# **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 |
| OutcomesP1.1, 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 |
| OutcomesP1.1, P1.2, P1.3, 1.4,P2.6,P3.6, P3.7P4.1, 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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