# Getting to know the Dance 7–10 Syllabus (2023)

Participant workbook

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## About this workbook

This workbook is designed to guide your thinking, reflections and plans for future action. In the workbook, you will find **note-taking pages** that complement the presentation and **activity** **templates** to help you engage with the content.

The note-taking pages feature focus questions specific to the content of the presentation. They also provide you with the opportunity to record your key take-aways and ideas.

The activity pages support you to collaborate with colleagues and consider how you can apply the content in your school context. Your facilitator will guide you through the activities.

This workbook can be printed double-sided or used digitally. If you have questions about the presentation, please connect with your [Statewide staffroom](https://education.nsw.gov.au/teaching-and-learning/curriculum/statewide-staffrooms) or email [CreativeArts7-12@det.nsw.edu.au](mailto:CreativeArts7-12@det.nsw.edu.au).

## Presentation overview

This Getting to know the Dance 7–10 Syllabus (2023) presentation and workbook will support teachers in unpacking and applying key syllabus changes.

### Learning intentions and success criteria

By the end of the presentation, participants will:

* understand the structure, outcomes and key content of the new Dance 7–10 Syllabus (2023)
* investigate syllabus materials to inform the development of school-based documents
* plan for teaching, learning and/or assessment activities for performing, composing and appreciating dance.

To demonstrate learning, participants will:

* understand key differences between the current Dance 7–10 Syllabus (2003) and new Dance 7–10 Syllabus (2023)
* apply understanding of the course content through optional planning activities.

### Alignment to the Australian Professional Standards for Teachers

This presentation aligns with the following standards:

* 2.1.2 Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.
* 6.2.2 Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities.

## Presentation notes

Use the template below to record your thoughts and ideas while engaging with the Getting to know the Dance 7–10 Syllabus (2023) presentation.

**Focus questions**

* What are the focus areas and content groups of the new syllabus?
* What are the key changes to the Dance 7–10 Syllabus content?
* What year are you planning to implement the Dance 7–10 Syllabus (2023)?

| **Key points** | **Notes** |
| --- | --- |

**Summary**

The 3 key ideas or changes that I would like to apply to my practice:

## Key changes and your school context

Explore the key changes from the Dance 7–10 Syllabus (2023), which were outlined in the Getting to know the Dance 7–10 Syllabus (2023) presentation, in greater depth. For this session, you have 5 options:

1. Complete a comparative analysis of the current (2003) and new (2023) dance syllabuses to further familiarise yourself with the key changes in your school context.
2. Choose a favourite Stage 5 dance program or task and use the new performance descriptors and reduced outcomes to plan new student success criteria for this existing program or task.
3. Explore ways you could explicitly teach the Context content points and consider how you could incorporate this content group into your new programs. You may like to explore the suggested resources in this document to incorporate into your new programs.
4. Start unpacking the new syllabus with a focus on working with Aboriginal and Torres Strait Islander content. Consider how you could incorporate this content group into your new programs. You are encouraged to incorporate **locally recognised sources** into your planning and programming.
5. Consider how students are required to write about dance across Stages 4 to 6. Represent this progression of learning in a writing continuum.

Select the option that is most relevant to you and your school context. Unpack the content related to your selected option by completing the activities below.

### Option 1 – compare the old and the new

Compare the descriptions of the focus areas, content groups, rationale and aim. Identify the key differences and similarities between the current Dance 7–10 Syllabus (2003) and the new Dance 7–10 Syllabus (2023). You will need to download the [[Dance 7–10 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/dance-7-10) (2003)](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/drama-7-10-syllabus) to complete this activity.

Table 1 – links to the current (2003) and new (2023) Dance 7–10 Syllabus

|  |  |  |
| --- | --- | --- |
| Aspect | Current syllabus (2003) | New syllabus (2023) |
| ****Focus areas**** | [Dance 7–10 Syllabus (2003) – page 15](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/dance-7-10) | [Dance 7–10 Syllabus – Focus areas](https://curriculum.nsw.edu.au/learning-areas/creative-arts/dance-7-10-2023/overview#:~:text=line%2C%20intersecting%20them.-,Focus%20areas,-Dance%20is%20studied) |
| ****Content groups**** | [Dance 7–10 Syllabus (2003) – page 16](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/dance-7-10) | [Dance 7–10 Syllabus – Content groups](https://curriculum.nsw.edu.au/learning-areas/creative-arts/dance-7-10-2023/overview#:~:text=appreciate%20dance%20works.-,Content%20groups,-The%203%20content) |
| ****Rationale**** | [Dance 7–10 Syllabus (2003) – page 8](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/dance-7-10) | [Dance 7–10 Syllabus – Rationale](https://curriculum.nsw.edu.au/learning-areas/creative-arts/dance-7-10-2023/rationale) |
| ****Aim**** | [Dance 7–10 Syllabus (2003) – page 10](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/dance-7-10) | [Dance 7–10 Syllabus – Aim](https://curriculum.nsw.edu.au/learning-areas/creative-arts/dance-7-10-2023/aim) |

| **Key differences or similarities** | **Notes** |
| --- | --- |

### Option 2 – reduced outcomes and new performance descriptors

The Dance 7–10 Syllabus (2023) features a significant reduction in outcomes compared to the current (2003) syllabus. This has helped to streamline the content, in line with government priorities, but will have implications when designing teaching and learning activities and assessment. Consider the Stage 4 and Stage 5 outcomes in the table below.

Table 2 – Stages 4 and 5 course outcomes

|  |  |  |
| --- | --- | --- |
| Focus area | Stage 4 | Stage 5 |
| Performance | **DA4-PER-01**  performs dance works, demonstrating safe dance practice, dance technique and performance quality | **DA5-PER-01**  demonstrates safe dance practice and dance technique in preparing the body to express and communicate an intent  **DA5-PER-02**  manipulates the elements of dance to demonstrate performance quality and interpretation in context |
| Composition | **DA4-COM-01**  creates movements using the elements of dance to communicate an idea and intent | **DA5-COM-01**  creates a movement vocabulary that communicates an idea and intent in response to different contexts  **DA5-COM-02**  creates movements using the elements of dance and structures movement to communicate a specific idea and intent |
| Appreciation | **DA4-APP-01**  describes dance works from a range of contexts using the elements of dance | **DA5-APP-01**  investigates and explains how social, cultural and historical factors shape the development of dance  **DA5-APP-02**  evaluates dance works based on context, the elements of dance, the dancing body and theatrical elements |

[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.

You may also like to consider the related [Life skills outcomes](https://curriculum.nsw.edu.au/learning-areas/creative-arts/dance-7-10-2023/outcomes).

The new course performance descriptors provide holistic descriptions of typical achievement at different grade levels in the new Dance 7–10 course. They are used to identify and report a student’s level of achievement at the end of Stage 5.

In dance, these descriptors have also been significantly reduced. Given that these performance descriptors are used to determine Year 10 ROSA grades, it is important to consider these when planning the progression of learning for all students.

Table 3 – comparison of Grade A performance descriptors

|  |  |
| --- | --- |
| Current 2003 performance descriptor – Grade A | New 2023 performance descriptor – Grade A |
| A student at this grade typically:   * clearly and perceptively communicates an appreciation of dance as an artform through their very high level of engagement in the interrelated practices of performing, composing and appreciating dance. * capably performs dances with an accomplished dance technique and a sustained application of safe dance practice and performance quality. * effectively manipulates the elements of dance to interpret a wide variety of dance styles with a high level of competence. * consistently structures complex movement to create dance compositions that communicate ideas. * critically analyses their own and others’ dances, through the elements of dance. * critically discusses the characteristics of dance styles, performance quality and interpretation. * insightfully applies their knowledge of the practical and theoretical aspects of dance and makes perceptive connections between the making and performing of the movement and the appreciation of its meaning. | A student performing at this grade typically:   * demonstrates extensive knowledge and understanding of **dance contexts**, **the dancing body** and **elements of dance** * applies **consistent dance technique** with effective control and kinaesthetic awareness when preparing for and performing dance works * manipulates the elements of dance effectively to **interpret** dance works and **communicate** emotions, ideas and intent **through performance** * creates a **personalised movement** vocabulary using the elements of dance and effectively **structures movements** to communicate ideas and intent * demonstrates extensive knowledge and understanding of **how social, cultural and historical factors shape the development of dance** * **evaluates dance works** effectively in relation to context, the dancing body, elements of dance and theatrical elements |

[Course performance descriptors for Dance](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/dance-7-10/cpd) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2003.

[Course performance descriptors](https://curriculum.nsw.edu.au/learning-areas/creative-arts/dance-7-10-2023/assessment#course-performance-descriptors-dance_7_10_2023) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2023.

**Focus questions**

* What are the biggest changes to the performance descriptors?
* What is the relationship between the new course requirements, the reduced outcomes and the new performance descriptors?
* Using one existing program or task from your school context, how could you draft or adjust student success criteria to incorporate the new outcomes and support student achievement in the new performance descriptors?

| **Key points** | **Notes** |
| --- | --- |

**Summary**

Draft student success criteria:

#### Support

* [Assessment in the creative arts 7-10](https://education.nsw.gov.au/teaching-and-learning/curriculum/creative-arts/planning-programming-and-assessing-creative-arts-7-10/assessment-in-the-creative-arts) – information on formative and summative assessment strategies for creative arts 7–10
* [Dance 7–10 Syllabus Assessment](https://curriculum.nsw.edu.au/learning-areas/creative-arts/dance-7-10-2023/assessment) – information for assessing the new Dance 7–10 (2023) course
* [Advice on assessment](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/assessment) – NESA advice on assessment

### Option 3 – Context content group

The Dance 7–10 Syllabus (2023) contains a new content group called ‘Context.’ According to the syllabus, Context ‘provides transparency and background knowledge. It provides the circumstances under which a dance work was made, performed, viewed, analysed and consequently appreciated. It is pivotal to the understanding of culture, traditions, conventions, roles and responsibilities across the 3 focus areas’ (NESA 2023).

[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.

Explore the Context content points from the Dance 7–10 Syllabus (2023). Ensure you select the options to show teaching advice and examples as this reveals important information to support teachers’ understanding of the content points.

Table 4 – Dance 7–10 Syllabus context content points

|  |  |
| --- | --- |
| Stage 4 | Stage 5 |
| * [Performance – Context](https://curriculum.nsw.edu.au/learning-areas/creative-arts/dance-7-10-2023/content/stage-4/fabf896231#cg-45887771-d369-4c0f-9749-87ddcae4cd7c) | * [Performance – Context](https://curriculum.nsw.edu.au/learning-areas/creative-arts/dance-7-10-2023/content/stage-5/fa5c3b4622#cg-005682f8-a8f3-4a51-9182-b66181a9de5a) |
| * [Composition – Context](https://curriculum.nsw.edu.au/learning-areas/creative-arts/dance-7-10-2023/content/stage-4/fad539eaea#cg-24808d4e-5600-443c-b1ef-48f38980fa57) | * [Composition – Context](https://curriculum.nsw.edu.au/learning-areas/creative-arts/dance-7-10-2023/content/stage-5/fae04018c0#cg-138e5ad6-0ee0-4816-9bed-0d5907ca590e) |
| * [Appreciation – Context](https://curriculum.nsw.edu.au/learning-areas/creative-arts/dance-7-10-2023/content/stage-4/fa7c094f4e#cg-297fb249-bf68-49cf-bdde-1aa9fd1d6de5) | * [Appreciation – Context](https://curriculum.nsw.edu.au/learning-areas/creative-arts/dance-7-10-2023/content/stage-5/fa3a57af6d#cg-1a41b934-d45d-4c17-ba7b-fe17011a3d2b) |

Consider how you could approach the teaching and learning of this content by answering the questions.

**Questions**

* How do you currently consider Context into your dance classroom practice?
* How could you include the Context content points in your programs?

**Participant notes**

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#### Support

The resource suggestions below are intended to support teachers in accessing a range of material from diverse contexts to integrate into and inform your classroom practice. Explore these resources and consider how some of them could be used in your school context.

**Note:** this is not an exhaustive list and recommended resources are suggestions only. These suggestions imply no endorsement by the New South Wales Department of Education, of any composer or artist. When selecting works for teaching and learning, teachers are to refer to the advice in the [Controversial Issues in Schools Policy](https://education.nsw.gov.au/policy-library/policies/pd-2002-0045).

**Please note:** Aboriginal and Torres Strait Islander peoples are advised that these resource links may contain the names and images of deceased persons.

Table 5 – resource suggestions for dance material exploring diverse contexts

|  |  |
| --- | --- |
| Dance material | Description |
| [Asking Hard Questions – Context is Everything (19:17)](https://soundcloud.com/asking_hard_questions/ep-1-context-is-everything?utm_source=clipboard&utm_medium=text&utm_campaign=social_sharing) | A professional learning podcast where Dr Rachael Jacobs and Dr Rachael Dwyer discuss cultural representations in children's media, and how explaining the context of performances and artworks promotes respectful engagement with the culture. |
| [Ausdance research articles](https://ausdance.org.au/articles/archive/academic-papers) | A series of academic papers exploring diverse artistic, cultural, social and personal contexts. |
| [AXIS Dance Company](https://axisdance.org/choreo-lab/) | AXIS collaborates with disabled and non-disabled artists to create world-class productions that challenge perceptions of dance and disability. |
| [Bangarra Dance Theatre Knowledge Ground](https://bangarra-knowledgeground.com.au/) | An archive of Bangarra’s creative process across 3 decades. |
| [The Contradiction of Silence by Alexander Ekman (1:39)](https://www.youtube.com/watch?v=5z5qCSwPtrw) | Alexander Ekman collaborated with other artists and designers to create a promotional dance film. |
| [Dance Locale by Sydney Dance Company](https://www.sydneydancecompany.com/performance/dance-locale/) | A series of site-specific dance works celebrating 5 different environments: Parklands, Riverlands, Coast, Harbour and Wagga Wagga. |
| [Dance makers collective](https://dancemakerscollective.com.au/) | A collective of independent dance makers with a commitment to shared practice and a vision to transform people and communities through dance. |
| [Micro-documentary on Evan Ruggerio (2:44)](https://www.youtube.com/watch?v=3qwAIMQETxg) | Evan Ruggerio survived bone cancer and the removal of his right leg and has become a talented tap dancer. |
| [Hope by Paris Cavanagh (5:23)](https://youtu.be/GvuHgbSKsU0?si=C72UVQtl-ZI1Kk9n) | A commercial dance performance for entertainment. |
| [Inside the Blind Iris – A cinematic dance film (10:39)](https://youtu.be/1fBMzKlMCxQ?si=UdEpVBJYVoVO_4GU) | An experimental dance film exploring oppression and the absence of belonging. Set in the main character’s confused state of mind, dancers appear as haunting spirits and memories, as he journeys in search of his own self. |
| [NAISDA CEO Kim Walker Speaks on NAISDA's Unique Learning Model For First Nations Students (14:20)](https://youtu.be/5Vj3RQaG8wg?si=xGz98RXoTEBWG1Mt) | NAISDA CEO Kim Walker speaks on NAISDA Dance College's unique learning model and what it means for First Nations students in Australia. |
| [Synchronised: Intergenerational dance project with Dulwich Picture Gallery (3:22)](https://youtu.be/mXzJIpJlIqM?si=nZXlIbqRXnB9SKHR) | An intergenerational Rambert Dance residency based on repertoire from Christopher Bruce's *Hush*. This community-focused project is a celebration of family life, crossing art forms, generations and spaces through its delivery. |
| [Wunda Yulagi 2020 DanceFilms](https://www.youtube.com/playlist?list=PLTEKTWSi63QjGPqJ56psc-r2xHFFdgxxR) | A series of dance films created by NAISDA students in response to the COVID pandemic. |

### Option 4 – working with Aboriginal and Torres Strait Islander content in the dance classroom

The Dance 7–10 Syllabus (2023) provides specific teaching advice for working with Aboriginal and Torres Strait Islander content which is available as a download on the [Teaching and learning support](https://curriculum.nsw.edu.au/learning-areas/creative-arts/dance-7-10-2023/teaching-and-learning) page.

Explore the Aboriginal and Torres Strait Islander content points from the [Dance 7–10 Syllabus (2023)](https://curriculum.nsw.edu.au/learning-areas/creative-arts/dance-7-10-2023/content).

Table 6 – examples of Aboriginal and Torres Strait Islander content points

|  |  |
| --- | --- |
| Stage, focus area and content group | Content point |
| ****Stage 4****  Appreciation – Context | * View dance works from a range of contexts, including Aboriginal and Torres Strait Islander dances |
| ****Stage 5****  Performance – Context | * Dances have performance protocols related to context, including those from Aboriginal and Torres Strait Islander Cultures |
| ****Stage 5****  Appreciation – Context | * Aboriginal and Torres Strait Islander Dance has many protocols that play a part in how the viewer responds * Ethical processes for Aboriginal and/or Torres Strait Islander dancers, including the protection of Indigenous Cultural and Intellectual Property (ICIP) |

[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.

Consider how you could approach the teaching and learning of this content by answering the questions. You are encouraged to incorporate **locally recognised sources** into your planning and programming. Some sample resources are provided in the [Support](#_Support) section below.

**Questions**

* How do you currently integrate Aboriginal and Torres Strait Islander content in your dance classroom?
* What resources will you be able to draw on to include in your programs and ensure that your students are engaging with this content in meaningful and respectful ways?
* Are there local Aboriginal dance companies and/or choreographers who you could consult with or whose work you may be able to explore?

**Participant notes**

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#### Support

* [NSW Aboriginal Education Consultative Group (AECG)](https://www.aecg.nsw.edu.au/about/) – contact the AECG to find out who to contact in your local area to provide advice and support to connect with your Aboriginal and Torres Strait Islander communities
* [NSW Department of Education Aboriginal Outcomes and Partnerships (AOPD)](https://education.nsw.gov.au/teaching-and-learning/aec) – use this webpage to find out more information on how to increase knowledge and understanding of Aboriginal culture
* [Aboriginal dance in Australia](https://education.nsw.gov.au/teaching-and-learning/curriculum/creative-arts/creative-arts-curriculum-resources-k-12/7-10-curriculum-resources/aboriginal-dance-in-australia) – students investigate the history of Aboriginal dance in Australia.

### Option 5 – a writing continuum

Writing has been identified by NESA as a focus for curriculum reform. Throughout the Dance 7–10 Syllabus content, there are many opportunities to embed writing in your teaching and learning activities, some are explicit, and others are inferred through the content point verbs. Consider the Stage 4 and Stage 5 outcomes in the table below.

Table 7 – sample content points related to writing

|  |  |  |
| --- | --- | --- |
| Focus area | Stage 4 writing content point samples | Stage 5 writing content point samples |
| ****Performance**** | * Reflect on own practice of dance technique, safe dance practice and performance quality | * Reflect on own practice of dance technique, safe dance practice and performance quality |
| ****Composition**** | * Document the process of dance composition through reflective responses | * Document the process of dance composition through reflective responses |
| ****Appreciation**** | * Describe the choreographer’s use of the dancing body to communicate the intent * Identify and describe in written form how the elements of dance have been used by the choreographer in a professional work to communicate the intent | * Analyse and evaluate how the choreographer uses the dancer’s capabilities to convey genre, style and interpretation in professional dance works selected from different contexts * Create written texts to show appreciation of how the choreographer communicates the intent in a professional dance work |

[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.

Reflect on your approach to the teaching and learning of writing content by answering the questions. Further [Support](#_Support_1) is provided below.

**Questions**

* How do you integrate writing practices across all 3 focus groups in dance?
* How will the new writing content affect the progression of learning for appreciation across Stages 4 to 6?
* How could you integrate information from the support resources below into your teaching and learning for writing about dance?

**Participant notes**

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#### Support

* [Writing about performance](https://emagined.com.au/modules/Department%20of%20Education/Writing%20about%20performance/index.html#/) – a Stage 5 resource to develop students' skills in writing critically, descriptively and reflectively about performance in dance and drama
* [Where to from here – Assessment in dance (22:03)](https://player.captivate.fm/episode/016c0359-d905-4cc8-b327-f5880c2f06f4) – a Creative Cast episode exploring Stage 5 assessment to set students up for success in writing about dance, unpacking dance works and crafting essay questions
* [Writing about dance in Stage 6](https://emagined.com.au/modules/Department%20of%20Education/Writing%20about%20dance/index.html#/) – a Stage 6 appreciation resource to develop students’ skills in structuring sentences, interpreting movement and creating extended writing about dance
* [Major study appreciation](https://education.nsw.gov.au/teaching-and-learning/curriculum/creative-arts/planning-programming-and-assessing-creative-arts-11-12/dance-11-12#HSC4) – a Stage 6 resource, providing an introduction, overview and activities for guiding students in major study appreciation
* [Stage 6 and the HSC - Major study appreciation (20:33)](https://player.captivate.fm/episode/fdf46e92-f9b1-4d90-b214-ca23e2c10125) – a Creative Cast episode that unpacks this major study option and details approaches to teaching the content that aim to optimise student success.

## Evaluation

We value your feedback. Please complete the Creative Arts in secondary – new syllabus planning evaluation to help us provide further support.



## References

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[Course performance descriptors](https://curriculum.nsw.edu.au/learning-areas/creative-arts/dance-7-10-2023/assessment#course-performance-descriptors-dance_7_10_2023) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2023.

[Advice on assessment](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/assessment) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2023.

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