# Resource in focus – Dance Stage 5 – individual goal setting

This resource showcases an excerpt from [Sample unit – All that Jazz!](https://education.nsw.gov.au/teaching-and-learning/curriculum/creative-arts/creative-arts-curriculum-resources-k-12/7-10-curriculum-resources/dance-stage-5-all-that-jazz) Sample units are optional resources that present ‘one way’ of designing teaching and learning experiences. They can be adopted and adapted for your school context.

The example below demonstrates **one way** that activities in a learning sequence may be adapted to strengthen opportunities for individual goal setting. It focuses on Learning sequence 4 – the elements of dance and performance quality in jazz dance. This is approximately 3 weeks in duration and is the last learning sequence of this unit.

**Note**: possible adaptations are represented in **bold red.** Student-facing reflective questions are represented in a grey box.

## Self-reflection of the jazz dance performance

Previous activities from Learning sequence 4 omitted

To conclude the unit, students review footage of their performance of the jazz dance for assessment and complete a self-reflection activity. **Students are provided with footage of a WAGOLL to assess against the unit assessment rubric. Students then self-assess their performance using the ‘Jazz dance’ sections of the unit assessment rubric in the** [Sample assessment task – All that Jazz!](https://education.nsw.gov.au/teaching-and-learning/curriculum/creative-arts/creative-arts-curriculum-resources-k-12/7-10-curriculum-resources/dance-stage-5-all-that-jazz)Students respond to questions directed by the teacher to reflect on their own practice of dance technique, safe dance practice and performance quality in the style of jazz. **Suggested student reflective questions:**

* **How have I applied strength and/or flexibility in the dance to control my dance technique?**
* **Which aspects of dance technique were challenging for me in preparing to communicate the intent of the dance? Why?**
* **How have I manipulated space, time and/or dynamics to apply performance quality in the jazz dance?**
* **To what extent did I achieve a clear interpretation? Why?**
* **How can I continue to work on my manipulation of space, time and dynamics to enhance my application of performance quality and interpretation next time I perform?**

Students are encouraged to use the language related to performance they have learnt throughout the unit in their responses. The glossary provided at the end of the [Slide deck – All that jazz!](https://education.nsw.gov.au/teaching-and-learning/curriculum/creative-arts/creative-arts-curriculum-resources-k-12/7-10-curriculum-resources/dance-stage-5-all-that-jazz) can be used to support students in preparing their reflection.

**Based off their self-reflection and the feedback received from the teacher and peers throughout the unit, students develop 1-2 individual goals using the scaffold below. This goal setting process is modelled and supported by the teacher. The teacher uses** [**Implementation tool – supporting goal setting,**](https://resources.education.nsw.gov.au/api/v1/blob-store/ZXF1X2N1cnJpY3VsdW1yZWZvcm1fRUFQLTAwMDM%3D%3D/aW1wbGVtZW50YXRpb24tdG9vbC1zdXBwb3J0aW5nLWdvYWwtc2V0dGluZy5kb2N4%3D?versionid=) **found in the Individual goal setting chapter of the** [**Effective assessment practices guide**](https://resources.education.nsw.gov.au/api/v1/blob-store/ZXF1X2N1cnJpY3VsdW1yZWZvcm1fRUFQLTAwMDk%3D%3D/ZWZmZWN0aXZlLWFzc2Vzc21lbnQtcHJhY3RpY2VzLWEtZ3VpZGUtZm9yLXRlYWNoZXJzLWFuZC1sZWFkZXJzLXNjb3JtMTItMFRnM1NFSTYuemlw%3D/c2Nvcm1jb250ZW50%3D/aW5kZXguaHRtbA%3D%3D%3D?versionid=#/)**.**

Table 1– goal setting scaffold

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Goal****What do you want to achieve?** | **Time frame****When would you like to achieve it?** | **Action****What do you need to do to achieve your goal?** | **Support****Who and what might support you?** | **Success criteria****How will you know when you are successful?** |
|  |  |  |  |  |
|  |  |  |  |  |

Unit is concluded.

## References

This resource contains NSW Curriculum and syllabus content. The NSW Curriculum is developed by the NSW Education Standards Authority. This content is prepared by NESA for and on behalf of the Crown in right of the State of New South Wales. The material is protected by Crown copyright.

Please refer to the NESA Copyright Disclaimer for more information <https://educationstandards.nsw.edu.au/wps/portal/nesa/mini-footer/copyright>.

NESA holds the only official and up-to-date versions of the NSW Curriculum and syllabus documents. Please visit the NSW Education Standards Authority (NESA) website [https://educationstandards.nsw.edu.au/](https://educationstandards.nsw.edu.au/wps/portal/nesa/home) and the NSW Curriculum website <https://curriculum.nsw.edu.au/>.

[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.

**© State of New South Wales (Department of Education), 2024**

The copyright material published in this resource is subject to the Copyright Act 1968 (Cth) and is owned by the NSW Department of Education or, where indicated, by a party other than the NSW Department of Education (third-party material).

Copyright material available in this resource and owned by the NSW Department of Education is licensed under a [Creative Commons Attribution 4.0 International (CC BY 4.0) license](https://creativecommons.org/licenses/by/4.0/).



This license allows you to share and adapt the material for any purpose, even commercially.

Attribution should be given to © State of New South Wales (Department of Education), 2024.

Material in this resource not available under a Creative Commons license:

* the NSW Department of Education logo, other logos and trademark-protected material
* material owned by a third party that has been reproduced with permission. You will need to obtain permission from the third party to reuse its material.

**Links to third-party material and websites**

Please note that the provided (reading/viewing material/list/links/texts) are a suggestion only and implies no endorsement, by the New South Wales Department of Education, of any author, publisher, or book title. School principals and teachers are best placed to assess the suitability of resources that would complement the curriculum and reflect the needs and interests of their students.

If you use the links provided in this document to access a third-party's website, you acknowledge that the terms of use, including licence terms set out on the third-party's website apply to the use which may be made of the materials on that third-party website or where permitted by the Copyright Act 1968 (Cth). The department accepts no responsibility for content on third-party websites.