

School administrators and Heads of Learning Area – The Arts and teachers of Dance General Year 11 are requested to note for 2027 the following minor syllabus changes. The syllabus is labelled ‘For teaching from 2027’.

Dance | General Year 11 | Summary of minor syllabus changes for 2027

The content identified by ~~striketrough~~ has been deleted from the syllabus and the content identified in *italics* has been revised in the syllabus for teaching from 2027.

Progression from the Years 7–10 curriculum

This syllabus builds on the dance skills, techniques, processes, elements and principles explored in the Years 7–10 Arts curriculum. This includes the interrelated strands of ~~Making and Responding~~ *Explore, Create and Perform*. ~~Making include learning about and using knowledge, skills, techniques, processes, materials and technologies to explore dance practices and make choreographic works that communicate ideas and intentions. Responding includes exploring, responding to, analysing and interpreting dance.~~ *The Explore strand facilitates students’ understanding of the contexts of dance across times, places, cultures and communities, and the use of improvisation to develop movement. The Create strand focuses on students’ use of the elements of dance, choreographic devices, choreographic structures and design concepts as part of the choreographic process. The Perform strand includes practical activities that may lead to a performance. Technique and skills and performance qualities in the chosen genres/styles are developed, along with reflecting and responding to the choreographic process.*

Representation of the General Capabilities

Literacy

Students develop multiple literacies and build oral literacy through dance terminology, visual literacy via movement exploration, text-based literacy through critical response using specialised vocabulary, and digital literacy by engaging with production ~~technologies~~ *technology*. These practices develop students’ literacy skills, helping them to express emotions, communicate with others and analyse and critique performances.

Numeracy

Dance creation involves numerical concepts as students manipulate space, time and form. Students develop measurement skills when using dance elements (body, ~~energy~~ *dynamics*, space and time – ~~BEST~~ *BDST*), pattern recognition through choreographic devices like canon and unison, and proportional thinking via symmetrical shapes and alignment principles. These understandings enhance their awareness of and appreciation for spatial relationships within compositions.

Unit 1

Choreographic processes

- ways to use and manipulate the elements of dance: body, ~~energy~~ *dynamics*, space, time (~~BEST~~) (*BDST*)

Note: the following bullet point has been moved from the 'Choreography' section to the 'Contextual knowledge' section.

Dance language

- use of dance terminology to identify, respond to, and reflect on components and contexts of dance using given frameworks

Design concepts and technologies

- introduction to dance design related to selecting appropriate:
 - lighting
 - music/sound
 - ~~multimedia~~ *technology*
 - costume
 - props, sets, staging

~~Skills and technique~~ *Technique and skills*

- development of dance skills in:
 - floor work
 - standing work
 - ~~centre work~~
 - turning
 - travelling
 - elevation
- technique specific to the dance genre
- safe execution of ~~skills and technique~~ *and skills*

~~Experiential~~ *Anatomy*

- identifying major bones and muscle groups of the human body:
 - vertebrae
 - shoulder girdle
 - pelvic region
 - limbs

Contextual knowledge

Dance language

- *use of dance terminology to identify, respond to, and reflect on components and contexts of dance using given frameworks*

Unit 2

Choreographic processes

- experimenting and adapting elements of dance: body, ~~energy~~ *dynamics*, space, time (~~BEST~~) (*BDST*)

Note: the following two bullet points have been moved from the 'Choreography' section to the 'Contextual knowledge' section.

Dance language

- use of dance terminology to respond to, reflect on and evaluate dance
- use of dance terminology to describe particular movements and styles

Design concepts and technologies

- adapting available design concepts and ~~technologies~~ *technology* appropriate to genre, style and concept:
 - lighting
 - music/sound
 - ~~multimedia~~ *technology*
 - costume
 - props, sets, staging

~~Skills and technique~~ *Technique and skills*

- development of dance skills in:
 - floor work
 - standing work
 - ~~centre work~~
 - turning
 - travelling
 - elevation
- technique specific to the dance genre
- safe execution of ~~skills and technique~~ *and skills*

~~Experiential~~ *Anatomy*

- basic human physiology: joint structure and range of movement
- postural conventions specific to dance alignment, such as balancing bones on bones, the plumb line

Contextual knowledge

Dance language

- *use of dance terminology to respond to, reflect on and evaluate dance*
- *use of dance terminology to describe particular movements and styles*

Appendix 2 – Glossary

Choreographic devices

Tools of the choreographer used for the creation of dances, such as abstraction, canon, motif, contrast, accumulation, repetition, ~~reversal~~, retrograde, ~~inversion~~, fragmentation and embellishment.

Design concepts

The use of design and ~~technologies~~ *technology* to enhance dance. This includes lighting, music/sound, ~~multimedia~~ *technology*, costume, props, sets and staging. See ~~Multimedia and Technologies~~ *Technology*.

~~Energy~~ Dynamics

As an element of dance, it focuses on the weight and force of power (~~dynamics~~) needed to produce and/or manipulate a movement.

~~Energy qualities~~ Dynamic qualities

Shadings in the amount of ~~energy~~ dynamics, intensity, power and subtle variation in the treatment of contrasts. The manner in which ~~energy~~ is dynamics are applied, continued or arrested. ~~Energy~~ Qualities can be described as: floating, swinging, sudden, smooth, sharp, percussive, vibratory and explosive. By manipulating the ~~energy~~ dynamics in a movement, the choreographer creates certain qualities e.g. a light, free flowing movement may create a dream-like quality, and constrained movement may create an aggressive mood.

Elements of dance

The basic (key) components of dance: Body, ~~Energy~~ Dynamics, Space, Time (~~BEST~~) (*BDST*). These elements can be combined and manipulated to communicate and express meaning through movement. See Body, ~~Energy~~ Dynamics, Space and Time.

Improvisation ~~score~~ plan

A ~~score~~ plan is a map for making dance. It is a frame of ideas that shapes the dance. It can range from highly specific and detailed structures to a general and loosely defined set of options. It is like the rules of a game where the outcome is unknown and there are multiple variations of how you play/interact/respond.

Inversion

~~A choreographic device, used to create choreography that produces variations on a movement phrase. Inverting the movement phrase would mean executing it as if 'looking in a mirror.' For example, a forward step becomes a backward step; movement sideways remains in a lateral plane. Ballroom dance constantly makes use of this choreographic device, when dancers are facing each other.~~

Multimedia

~~The use of different forms of media to support and enhance dance. For example, graphics, text, digital media, audio and video (live or sampled).~~

Purposeful play

~~A context for learning in dance, through which children organise and make sense of their social worlds, as they can engage actively with people, objects and representations.~~

Reversal

~~The performance of the movements of a motif or sequence in reverse order (but not in a backwards direction). For example, 8, 7, 6, 5, 4, 3, 2, 1.~~

Technologies Technology

Equipment used to help create, present, explain, document, view, interpret, analyse, or learn about dance works, including dance props (e.g. scarf, chair), electronic media (e.g. video, computers) and production ~~technologies~~ technology (e.g. lighting, costume, sound).