# Getting to know the Dance and Drama 7–10 syllabuses to inform Stage 6

Participant workbook

Contents

[About this workbook 2](#_Toc160103280)

[Presentation overview 3](#_Toc160103281)

[Learning intentions and success criteria 3](#_Toc160103282)

[Alignment to the Australian Professional Standards for Teachers 4](#_Toc160103283)

[Dance options 5](#_Toc160103284)

[Dance option 1 – understand your students’ prior knowledge when the new syllabus is implemented 5](#_Toc160103285)

[Dance option 2 – working with Aboriginal and Torres Strait Islander content in the dance classroom 6](#_Toc160103286)

[Dance option 3 – supporting student writing in Stage 6 8](#_Toc160103287)

[Drama options 9](#_Toc160103288)

[Drama option 1 – understand your students’ prior knowledge when the new syllabus is implemented 9](#_Toc160103289)

[Drama option 2 – working with Aboriginal and Torres Strait Islander content in the drama classroom 11](#_Toc160103290)

[Drama option 3 – assessment in the HSC 14](#_Toc160103291)

[Evaluation 15](#_Toc160103292)

[References 16](#_Toc160103293)

## 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 workbook is designed for dance and drama teachers in secondary senior schools to engage in professional learning that is relevant to your context. For this session, you have 3 options:

1. Complete a comparative analysis of the current (2003) and new (2023) Dance and Drama 7–10 syllabuses to further familiarise yourself with the key changes.
2. Explore how you could include **locally recognised sources** of Aboriginal and Torres Strait Islander content in teaching programs. You may also like to explore some of the suggested resources in this document.
3. Explore curriculum resources that you could use in future teaching and learning activities to support Dance or Drama Stage 6.

Select the option that is most relevant to you and your school context.

### Learning intentions and success criteria

By the end of the presentation, participants will:

* understand the structure, outcomes and performance descriptors of the new Dance 7–10 Syllabus (2023) and/or Drama 7–10 Syllabus 2023 (Option 1)
* investigate materials to inform the development of school-based documents (Option 2)
* explore ideas and resources for supporting Stage 6 students (Option 3).

To demonstrate learning, participants will:

* understand key differences between the current (2003) and new Dance or Drama Syllabus 2023 (Option 1)
* acquire a collection of resources about Aboriginal and Torres Strait Islander dance or drama practitioners to integrate into future teaching and learning programs (Option 2)
* understand the resources available to support Stage 6 student writing skills and have considered how best to contextualise the resource(s) for their students (Option 3).

### Alignment to the Australian Professional Standards for Teachers

This session 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.

## Dance options

### Dance option 1 – understand your students’ prior knowledge when the new syllabus is implemented

Reviewing the new Dance 7–10 Syllabus will support your understanding of the progression of learning across the dance course. This may prepare you for the ‘Have your say’ on the draft Dance 11–12 Syllabus which is scheduled on NESA’s [Curriculum Reform Timeline](https://www.nsw.gov.au/education-and-training/nesa/about/strategies-and-reforms/curriculum-reform/timeline#toc-senior-1112) to occur in 2024.

Identify the differences between the current Dance 7–10 Syllabus (2003) and the new Dance 7–10 Syllabus (2023). Compare the descriptions of the focus areas, content groups, rationale and aim and consider the implications for Dance Stage 6.

Table 1 – Comparison of key syllabus areas

|  |  |  |
| --- | --- | --- |
| 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** | **Notes** |
| --- | --- |

### Dance option 2 – 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 page](https://curriculum.nsw.edu.au/learning-areas/creative-arts/dance-7-10-2023/teaching-and-learning).

Explore the [Dance 7–10 Syllabus (2023)](https://curriculum.nsw.edu.au/learning-areas/creative-arts/dance-7-10-2023/content) for content points referring to Aboriginal and Torres Strait Islander content. Consider how you could approach the teaching and learning of Aboriginal and Torres Strait Islander content and perspectives in Stage 6 by answering the following 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

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

**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).

* [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, from traditional styles to Bangarra, fusing contemporary and Aboriginal dance together.
* [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.
* [Bangarra Dance Theatre Knowledge Ground](https://bangarra-knowledgeground.com.au/) – an archive of Bangarra’s creative process across 3 decades.
* [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.
* [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.

### Dance option 3 – supporting student writing in Stage 6

Writing has been identified by NESA as a focus for curriculum reform. The Creative arts curriculum team have produced interactive teacher and student resources to support student writing skills. Explore the [Writing about dance in Stage 6](https://emagined.com.au/modules/Department%20of%20Education/Writing%20about%20dance/index.html#/) resource and consider the focus questions below.

**Focus questions**

* What are the most common strengths and weaknesses of student writing skills in your context?
* What support is available in the Writing about dance in Stage 6 resource to meet the needs of your students?
* How could you use this resource in your classroom?

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

You may also like to explore the sample dance preliminary and HSC appreciation resources.

* [Jiri Kylian – 'Sarabande'](https://sites.google.com/education.nsw.gov.au/csl-creativearts-sarabande/home)
* [Mats Ek – Juliet and Romeo](https://emagined.com.au/modules/Department%20of%20Education/Juliet%20and%20Romeo%20-%20Mats%20Ek/#/)
* [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)

## Drama options

### Drama option 1 – understand your students’ prior knowledge when the new syllabus is implemented

Reviewing the new Drama 7–10 Syllabus (2023) will support your understanding of the progression of learning across the drama course. This may prepare you for the ‘Have your say’ on the draft Drama 11–12 Syllabus which is scheduled on NESA’s [Curriculum Reform Timeline](https://www.nsw.gov.au/education-and-training/nesa/about/strategies-and-reforms/curriculum-reform/timeline#toc-senior-1112) to occur in 2024.

Identify the differences between the current Drama 7–10 Syllabus (2003) and the new Drama 7–10 Syllabus (2023). Compare the descriptions of the focus areas, content groups, rationale and aim.

Table 2 – comparison of key syllabus areas

|  |  |  |
| --- | --- | --- |
| Component | Current syllabus (2003) | New Syllabus (2023) |
| Focus areas | [Drama 7–10 syllabus (2003) – page 14](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/drama-7-10-syllabus) | [Drama 7–10 Syllabus – focus areas](https://curriculum.nsw.edu.au/learning-areas/creative-arts/drama-7-10-2023/overview#organisation-of-drama-7-10-drama_7_10_2023) |
| Content groups | [Drama 7–10 syllabus (2003) – page 14](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/drama-7-10-syllabus) | [Drama 7–10 Syllabus – content groups](https://curriculum.nsw.edu.au/learning-areas/creative-arts/drama-7-10-2023/overview#organisation-of-drama-7-10-drama_7_10_2023) |
| Rationale | [Drama 7–10 syllabus (2003) – page 8](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/drama-7-10-syllabus) | [Drama 7–10 Syllabus – rationale](https://curriculum.nsw.edu.au/learning-areas/creative-arts/drama-7-10-2023/rationale) |
| Aim | [Drama 7–10 syllabus (2003) – page 10](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/drama-7-10-syllabus) | [Drama 7–10 Syllabus – aim](https://curriculum.nsw.edu.au/learning-areas/creative-arts/drama-7-10-2023/aim) |

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

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

**Participant notes**

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### Drama option 2 – working with Aboriginal and Torres Strait Islander content in the drama classroom

The Drama 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/drama-7-10-2023/teaching-and-learning) page.

Explore the [Drama 7–10 Syllabus (2023)](https://curriculum.nsw.edu.au/learning-areas/creative-arts/drama-7-10-2023/overview) Aboriginal and Torres Strait Islander content. Consider how you could approach the teaching and learning of Aboriginal and Torres Strait Islander content and perspectives by answering the questions. Further support is provided below. You are encouraged to incorporate **locally recognised sources** into your planning and programming. Some sample resources are provided in the support section below.

**Questions**

* How do you currently work with Aboriginal and Torres Strait Islander content in your drama classroom?
* What resources will you be able to draw on to strengthen your programs and ensure that your students are engaging with and demonstrating the related content points in meaningful and respectful ways?
* Are there local Aboriginal theatre companies and/or practitioners who you could consult with or whose work you may be able to explore?

**Participant notes**

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#### Support

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

**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).

* [Playbuilding with Aboriginal Pedagogies](https://education.nsw.gov.au/teaching-and-learning/curriculum/creative-arts/planning-programming-and-assessing-creative-arts-7-10/drama-7-10/playbuilding-with-aboriginal-pedagogies) – this department-developed learning sequence draws on Aboriginal Pedagogies (ways of learning, thinking, knowing and doing) to explore playbuilding in the current (2003) Drama Stage 5 drama course.
* [Drama 7–10 (2023): Teaching advice (additional): Years 7–10 Working with Aboriginal and Torres Strait Islander content (NESA)](https://curriculum.nsw.edu.au/learning-areas/creative-arts/drama-7-10-2023/teaching-and-learning) – access the downloadable teaching advice from the new Drama 7–10 Syllabus.
* [Aboriginal and Torres Strait Islander Guidelines for Drama/Theatre Education (Drama Australia) [PDF 451 KB]](https://dramaaustralia.org.au/wp-content/uploads/Aboriginal-Torres-Strait-Islander-Guidelines_Sept07-Fin.pdf) – this 2007 document is being updated and was produced by Drama Australia to support the study of Contemporary Indigenous Theatre in Australia for drama educators.
* [Indig-curious: What are the challenges for non Aboriginal theatre practitioners in accessing and interpreting Aboriginal themes? [PDF 423 KB]](https://eprints.qut.edu.au/32152/1/Jane_Harrison_Thesis.pdf) – access Jane Harrison's exegesis (2009) to read about the complexities of Aboriginal and Torres Strait Islander Knowledges in playwrighting.
* [BlakStage](https://apt.org.au/blakstage-2/) – a collection of Australian First Nations playwriting from Australian Plays Transform.
* [Stephen Page – Wudjang: Not the Past (0:46)](https://www.youtube.com/watch?v=1Z-SVDccAj8)
* [Memories of The Wharf: Nakkiah Lui & Shari Sebbens (3:42)](https://www.youtube.com/watch?v=GNRrpshjaIU) – a reflection on the Sydney Theatre Company’s productions on 2 contemporary plays written by Nakkiah Lui.
* [STC Virtual: Shari Sebbens performs a scene from Black is the New White (3:30)](https://youtu.be/fAr8vUZyfHo?si=RnDtex-fwPwJjNuL) – a Sydney Theatre Company Virtual reading of an excerpt from Nakkiah Lui’s play.
* [Shari Sebbens performing The 7 Stages of Grieving (1:48)](https://youtu.be/2G_SDS90KUk?si=l6neC7qCFuEE16wu) – a Sydney Theatre Company Virtual reading of an excerpt from Wesley Enoch and Deborah Mailman’s play.
* [Shari Sebbens performs an excerpt from Stolen (3:41)](https://youtu.be/I4j0k6C8LLI?si=8lC3dVCB3YLWraTl) – a Sydney Theatre Company Virtual reading of an excerpt from Jane Harison’s play.
* [Shari Sebbens performs Black Medea (2:36)](https://youtu.be/4qKMHmPGscI?si=UDYWe_dNEOCekCHy) – a Sydney Theatre Company Virtual reading of an excerpt from Wesley Enoch’s play.
* [STC Documentaries: The Secret River (11:35)](https://youtu.be/ZX6IhTHnucA?si=J86El9D8vE-3Vga9) – Stephen Page and Stephen Curtis discus the adaptation, production and design of Andrew Bovell’s play.
* [Belvoir costume design for Yibiyung](https://belvoir.com.au/education/resources/costume-design/) – access design images from Belvoir’s 2008 production of Dallas Winmar’s play, directed by Wesley Enoch.
* [Belvoir promotional design for At What Cost](https://belvoir.com.au/education/resources/promotional-design/) – access design images from Belvoir’s 2023 production of Nathan Maynard’s.

### Drama option 3 – assessment in the HSC

Explore the [Assessment in the HSC – drama](https://hsc.emagined.com.au/drama) resources and consider the focus questions below.

**Note:** access to the resources requires a password that is given instantly upon submitting the Microsoft form.

**Focus questions**

* What are the most common strengths and weaknesses of student individual projects in your context?
* What support is available in the Assessment in the HSC – drama resource to meet the needs of your students?
* How could you use this resource in your classroom?

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

## Evaluation

We value your feedback. Please complete the [Creative Arts in secondary – new syllabus planning evaluation](https://forms.office.com/Pages/ResponsePage.aspx?id=muagBYpBwUecJZOHJhv5kQ9AEtJqKbhAgD099fZ5L3pUOVZZRUxDTFZXUVBOWEJPRkszTjRKTTUxTiQlQCN0PWcu) to help us provide further support.



## References

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

[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.

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Sydney Theatre Company (1 April 2021) ['Memories of The Wharf: Nakkiah Lui & Shari Sebbens' [video]](https://www.youtube.com/watch?v=GNRrpshjaIU), Sydney Theatre Company, YouTube, accessed 17 November 2023.

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