# **Preliminary Dance – sample s**cope and sequence

This scope and sequence shows that the additional 20% of course time has been allocated to composition (10%) and performance (10%). This has been based on 60-minute periods.

## Term 1

Table 1 – scope and sequence for Term 1

|  |  |  |  |
| --- | --- | --- | --- |
| Component | Performance | Composition | Appreciation |
| ****Outcomes****  P1.1, P1.3,  P2.1, P2.2, P2.3,  P3.1, P3.2, P3.3, P3.7,  P4.1, P4.5. | **The core performance dance**  **Dance technique and safe dance practice applied to the individual:**   * **body skills** * **sequencing of a dance class** * **safe dance practice** * **components of a dance class** * students learn a core performance inspired ensemble piece. | **Introduction to composition**  **Composition lessons linked to the core performance dance:**   * **generation of movement** * stimulus * concept/intent * relevance to motivating factor * the elements of dance – space, time and dynamics * **organisation of movement** * motif into phrase * **organisation of the dance** * structure * relationships (creating movement for 2 or 3 dancers) * process of reflection and evaluation as they apply in the generation of movement process. | **The development of dance in Australia**  **Introduction to the development of dance in Australia:**   * traditional Aboriginal and Torres Strait Islander dance * meaning of dance – relationships of dance to other arts forms * impact of colonisation * impact of significant events in history * fusion of Western traditions in dance and Aboriginal dance.   **Introduction to analysis – ‘Patyegarang’:**   * contextualising the work: * Bangarra Dance Theatre’s history * background and training of Stephen Page. |
| Period allocation | 18 periods (approximately) | 11 periods (approximately) | 11 periods (approximately) |
| Assessment | N/A | N/A | N/A |

## Term 2

Table 2 – scope and sequence for Term 2

|  |  |  |  |
| --- | --- | --- | --- |
| Component | Performance | Composition | Appreciation |
| Outcomes  P1.1, P1.2, P1.3, P1.4,  P2.4, P2.5,  P3.4, P3.5,  P4.3. | **The core performance dance continued**  The core performance dance:   * anatomical structure * consistency * developing strength, endurance and coordination.   Students continue to learn a core performance inspired ensemble piece. | **The compositional process**  Generation of movement:   * stimulus * concept/intent * abstraction * selection and refinement.   Organisation of movement:   * motif * phrase * motif into phrase (manipulation).   Process of reflection and evaluation as they apply in the generation of movement process.  Individuals create their own composition. | **Introduction to analysis continued – ‘Patyegarang’**  Deconstructing the work:   * subject matter and meaning * motifs * the elements of dance * organisation of the work.   **Writing about dance – ‘Sarabande’ by Jiri Kylian**   * Contextualising ‘Sarabande’.   [‘Sarabande’ resource](https://education.nsw.gov.au/teaching-and-learning/curriculum/creative-arts/stage-6/dance) |
| Period allocation | 20 periods (approximately) | 10 periods (approximately) | 10 periods (approximately) |
| Assessment | Task 1 – 40% | N/A | N/A |

## Term 3

Table 3 – scope and sequence for Term 3

|  |  |  |  |
| --- | --- | --- | --- |
| Component | Performance | Composition | Appreciation |
| Outcomes  P1.1, P1.2, P1.3, 1.4,  P2.6,  P3.6, P3.7  P4.1, P4.2, P4.3, P4.4, P4.5. | **Performance quality for interpretation**  **Performance lessons integrated with appreciation topic:**   * safe dance practice applied to the individual * elements of dance as they relate to performance * performance quality * focus * quality of line * projection * interpretation.   All in relation to the work ‘Sarabande’ and/or ‘Falling Angels’. | **The compositional process continued**  Organising the dance:   * sequencing * transition * repetition * variation and contrast * formal structures * unity, appraisal, evaluation.   Process of reflection and evaluation as they apply in the generation of movement process.  Individuals continue to create their own composition. | **Writing about dance continued – ‘Sarabande’ by Jiri Kylian**   * Dance analysis * Dance analysis in practice.   [‘Sarabande’ resource](https://education.nsw.gov.au/teaching-and-learning/curriculum/creative-arts/stage-6/dance) |
| Period allocation | 10 periods (approx.) | 15 periods (approximately) | 15 periods (approximately) |
| Assessment | N/A | Task 2 – 30% | Task 3 – 30% |

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