Dance Stage 5 (Years 9–10)

100-hour sample scope and sequence

# All that jazz! (20–30 hours)

Table 1 – Term 1

|  |  |
| --- | --- |
| Essentials | Program and assessment overview |
| Focus area | Performance |
| Learning overview  | Through a study of jazz dance, students learn about the conventions of contemporary dance practice including class protocols, behaviour and responsibilities to self and others. By engaging in jazz 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 about the relationship between skeletal and muscular systems to develop their understanding of the mechanics of movement. Through practical training, they develop body awareness and dance technique, showing the relationship between alignment, control, strength, flexibility, endurance and coordination. Students explore and manipulate the elements of dance to enhance performance quality relative to the jazz dance style. They reflect on how their own practice of dance technique and safe dance practice is developed through class exercises and movement sequences. Students learn to understand and use the language of dance performance in context. |
| Outcome | **DA5-PER-01** |
| Assessment | Performance of jazz dance class exercises and movement sequences. |

[Dance 7–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/creative-arts/dance-7-10-2023/overview) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2023.

# What moves you? (20–30 hours)

Table 2 – Term 2

|  |  |
| --- | --- |
| Essentials | Program and assessment overview |
| Focus area | Composition |
| Learning overview | Students develop understanding of the ethics and conventions of choreographic practice related to movement generation. Through structured tasks and activities, they learn about and demonstrate safe and respectful choreographic practice. Students develop their understanding of how the elements of dance form a part of the foundations of choreography. They work collaboratively and independently to generate movement in response to stimulus material to express and refine ideas and intent. Students explore ways of manipulating components of space, time and dynamics to develop a motif(s) and phrase(s) to create meaning. Throughout this process students are introduced to the language of choreography including stimulus, idea, intent, elements of dance and generating and structuring movement. Students engage in reflective tasks to demonstrate and consolidate their understanding of choreographic practice and language. |
| Outcomes | **DA5-COM-01, DA5-COM-02** |
| Assessment | Group composition with process diary. |

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# Writing about dance, on Country and off Country (20–30 hours)

Table 3 – Term 3

|  |  |
| --- | --- |
| Essentials | Program and assessment overview |
| Focus area | Appreciation |
| Learning overview | Students explore the dance protocols related to context, including those from Aboriginal and Torres Strait Islander cultures. They explore the history and works of an Aboriginal and/or Torres Strait Islander dance organisation. Students investigate how the social, cultural and historical factors have shaped Aboriginal and Torres Strait Islander dance in Australia over time. They learn about how Aboriginal and Torres Strait Islander dance protocols play a part in shaping the viewer response, and the ethical processes for Aboriginal and/or Torres Strait Islander dancers, including the protection of Indigenous Cultural and Intellectual Property (ICIP).Students analyse Aboriginal and Torres Strait Islander dance work(s). They learn how to identify the choreographer’s use of compositional structures, the elements of dance, auditory and other theatrical elements. Using the components of analysis, students evaluate how dancing bodies are used to communicate the choreographer’s intent. Through these experiences students learn to apply the language of dance analysis to dance works. |
| Outcomes | **DA5-APP-01, DA5-APP-02** |
| Assessment | Written analysis of Aboriginal and Torres Strait Islander dance work(s). |

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# A modern moment (20–30 hours)

Table 4 – Term 4

|  |  |
| --- | --- |
| Essentials | Program and assessment overview |
| Focus area | Performance |
| Learning overview | Students learn about modern dance through performing increasingly complex combinations and skills to demonstrate dance technique. Students demonstrate the relationship between alignment, control, strength, flexibility, endurance and coordination relative to their personal anatomical structure. Through learning and applying healthy practices and fitness principles, students demonstrate strategies for the prevention and management of common dance injuries. Students combine and manipulate the elements of dance to demonstrate performance quality relative to the modern context, style and interpretation. |
| Outcomes | **DA5-PER-01, DA5-PER-02** |
| Assessment | Solo or small group performance in a modern style. |

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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 advice 7–10](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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