Unpacking Major Study Performance – Syllabus revision 2020

## Using this resource

A key component of HSC Dance is being able to articulate the process you’ve gone through in creating your works. It is important to revise syllabus dot points as well as your own notes and journal entries to think about how you can relate what you have learnt from your own performances and composition.

This resource is an example of how students can unpack their practical performances and decide how the syllabus relates to their own movements.

It’s a great idea to practice talking about your dances as much as possible. Consider doing this at home with friends or family or with other dance students in your class. Set up a meeting on Google classroom or through Zoom to talk about your dances.

Useful terminology

|  |  |
| --- | --- |
| Key word | Definition |
| Define | State meaning and essential qualities   * define key terms that you are using |
| Demonstrate | Show by example   * physically demonstrate * use of technical and descriptive terminology (such as names of dance movements and anatomy) |
| How | The significance, purpose or function of **each** feature, characteristic or component   * What is the purpose/function? * cause and effect * use examples |
| What | To make judgements   * to what extent is each component/part successful, useful, achieve its purpose? (Provide reasons, examples/evidence) |
| Why | State reasons for   * How/why **each** feature/part is attempting to carry out its purpose, role or function. * Explain **how** and/or **why** the intentions are carried out, explain the impact. * How did it achieve its purpose or intent and/or impact/ effect? * What is the relationship between the various components? |

Further support can be gained by accessing the following documents from NESA:

* [HSC Marking Feedback](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/resources/hsc-exam-papers/hsc-exam-paper-detail/2019/dance-2019-hsc-exam-pack) from the 2019 examination
* [Assessment and Reporting in Dance](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/dance-syllabus/assessment-and-reporting)

## Areas of study

How have you explored each of these areas of study in your dance?

To use this resource:

1. Choose examples from your dance.

2. Describe **how** and **why** each area of study have been used?

## Areas of study – I. Dance Technique

### 1. Body skills

* Choose one of each of the body skills that apply to your dance
* Describe them and consider safe dance and dance technique

(you might have multiple)

Example of possible syllabus links to other areas

* Safe dance and you’re training to develop your skills in to perform these.

Body skills

|  |  |  |
| --- | --- | --- |
| Major study performance | Examples from your dance  Describe parts from your dance to help you understand how and why you have shown understanding of the syllabus | Possible syllabus links to other areas  Add anything here that shows the link between the areas of study (some examples have been included).  Consider how one area is impacted by another.  Consider link to the ‘Interpreation of the dance’. |
| Turns |  |  |
| Jumps/elevations |  |  |
| Extensions/kicks |  |  |
| Balances, control |  |  |
| Falls |  |  |
| Weight shifts |  |  |
| Torso generated movement |  |  |
| Floor work |  |  |
| Off centre |  |  |
| Attitude |  |  |
| Arabesque/leg lifts |  |  |
| Parallel/turn out |  |  |
| Locomotor |  |  |
| Non-locomotor |  |  |
| Body awareness   * How well you understand your own body, your own capabilities and limitations and injuries * Fitness and training |  | Safe dance links including kinaesthetic awareness and links to performance quality |
| Principles of alignment and body placement   * Consider how these relate to your body skills and phrases * Think about application of the plumb line, and foot-ankle-knee-hips-shoulder alignment to ensure safe dance * How do these link to performance quality |  | Safe dance links and kinaesthetic awareness links to performance quality including focus and projection and quality of line |
| Body articulation   * Consider how well you make shapes with your body and clearly move your body in relation to the number of body parts moving, are they clearly articulated – if you take a photo of each step is it the desired shape? |  | Safe dance links and to coordination, links to performance quality including kinaesthetic awareness, quality of line and clarity of line |
| Axial movement   * movements on the spot – a balance, a turn anything which doesn’t travel * consider your alignment * training to develop strength and flexibility to perform these * Link to performance quality |  | Safe dance links to alignment, performance quality and kinaesthetic awareness as well as links to projection and focus |
| Locomotor movement  Movements which travels in each direction from one place to another.   * Consider coordination of the skills * How you have developed strength and flexibility to perform * How is alignment important in performing these safely * Where do you need to focus when the weight shifts |  | Safe dance links to alignment, performance quality and kinaesthetic awareness as well as links to projection and focus |
| Kinaesthetic awareness   * How have you developed kinaesthetic awareness in your dance? * How does this help you perform the dance safely? * How does this support performance quality |  | Consider the link to safe dance, dance technique and performance quality. |

### 2. Sequencing (locomotor and non-locomotor movement phrases)

* Describe some of your combinations, phrases and sequences
* Consider where there are
  + Temporal variations
  + Dynamic variations

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| Sequencing |  | Link to how the sequences use the elements of dance and support the flow of the dance |

### 3. Safe dance practice

* Describe how you have ensured you are following the guidelines

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| Safe dance practice |  | Links to both performance quality and dance technique – consider your own body and how you perform the dance |
| Warm up/cool down   * What are the principals of warmup and cool down? |  | Link to injury prevention and physical and mental preparation |
| Stretching   * What are the types of stretching? * What do they do? |  | How does stretching support injury prevention, performance quality and dance technique |
| Alignment   * Principals of alignment |  | Link to body skills and performance quality including quality of line |
| Body awareness   * Understanding of your own body and how this is applied to the performance |  | Link to dance technique, safe dance and performance quality |
| Body limitations   * Understanding of your own body and how this is applied to the performance |  | Link to dance technique, safe dance and performance quality |
| Causes, prevention and treatment of injury   * How and what – RICER/D * Body maintenance |  | Link to warm up, cool down and training |

### 4. Variety of structures/components of a dance class which may include

* Floor work, barre work, centre work, moving in space, jumps and aerial work.
  + How these support the dance development

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| Variety of structures/components of a dance class |  | Link to training and body maintenance |

## Areas of study – II. Dance Technique applied to Dance Performance

### 1. Elements of dance as they relate to performance

Space

* How have you used **space** in the dance?

Possible syllabus links to other areas

* Link to performance quality and dance technique. Consider safe dance?

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| Level |  |  |
| Direction |  |  |
| Pathways/floor patterns |  |  |
| Spatial relationships |  |  |
| Dimension |  |  |
| shape |  |  |

Time

* How have you used **time** in the dance?

Possible syllabus links to other areas

* Link to performance quality and dance technique. Consider safe dance?

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| Accent |  |  |
| Rhythm |  |  |
| Metre |  |  |
| Phrasing |  |  |
| Duration |  |  |
| Tempo |  |  |
| Momentum |  |  |
| Stillness |  |  |

Dynamics

* How have you used **dynamics** in the dance?

Possible syllabus links to other areas

* Link to performance quality and dance technique. Consider safe dance?

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| * Release of energy * sustained * percussive * vibratory * swinging * collapsing * suspended |  | Link to performance quality and dance technique. |

### 2. Performance quality

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| control/variation of dynamics |  |  |
| Quality of line |  |  |
| Projection |  |  |
| Kinaesthetic awareness |  |  |

### 3. Relevant music principles

* The link between the accompaniment and the physical realisation (interpretation) of the ‘work’.

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| Relevant music principles |  |  |

### 4. General characteristics of dance performance

* relevant sociocultural context.

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| General characteristics of dance performance |  |  |

### 5. The language of dance

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| Dance terminology |  |  |
| Names of specific terms related to performance, style and movement patterns, where applicable |  |  |
| Relevant stage terminology |  |  |

## Areas of study – III. The Major Study Work

The ‘work’ is prepared as an outgrowth of classwork under the guidance of the teacher. In major study performance, a ‘dance’ and a ‘work’ are differentiated in terms of context/intent. A ‘work’ is considered to be a coherent organisation of technical phrases and sections driven by thematic considerations that create a unified whole.

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| Anatomical structure in relation to execution |  |  |
| Performing complex sequences relative to anatomical structure |  |  |
| Performing complex sequences relative to strength |  |  |
| Performing complex sequences relative to endurance |  |  |
| Performing complex sequences relative to coordination |  |  |
| Consistency in kinaesthetic awareness |  |  |
| Developing consistency of interpretation |  |  |
| Developing strength, endurance and coordination related to the ‘work’. |  |  |