Dance Stage 5 (Years 9–10)

200-hour sample scope and sequence

# All that jazz (25–35 hours)

Table 1 – Terms 1–2

|  |  |
| --- | --- |
| 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. |

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# What moves you? (25–35 hours)

Table 2 – Terms 2–3

|  |  |
| --- | --- |
| 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. |
| Outcome | **DA5-COM-01** |
| Assessment | Group composition with process diary. |

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# Writing about dance, on Country and off Country (25–35 hours)

Table 3 – Terms 3–4

|  |  |
| --- | --- |
| 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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# That’s a wrap! (10–20 hours)

Table 4 – Term 4

|  |  |
| --- | --- |
| Essentials | Program and assessment overview |
| Focus area | Performance |
| Learning overview | Students extend their understanding of dance as an art form with a focus on style and interpretation in musical theatre. They prepare and perform a group performance in a musical theatre style. Students perform increasingly complex combinations of body skills through dance exercises, movement combinations and the performance of a dance work. Students demonstrate kinaesthetic awareness of body placement to execute movement and enhance their personal performance style within the conventions of musical theatre. Students demonstrate control and manipulation of the elements of dance and auditory elements to achieve the desired performance quality and interpretation in a group performance. |
| Outcomes | **DA5-PER-01, DA5-PER-02** |
| Assessment | Group performance in the style of musical theatre. |

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# Dance through the lens (40–60 hours)

Table 5 – Terms 1–2

|  |  |
| --- | --- |
| Essentials | Program and assessment overview |
| Focus areas | Appreciation and Composition |
| Learning overview | Appreciation – students learn about how the context of the dance film genre changes the perspective of the viewer. By viewing and analysing a range of dance films they will develop an understanding of how judgements about dance works are shaped by context. Students will identify the choreographer’s use of compositional structures and the elements of dance to communicate the intent in the dance film medium. They analyse professional dance films to evaluate how the relationships between dancers and the theatrical elements communicate the intent.  Composition – students collaborate to create their own dance film based on an idea or intent. They compose movement within the parameters of dance film with purposeful consideration of filming and editing techniques. Students use improvisational practices and abstraction to develop and refine a personalised movement vocabulary. They use the elements of dance to develop and manipulate motif(s) to create and structure movement combinations, phrases, sequences and sections. Students use scaffolds to guide their evaluation and refinement of movement, the elements of dance and compositional structures to communicate the idea or intent through a dance film. |
| Outcomes | **A5-APP-02, DA5-COM-01, DA5-COM-02** |
| Assessment | Dance film project. |

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# A modern moment (40–60 hours)

Table 6 – Terms 3–4

|  |  |
| --- | --- |
| Essentials | Program and assessment overview |
| Focus areas | Performance and Appreciation |
| Learning overview | Performance – 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.  Appreciation – students research and explain how social, cultural and historical factors have shaped and influenced the creation of dance works of a modern dance pioneer. Within the context of the selected pioneer, students use the language of dance analysis to make informed judgements about dance works. Through written texts students show appreciation of how the choreographer communicates the intent in a professional dance work. |
| Outcomes | **DA5-PER-01, DA5-PER-02, DA5-APP-01** |
| Assessment | Solo or small group performance in a modern style and a writing task on a modern dance pioneer. |

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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](mailto: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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