Dance Stage 4 (Years 7–8)

100-hour sample scope and sequence

# Strong foundations (20–30 hours)

Table 1 – Term 1

|  |  |
| --- | --- |
| Essentials | Program and assessment overview |
| Focus area | Performance |
| Learning overview | Students learn about the conventions of contemporary dance practice including class protocols, behaviour and responsibilities to self and others. By engaging in contemporary dance technique exercises and movement combinations, they learn how to safely prepare their bodies to perform movement, including warm-up and cool-down practices. Students learn how to care for their bodies by identifying nutrition, hydration, rest and wellbeing to maintain healthy practices. Through learning about the skeleton and major muscle groups, students develop their understanding of alignment and self-awareness regarding body placement. Students develop their ability to perform movements with appropriate control, strength, flexibility, endurance and coordination through the application of dance technique and safe dance practice. They learn a class dance with a specific idea and/or intent to develop their understanding of style and performance quality within dance as an art form. Students learn that the elements of dance are space, time and dynamics. They learn how to apply, control and manipulate these elements relative to style and interpretation as they learn movement sequences or a class dance. |
| Outcome | **DA4-PER-01** |
| Assessment | Performance of contemporary dance class exercises and/or movement sequences. |

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# Oh, the possibilities! (20–30 hours)

Table 2 – Term 2

|  |  |
| --- | --- |
| Essentials | Program and assessment overview |
| Focus area | Composition |
| Learning overview | Students are introduced to the ethics and conventions of dance composition practice including the protocols and responsibilities of working safely and respectfully with others. In response to a range of stimuli, they improvise and explore the movement possibilities of the body. Students generate movement by exploring the components of space to create symbolic meaning. They enhance their understanding of the elements of dance by applying models and scaffolds to explore time and dynamics. Students build a personalised movement vocabulary and understand that the dancing body creates and expresses ideas in dance. They work collaboratively with a chosen stimulus to devise movements and build sequences to communicate an intent. Students reflect on their own devised movement to revise and refine the communication of the intent. They document their process through journal writing, discussion and/or digital/video logbooks using the language of dance composition. |
| Outcome | **DA4-COM-01** |
| Assessment | Pair or small group movement sequences in response to a chosen stimulus with self-reflection. |

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# Elements in style (20–30 hours)

Table 3 – Term 3

|  |  |
| --- | --- |
| Essentials | Program and assessment overview |
| Focus areas | Appreciation and Composition |
| Learning overview | Appreciation – students view dance works from a range of contexts and dance styles including Aboriginal and Torres Strait Islander dances. In addition, they may select one or more of the following styles to study; classical ballet, hip hop, jazz, musical theatre and/or cultural dance. Students use the components of analysis to study repertoire from professional works. They will identify and describe how the elements of dance, the dancing body, auditory and other theatrical elements have been used by choreographers in professional works to communicate intent.Composition – students collaborate with other dancers using a specific dance style as a stimulus to compose new movement. They will be guided to devise and sequence movements to communicate an idea or intent, with consideration of style. Students will continue learning the language of dance composition in context, including stimulus, intent and the elements of dance. |
| Outcomes | **DA4-APP-01, DA4-COM-01** |
| Assessment | Written comparison task of 2 dance styles and group composition in a selected style. |

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# Dancing through the eras (20–30 hours)

Table 4 – Term 4

|  |  |
| --- | --- |
| Essentials | Program and assessment overview |
| Focus area | Performance |
| Learning overview | Students explore social dances within popular culture throughout the 1900s, such as the romantic, jazz, rock ‘n’ roll and disco eras. They learn movements and perform short sequences in a variety of styles to express emotions and ideas. Students develop their application of dance technique and safe dance practice to perform movements with appropriate control, strength, flexibility, endurance and coordination. They combine and manipulate the elements of dance and understand auditory elements relative to style and interpretation. Students reflect on their own practice of dance technique, safe dance practice and performance quality to refine their dance performance. |
| Outcome | **DA4-PER-01** |
| Assessment | Performance of a movement sequence or short dance in a chosen era(s). |

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# Support and alignment

**Resource evaluation and support**: all curriculum resources are prepared through a rigorous process. Resources are periodically reviewed as part of our ongoing evaluation plan to ensure currency, relevance and effectiveness. For additional support or advice, or to provide feedback, contact the Creative Arts Curriculum team by emailing creativearts7–12@det.nsw.edu.au

**Differentiation**: further advice to support Aboriginal and Torres Strait Islander students, EALD students, students with a disability and/or additional needs and high potential and gifted students can be found on the [Planning, programming and assessing 7–12](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12) webpage. This includes the [Inclusion and differentiation 7–10 advice](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/inclusion-and-differentiation-advice-7-10) webpage.

**Assessment**: further advice to support formative assessment is available on the [Planning, programming and assessing 7–12](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12) webpage. This includes the [Classroom assessment advice 7–10](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/classroom-assessment-advice-7-10-). For summative assessment tasks, the [Assessment task advice 7–10](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/assessment-task-advice-7-10) webpage is available.

**Consulted with**: Curriculum and Reform and subject matter experts.

**Alignment to system priorities and/or needs**: [School Excellence Policy](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468).

**Alignment to the School Excellence Framework**: this resource supports the [School Excellence Framework](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468) elements of curriculum (curriculum provision) and effective classroom practice (lesson planning, explicit teaching).

**Alignment to Australian Professional Teaching Standards**: this resource supports teachers to address [Australian Professional Standards for Teachers](https://www.nsw.gov.au/education-and-training/nesa/teacher-accreditation/proficient-teacher/standard-descriptors) 3.2.2, 3.3.2.

**Creation date: 11 March 2024**

# References

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NESA (NSW Education Standards Authority) (2021) ‘[Advice on scope and sequences](https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/programming/advice-on-scope-and-sequences)’, Programming, NESA website, accessed 11 March 2024.

Wiliam D (2013) ‘[Assessment: The Bridge between Teaching and Learning](https://www.researchgate.net/publication/258423377_Assessment_The_bridge_between_teaching_and_learning)’, Voices from the Middle, 21(2):15–20, accessed 11 March 2024.

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