means of developing dance technique and performance quality to communicate ideas.

Outcome LS.1.1: A student demonstrates a range of movement skills.	
<p>Students learn to:</p> <ul style="list-style-type: none"> prepare their body for dance through movement, eg relax their body, warm-up exercises move all or part of their body to change their positioning in space, eg move from a sitting position in a chair to a curled position on the floor, jump from a crouching position to a standing position move all or part of their body in different ways, taking account of body position, direction, patterns and relationships move all or part of their body in the context of participating in various dance activities both as an individual and cooperatively as part of a group cool down their body after engaging in dance activities 	<p>Students learn about:</p> <ul style="list-style-type: none"> using movement in controlled ways to participate in dance
Outcome LS.1.2: A student uses dance technique to communicate.	
<p>Students learn to:</p> <ul style="list-style-type: none"> express and communicate mood, feelings and ideas through a structured dance extend their dance performance skills, eg energy, interpretation, expression, movement quality 	<p>Students learn about:</p> <ul style="list-style-type: none"> using the elements of dance to communicate through movement and dance
Outcome LS.1.3: A student demonstrates an awareness of safe dance practices.	
<p>Students learn to:</p> <ul style="list-style-type: none"> recognise the capabilities and limitations of their own body and safely extend these limits where possible recognise the importance of preparation for dance and movement, eg warming up and cooling down, stretching use safe practices during dance and movement, eg ways of moving the body, body movement in relation to others 	<p>Students learn about:</p> <ul style="list-style-type: none"> safe dance practices

Objective 2

Students will develop knowledge, understanding and skills about dance as an artform through **dance composition** as a means of creating and structuring movement to express and communicate ideas.

Outcome LS.2.1: A student explores the elements of dance to create movement and communicate ideas.	
<p>Students learn to:</p> <ul style="list-style-type: none"> experiment with the elements of space, time and dynamics to create and communicate meaning, eg <ul style="list-style-type: none"> space: use of shape, levels, dimensions, directions, pathways, floor patterns and relationships time: use of metre, tempo, accent, phrasing, rhythmic patterns and stillness dynamics: explore release of energy, weight, force, time and qualities of movement create and organise movement to convey meaning that can be perceived, shared and interpreted by an audience 	<p>Students learn about:</p> <ul style="list-style-type: none"> the elements of space, time and dynamics within the context of dance composition

Outcome LS.2.2: A student explores, selects and sequences movement to express feelings and ideas.	
<p>Students learn to:</p> <ul style="list-style-type: none"> select specific movements to express a feeling or idea, eg explore different shapes and levels – crouch, stand, reach – in response to a stimulus sequence movement to express feelings or ideas structure movement in an ordered way to express feelings or ideas 	<p>Students learn about:</p> <ul style="list-style-type: none"> selecting and sequencing movements to express feelings and ideas structuring movement to express feelings or ideas

Objective 3

Students will develop knowledge, understanding and skills about dance as an artform through **dance appreciation** as a means of describing and analysing dance as an expression of ideas within a social, cultural or historical context.

Outcome LS.3.1: A student experiences a variety of dance performances.	
<p>Students learn to:</p> <ul style="list-style-type: none"> experience a range of live or recorded dance performances, eg <ul style="list-style-type: none"> individual student and class performances performances at school by visiting groups performances in the community display appropriate audience behaviour in different situations, eg engage in audience participation when appropriate, express appreciation at appropriate times, enter and leave performances at appropriate times, locate and sit in allocated seat 	<p>Students learn about:</p> <ul style="list-style-type: none"> appreciating dance performances

Outcome LS.3.2: A student responds to the elements of dance in performance.	
<p>Students learn to:</p> <ul style="list-style-type: none"> • respond appropriately to live or recorded dance performances • communicate responses to dance performances, eg express pleasure, excitement, surprise in response to changes in tempo, direction, intensity of movements • recognise the elements of dance (relationships, patterns, tempo, stillness, qualities of movement) which make the performance engaging, eg exciting, joyful, sad • recognise how meaning is conveyed through movement, tempo, costumes, set, lighting and sound • recognise the main ideas conveyed through a dance performance • actively participate in dance performances when invited 	<p>Students learn about:</p> <ul style="list-style-type: none"> • appreciating dance as an audience member

Objective 4

Students will value and appreciate their engagement in the study of dance as an artform.

Outcome LS.5.1: A student engages in dance activities.	
<p>Students learn to:</p> <ul style="list-style-type: none"> • participate in dance activities • cooperate with others in dance activities 	<p>Students learn about:</p> <ul style="list-style-type: none"> • valuing and appreciating dance

9 Continuum of Learning in Dance K–10

9.1 Stage Statements

Stage statements illustrate the continuum of learning in the *Dance Years 7–10 Syllabus* and are summaries of the knowledge, understanding, skills, values and attitudes that have been developed by students as a consequence of achieving the outcomes for the relevant stage of learning.

Early Stage 1

Students who have achieved Early Stage 1 in Dance are, with teacher guidance, aware that the moving body in time and space is the raw material of dance. With dance as an extension of everyday fine and gross motor movement, they understand that they need to know about the parts of the body and demonstrate control over movement and stillness with sensitivity to sound and silence. Students know that they engage in a range of ways in dance lessons: following the teacher's instructions (visual and verbal), and moving in response to a range of sound accompaniments. They know that warm-up activities occur at the start of lessons, and that changes occur to the body when it becomes more active. They are generally able to maintain their own personal space and are aware of others' personal space. They have learnt that they can work in dance as an individual, with a partner and in small and large groups.

Early Stage 1 students respond expressively to a range of stimuli, drawing from their experiences of the everyday world and from the world of fantasy and imagination. They understand that movement in the world around them can be a source for dance ideas, drawing on human movement, the natural world and the built environment for dance composition. Students are able to respond kinaesthetically, expressing ideas through the body and movement, with awareness of sound accompaniment.

By watching others, students have learned that performing is a convention in dance. They enjoy watching other people dancing for a range of reasons and recognise structure in the dances they perform. They talk about their own and others' dancing, aware of the basic components of dance: dancers, movement, and physical and sound setting. Students know that performing and viewing dance can evoke an emotional response. They recognise that dance can be a pleasurable activity for people at special times.

Stage 1

Students who have achieved Stage 1 in Dance have, with teacher guidance, increasing awareness that dance as a group activity requires individual body skill and control within the class. They participate in warm-ups led by the teacher and manage their own body safely with others in the dance space.

Students are able to work individually and cooperatively with a partner or in small groups to create expressive action. They draw on memory and can use their imagination to respond to stimuli. They use the elements of action, space, dynamics, time and relationships with increasing awareness while dance-making and are able to make choices about basic movement to express ideas in dance composition. They dance with sensitivity to sound or silence to express a theme, feeling or mood. With musical accompaniment, they are generally able to maintain a beat and recognise sectional changes.

Students can distinguish between creating dance and performing for others. They recognise that people watch dance as a performance and they view with interest other students in the school dancing. They talk about the effects of dancers, costume, sound, props and structure and can discuss the ideas, feelings and moods conveyed by a dance. They recognise that feelings about themselves dancing, or watching others, relate to the purpose of the dance. Students are able to provide some reasoning for their judgements (eg ‘I liked it because jumping high was exciting’).

Stage 2

Students who have achieved Stage 2 in Dance, with teacher guidance, recognise that learning in dance involves a diverse range of experiences in composing, performing and appreciating. They can distinguish between the different ways in which they engage as creators, performers and viewers of dance, and recognise the purpose of giving physical form to ideas, feelings and moods skillfully and expressively in dance as a performing art.

Students have learnt that they can make choices and decisions with teachers and classmates to compose and perform dance that creates and conveys meaning to an audience. They are interested in expressing ideas through movement and recognise that the elements of dance can be combined, manipulated and organised to enhance meaning in a dance. They are aware of ownership in dance-making, whether it is their own, a teacher’s or from another source, recognising connections between their own dance-making and the wider world of dance. They are receptive to working with ideas drawn from other dances appropriate to their interests and age.

Stage 2 students demonstrate an increasing awareness of the wider world of dance as a performing art and are interested in learning about the lives and work of choreographers and dancers. Students talk about the different meanings of specific dances that they view (other older or younger students and live or videoed performances by adults) and the reasons why other people make and perform dances.

Stage 3

Students who have achieved Stage 3 understand, with teacher guidance, the terms ‘composing’, ‘performing’ and ‘appreciating’ and use the elements of dance to reflect upon their dance learning in school. Students are able to discuss their experiences as an active participant in dance and as a viewer of dance, understanding that dance is a performing art that males and females around the world engage in for a range of reasons. They are aware of different types of dance and recognise various artistic cultural contexts for dance: indigenous, folk, classical, modern and popular.

Students are able to work independently and collaboratively to create dance that is meaningful and relevant. They engage in compositional activity and performance work that provides them with an understanding that dance-makers create and organise movement content in a physical setting with sound or silence to communicate meaning. They understand the connection between a dance performance, expressive intention and audience, using dance skills to perform for others and to communicate the meaning of the dance.

Stage 3 students recognise that teachers draw on dances from other times and places as a source for dance ideas. They can see that their own learning experiences in school relate to the wider world of dance as a performing art, having had opportunities to express ideas in dance relating to individuality, community, culture, society and the world. Students understand that the movement content of dances is created and organised by dance-makers to convey meaning that can be perceived, interpreted and shared by viewers. They recognise that such interpretations of the world, inner experiences, issues and cultural identity may differ. Students are aware that dance has a role in both maintaining culture through traditional practices and in expressing 21st century concerns through contemporary practice. As critical participants in dance, they recognise that they make judgements about their own and others' work.

Stage 4

Students who have achieved Stage 4 in Dance have a developing understanding of dance as an artform demonstrated through their engagement in the making and performing of dances and the appreciation of their meaning.

Students have developed the appropriate dance technique (strength, flexibility, coordination, endurance and skill) required to perform choreographed combinations, sequences and dances of increasing complexity, based on the elements of dance, with a basic understanding of safe dance practice. In their performances, they exhibit a developing projection, focus and confidence.

Students explore the elements of dance in problem-solving tasks in response to a range of stimuli and understand that the elements of dance are the building blocks of dance composition. They realise that dance is a form of nonverbal communication as they employ the elements of dance to explore, select, refine and link movement through improvisation to create dance movement that expresses their ideas.

Stage 4 students have a developing knowledge of the language of dance and can describe their own and others' dance performances and compositions. They view, discuss, read and write about dance using the elements of dance. They describe their personal impressions of dance works of art and recognise that they express ideas. They identify connections between dance works of art and their own dance performances and compositions.

Stage 5

Students who have achieved Stage 5 in Dance have developed the appropriate dance technique that is required to perform dances with a sound understanding of safe dance practice. They perform choreographed dances of increasing complexity that are based on the elements of dance and they have a developing kinaesthetic awareness as they interpret various dance styles.

Students construct dance compositions to communicate ideas. They explore, employ and manipulate the elements of dance with the understanding that they are the building blocks employed by the dance composer to communicate ideas through dance. They structure movement to express their ideas, feelings and experiences.

Stage 5 students engage in the basics of dance analysis. They respond to their own dances, the dances of others and dances as works of art by viewing, discussing, reading and writing, based on an understanding of the context in which the dances were made. They have acquired the language of dance to effectively describe movements in space, time and dynamics. Drawing from their experiences gained in performing and composing dances, they describe the characteristics of dance styles, performance quality and interpretation in dance performance, and they recognise the factors that contribute to unity in a dance composition to effectively communicate ideas.

Students have developed an understanding of dance as an artform and, through their engagement in the interrelated practices, they make connections between the making and performing of the movement and the appreciation of its meaning.

10 Assessment

10.1 Standards

The Board of Studies *K–10 Curriculum Framework* is a standards-referenced framework that describes, through syllabuses and other documents, the expected learning outcomes for students.

Standards in the framework consist of two interrelated elements:

- outcomes and content in syllabuses showing what is to be learnt
- descriptions of levels of achievement of that learning.

Exemplar tasks and student work samples help to elaborate standards.

Syllabus outcomes in Dance contribute to a developmental sequence in which students are challenged to acquire new knowledge, understanding and skills.

The standards are typically written for two years of schooling and set high, but realistic, expectations of the quality of learning to be achieved by the end of Years 2, 4, 6, 8, 10 and 12.

Using standards to improve learning

Teachers will be able to use standards in Dance as a reference point for planning teaching and learning programs, and for assessing and reporting student progress. Standards in Dance will help teachers and students to set targets, monitor achievement, and, as a result, make changes to programs and strategies to support and improve each student's progress.

10.2 Assessment for Learning

Assessment for learning in Dance is designed to enhance teaching and improve learning. It is assessment that gives students opportunities to produce the work that leads to development of their knowledge, understanding and skills. *Assessment for learning* involves teachers in deciding how and when to assess student achievement, as they plan the work students will do, using a range of appropriate assessment strategies including self-assessment and peer assessment.

Teachers of Dance will provide students with opportunities in the context of everyday classroom activities, as well as planned assessment events, to demonstrate their learning.

In summary, *assessment for learning*:

- is an essential and integrated part of teaching and learning
- reflects a belief that all students can improve
- involves setting learning goals with students
- helps students know and recognise the standards they are aiming for
- involves students in self-assessment and peer assessment
- provides feedback that helps students understand the next steps in learning and plan how to achieve them
- involves teachers, students and parents in reflecting on assessment data.

Quality Assessment Practices

The following *Assessment for Learning Principles* provide the criteria for judging the quality of assessment materials and practices.

Assessment for learning:

- **emphasises the interactions between learning and manageable assessment strategies that promote learning**

In practice, this means:

- teachers reflect on the purposes of assessment and on their assessment strategies
- assessment activities allow for demonstration of learning outcomes
- assessment is embedded in learning activities and informs the planning of future learning activities
- teachers use assessment to identify what a student can already do.

- **clearly expresses for the student and teacher the goals of the learning activity**

In practice, this means:

- students understand the learning goals and the criteria that will be applied to judge the quality of their achievement
- students receive feedback that helps them make further progress.

- **reflects a view of learning in which assessment helps students learn better, rather than just achieve a better mark**

In practice, this means:

- teachers use tasks that assess, and therefore encourage, deeper learning
- feedback is given in a way that motivates the learner and helps students to understand that mistakes are a part of learning and can lead to improvement
- assessment is an integral component of the teaching-learning process rather than being a separate activity.

- **provides ways for students to use feedback from assessment**

In practice, this means:

- feedback is directed to the achievement of standards and away from comparisons with peers
- feedback is clear and constructive about strengths and weaknesses
- feedback is individualised and linked to opportunities for improvement.

- **helps students take responsibility for their own learning**

In practice, this means:

- assessment includes strategies for self-assessment and peer assessment emphasising the next steps needed for further learning.

- **is inclusive of all learners**

In practice, this means:

- assessment against standards provides opportunities for all learners to achieve their best
- assessment activities are free of bias.

10.3 Reporting

Reporting is the process of providing feedback to students, parents and other teachers about students' progress.

Teachers can use evidence gathered from assessment to extend the process of *assessment for learning* into their *assessment of learning*. In a standards-referenced framework this involves teachers in making professional judgements about student achievement at key points in the learning cycle. These may be at the end of a year or stage, when schools may wish to report differentially on the levels of knowledge, understanding and skills demonstrated by students.

Descriptions of levels of achievement for Stage 4 and Stage 5 in Dance have been developed to provide schools with a useful tool to report consistent information about student achievement to students and parents, and to the next teacher to help to plan the next steps in the learning process. These describe observable and measurable features of student achievement at the end of a stage, within the indicative hours of study. Descriptions of levels of achievement provide a common language for reporting.

At Stage 5 there are six levels of achievement. Level 6 describes a very high level of achievement in relation to course objectives and outcomes. Level 2 describes satisfactory achievement, while the level 1 description will help identify students who are progressing towards the outcomes for the stage.

At the end of Year 10, teachers of Dance Years 7–10 will make an on-balance judgement, based on the available assessment evidence, to match each student's achievement to a level description. This level will be reported on the student's School Certificate Record of Achievement.

At Stage 4 there are four levels of achievement. Level 4 describes a very high level of achievement; levels 2 and 3 describe satisfactory and high achievement that should provide a solid foundation for the next stage of learning. The level 1 description will help identify students who are progressing towards the outcomes for the stage.

For students undertaking Life Skills outcomes and content in Years 7–10, the content listed for each identified Life Skills outcome forms the basis of the learning opportunities for these students. It also provides examples of activities on which teachers can base judgments to report student progress in relation to individual learning goals.

10.4 Choosing Assessment Strategies

Planning for assessment is integral to programming for teaching and learning. In a standards-referenced framework, teachers assess student performance on tasks in relation to syllabus outcomes and make on-balance judgements about student achievement. Assessment relies on the professional judgement of the teacher and is based on reliable data acquired in a fair and challenging environment, from multiple performances in a variety of contexts. Assessment is fundamental for furthering student learning.

In planning programs, teachers, individually and collaboratively, review the syllabus and standards materials. They use these materials to describe for themselves what students should know and be able to do at a particular stage, and they consider the kinds of evidence their students could produce to show they have learnt what they needed to learn.

Students are provided with a description of the learning expected to be accomplished, opportunities to discuss the criteria on which judgements will be based, time to learn, and where possible, examples of what that learning looks like.

Assessment is used to determine the students' initial knowledge, understanding and skills, to monitor student progress and to collect information to report student achievement. The assessment cycle is continuous; students receive and give themselves feedback on what they have learnt, and what needs to be done to continue their learning. Students gain information about their learning through feedback from teachers and from self-assessment and peer assessment. The challenge and complexity of assessment tasks increase to enable students to develop evaluative independence as they assess their own knowledge, understanding and skills, and determine ways to improve their learning.

Teachers of Dance should employ a range of assessment strategies to ensure that information is being gathered regarding the knowledge and understanding that are being acquired, and the skills that are being developed. Strategies should be appropriate to the outcomes being addressed, be manageable in number and be supportive of the learning process. Teachers could work collaboratively in planning appropriate assessment strategies. Working collaboratively leads teachers to develop a shared understanding of the syllabus standards and also supports teachers in making consistent and comparable judgements of student achievement in relation to these standards.

In planning for assessment in Dance it is important for teachers to consider:

- the requirements of the syllabus
- the accessibility of the proposed activity in terms of language requirements
- the appropriateness of the challenge presented to individual students
- resource availability
- how the task will be administered
- the way in which feedback will be provided.

In planning for assessment, teachers of Dance need to consider how results will be recorded, with a view to ensuring that there is sufficient and appropriate information collected for making an on-balance holistic judgement of the standard achieved by the student at the end of the stage. The evidence collected should enable teachers of Dance to make consistent judgements to meet the various reporting requirements that the system, school and community may have.

Dance particularly lends itself to the following assessment techniques:

Presentations

Presentations form an important part of a Dance assessment schedule. They can be used to develop problem-solving strategies, and organisational and analytical skills. They may involve individual or group work and be delivered in practical, written and/or oral form, or with the use of tools such as video and multimedia technologies.

Assessment activities might include:

- individual and group demonstrations of safe dance practice, dance technique and dance styles through class work (combinations and sequences) and formal performances (dances)
- performances of work-in-progress and completed compositions (movement phrases, sequences and dances)
- performances of excerpts of a dance work of art
- multimedia presentations including video production of dance performances
- online performances to incorporate technology into the performance of dance
- student explanation of a work-in-progress

When this technique is used for assessment purposes, students could be assessed on their ability to:

- use safe dance practices in class work and performances of dances and compositions
- manipulate aspects of the elements of dance in performance
- express and communicate their ideas and the intent of the choreographer/composer through the use of dance technique, performance quality and interpretation
- use appropriate dance terminology when describing dance performances and compositions
- improvise and compose sequences and dances from stimuli
- develop, express and communicate their ideas through the use of the elements of dance in dance composition.

Inquiry-based research assignments and projects

Assessment activities might include:

- written research tasks and assignments on safe dance practice, a dance work of art, a particular choreographer, dance company, dance style or historical period
- dance process diary or journal as a record of the development of understanding of the dance practices
- worksheets, evaluation sheets, feedback sheets relating to activities in all practices
- interpreting data and/or databases including primary and secondary sources about dance performances, choreographers and companies
- collaborative online projects where students can work together via electronic communication to create dance compositions.

When this technique is used for assessment purposes students could be assessed on their ability to demonstrate their:

- understanding of the elements of dance and how they are used in the practices
- understanding of the language of dance (appropriate terminology)
- understanding of the context in which a dance is made
- understanding of the characteristics of different styles (performance/choreographic/theatrical)
- understanding of the interrelationship between dance works of art and their own work.

Peer assessment

Dance encourages the active involvement of students in the learning process. Opportunities exist for individual and collaborative work. Activities involving peer assessment might include evaluating the contribution of individuals to a group task, and reflecting on a peer presentation.

Self-assessment

In Dance, students are encouraged to acquire basic skills to become self-directed learners. Opportunities exist for students to reflect on their progress towards the achievement of the syllabus outcomes. This reflection provides the basis for improving their learning. Developing self-assessment skills is an ongoing process, becoming increasingly more sophisticated and self-initiated as a student progresses. Self-assessment activities could include a written process diary or video log of works in progress.