# Stage 5 Dance – Sample scope and sequence (200 hours)

This sample scope and sequence provides an example of how to sequence the content over Years 9 and 10 Dance for a 200-hour course. The learning experiences of each unit are integrated across the 3 practices of performance, composition, and appreciation. While the focus of each unit centres on the outcomes of a particular practice, the outcomes of other practices can also be addressed in the teaching and learning activities. The Year 9 scope and sequence addresses the Essential Content, which is built upon in the Year 10 scope and sequence through the Additional Content 1. Throughout the document, there are links to relevant NSW Department of Education curriculum resources for Stage 5 Dance.

## Year 9 (100 hours)

Table 1 – Year 9 sample scope and sequence

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Stage 5 Dance | Dancing safely | Dance as art | Investigating dance technique | Constructing dance |
| Duration | 10 weeks | 10 weeks | 10 weeks | 10 weeks |
| Term | Term 1 | Term 2 | Term 3 | Term 4 |
| Unit overview | Through a variety of dance styles, students investigate safe dance practice, developing knowledge, understanding, and skill in both theoretical and practical forms.  Students will explore warm up and cool down, stretching, alignment, body awareness, body capabilities and limitations, and the causes, prevention, and treatment of injury.  Students will study the variety of dance styles and the eras they began through exploring ballet, the 1950s, 1960s, and 1970s dance, social dance, and street dancing.  Students will examine the development of each style over time, gaining knowledge of the importance and significance of how they began, while appreciating what they have developed to now.  Below are links to Stage 5 curriculum resources that relate to this unit.  [Safe dance practice resource](https://education.nsw.gov.au/teaching-and-learning/curriculum/creative-arts/stages-4-and-5/dance/safe-dance-practice)  [Dance](https://education.nsw.gov.au/teaching-and-learning/curriculum/creative-arts/stages-4-and-5/dance/dance-through-the-ages) through the ages resource | Students learn about the concept of dance as an artform to value and appreciate their engagement in the study of dance.  They investigate the elements of dance – space, time, and dynamics – and begin to create connections between the elements of dance and the communication of ideas.  Students begin to investigate the process of composition through improvisation tasks in response to a range of stimuli to generate diverse movement qualities.  Students develop knowledge, understanding, and skill through both practical and theoretical learning experiences, including exploring the role of the process diary.  Below are links to Stage 5 curriculum resources that relate to this unit.  [Exploring improvisation resource](https://education.nsw.gov.au/teaching-and-learning/curriculum/creative-arts/stages-4-and-5/dance/exploring-improvisation)  [Exploring stimuli resource](https://education.nsw.gov.au/teaching-and-learning/curriculum/creative-arts/stages-4-and-5/dance/exploring-stimuli) | Students will develop knowledge, understanding, and skill of modern dance.  They will explore technique, safe dance practices, the language of dance, the application of the elements of dance to movement and performing movement with projection, and a sense of self, focus, and confidence.  Students will investigate the origins of modern dance, including where it came from and who was leading the development of this style.  They will develop knowledge and understanding of the importance and significance of pioneers such as Loie Fuller, Ruth St. Denis and Ted Shawn, Martha Graham, Alvin Ailey, William Forsythe, and Graeme Murphy, and the development of each of their styles over time.  Below are links to Stage 5 curriculum resources that relate to this unit.  [Pioneers of modern dance resource](https://education.nsw.gov.au/teaching-and-learning/curriculum/creative-arts/stages-4-and-5/dance/pioneers-of-modern-dance) | Students continue to explore the elements of dance and how they assist the process of composition.  Through both practical and theoretical learning experiences, students develop knowledge, understanding, and skill in structuring dance movement to communicate an idea, including sequencing, transitions, selecting, and refining movement choices.  Students investigate different approaches to writing about dance to create rich paragraphs for their process diary.  Students will learn to formulate reflective, descriptive, and critical analyses of dance by engaging in practical and theoretical activities to view, speak about, show, listen, read, and write about dance.  Below are links to Stage 5 curriculum resources that relate to this unit.  [Manipulating the elements of dance in composition resource](https://education.nsw.gov.au/teaching-and-learning/curriculum/creative-arts/stages-4-and-5/dance/manipulating-the-elements-of-dancie-in-composition) |
| Outcomes | 5.1.1  5.3.1  5.4.1 | 5.2.1  5.3.2  5.4.1 | 5.1.1, 5.1.2, 5.1.3  5.3.2, 5.3.3 | 5.2.1, 5.2.2  5.3.1, 5.3.2, 5.3.3 |
| Assessment | Dancing safely research task. | Multi-modal elements of dance presentation. | Practical performance demonstrating dance technique and performance skills. | Practical demonstration of the composed movement and process diary submission. |
| Due | Term 1 Week 10 | Term 2 Week 8 | Term 3 Week 8 | Term 4 Week 6 |
| Weighting | 20% | 20% | 30% | 30% |

## Year 10 (100 hours)

Table 2 – Year 10 sample scope and sequence

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Stage 5 Dance | Australian dance | Stimulus and response | Dance and technology | Musical theatre |
| Duration | 10 weeks | 10 weeks | 10 weeks | 10 weeks |
| Term | Term 1 | Term 2 | Term 3 | Term 4 |
| Unit overview | Students investigate Australian dance to develop knowledge and understanding of a variety of dance companies and practitioners, including Australian Dance Theatre, Sydney Dance Company, Dance North, Legs on the Wall, and Sue Healey.  With a focus on Bangarra Dance Theatre, fusing contemporary and traditional Aboriginal dance, students examine the history of Aboriginal dance in Australia, while gaining knowledge of the importance and significance it holds.  Students will apply their understanding and skills of dance technique, safe dance practice, and performance quality to a range of Australian dance repertoires, both school-based and professional.  Throughout this study they will develop knowledge of the muscular system, the skeletal system, and the role of strength, flexibility, agility, coordination, body articulation, and body maintenance for dance.  By writing about works of their own and others, students will learn to formulate reflective and descriptive analyses of dance works to develop their skills in extended writing.  Below are links to Stage 5 curriculum resources that relate to this unit.  [Aboriginal dance in Australia resource](https://education.nsw.gov.au/teaching-and-learning/curriculum/creative-arts/stages-4-and-5/dance/aboriginal-dance-in-australia) | Students revisit the various types of stimuli for dance and how to explore these to generate movement, with a focus on site-specific dance.  Students’ understanding of site-specific dance is supported by examples from Australian practitioners such as Sydney Dance Company’s *Dance Locale*, Australian Dance Theatre’s *Microfilms*, and Sue Healey’s *Niche Series*.  Students then begin to investigate the process of constructing a dance work.  They will develop knowledge, understanding, and skill in creating a motif and turning it into a phrase, while exploring manipulation techniques and various choreographic forms.  Students will apply these skills to their own ensemble/solo dance works based on a site-specific stimulus.  Below are links to Stage 5 curriculum resources that relate to this unit.  [Constructing a composition work resource](https://education.nsw.gov.au/teaching-and-learning/curriculum/creative-arts/stages-4-and-5/dance/constructing-a-composition-work)  [Choreographic forms resource](https://education.nsw.gov.au/teaching-and-learning/curriculum/creative-arts/stages-4-and-5/dance/choreographic-forms) | Students investigate how technology has transformed dance, with a focus on how the film/video medium is used in partnership with choreography to create meaning beyond that which can be communicated in a stage performance.  Students will develop knowledge and understanding of a variety of dance technologies and platforms, such as virtual dance, social media, documentary, television broadcast, filmed adaptations, and dance film.  Students will develop skills in directing a dance film through planning, pre-production, production, and post-production, including camera movement and operation, film techniques, and editing to enhance the thematic consideration. Their process will be documented in a logbook.  Students will apply their knowledge of performance to combinations, phrases, and sequences of movement in a range of styles during the production phase of this unit. | Students investigate musical theatre throughout time, exploring the historical and social aspects of each associated decade while gaining an appreciation of musical theatre.  Through the engagement in practical and theoretical activities, students will develop knowledge and understanding of a variety of musicals and how they originated.  They will learn to formulate reflective and critical analyses of dance works that develop their skills in writing critically.  Students will use safe dance practice to apply appropriate dance technique and performance quality to a range of combinations, phrases, and sequences of musical theatre movement.  Below are links to Stage 5 curriculum resources that relate to this unit.  [Musical theatre resource](https://education.nsw.gov.au/teaching-and-learning/curriculum/creative-arts/stages-4-and-5/dance/musical-theatre) |
| Outcomes | 5.1.1, 5.1.2, 5.1.3  5.3.1, 5.3.2, 5.3.3  5.4.1 | 5.2.1, 5.2.2  5.3.1 | 5.2.1, 5.2.2  5.3.1, 5.3.2, 5.3.3 | 5.1.1, 5.1.2, 5.1.3  5.3.1, 5.3.2, 5.3.3  5.4.1 |
| Assessment | Performance and *viva vocé*. | Generating movement for a site-specific stimulus. | Dance film and process diary submission. | Writing critically about musical theatre. |
| Due | Term 1 Week 10 | Term 2 Week 7 | Term 3 Week 8 | Term 4 Week 7 |
| Weighting | 40% | 10% | 20% | 30% |