



Dance

General Course Year 12

Selected Unit 3 syllabus content for the

Externally set task 2027

This document is an extract from the *Dance General Course Year 12 syllabus*, featuring all of the content for Unit 3. The content that has been highlighted in the document is the content on which the Externally set task (EST) for 2027 will be based.

All students enrolled in the course are required to complete an EST. The EST is an assessment task which is set by the Authority and distributed to schools for administering to students. The EST will be administered in schools during Term 2, 2027 under standard test conditions. The EST will take 50 minutes.

The EST will be marked by teachers in each school using a marking key provided by the Authority. The EST is included in the assessment table in the syllabus as a separate assessment type with a weighting of 15% for the pair of units.

Unit 3 – Popular culture

Unit description

Within the broad focus of popular culture, teachers select learning contexts that relate to the interests of their students and build upon the understandings that they have already acquired.

Through practical lessons, students use safe dance practices and improved physical competencies to acquire genre-specific technique. Performance qualities and etiquette are improved through increased opportunities for performance of popular styles. Students solve choreographic tasks to produce dance works incorporating dance element, choreographic processes, technologies and design concepts that reflect current popular trends.

The exploration of dance in popular culture leads to a wider understanding of the diverse contexts and functions of dance in our society.

Unit content

An understanding of the Year 11 content is assumed knowledge for students in Year 12. It is recommended that students studying Unit 3 and Unit 4 have completed Unit 1 and Unit 2.

This unit includes the knowledge, understandings and skills described below.

Suggested genres

Examples of genres that may be studied in this course include, but are not limited to: contemporary, ballet, jazz, hip-hop, tap, ballroom and cultural dance, for example, Spanish, Indian.

Choreography

Choreographic processes

- selection and combination of the elements of dance: body, dynamics, space, time (BDST)
- choreographic devices: unison, canon, motif, contrast and repetition
- choreographic structure: narrative, binary
- incorporation of ideas from dance forms of diverse times and places
- movement exploration through improvisation
- documentation of choreographic ideas

Design concepts

- exploration of different cultural contexts past and present to provide inspiration for design concepts related to:
 - lighting
 - music/sound
 - technology
 - costume

- props, sets, staging
- design concepts that reflect current popular trends

Performance

Technique and skills

- exercises and sequences that require a competent level of the components of fitness:
 - strength
 - flexibility
 - coordination
 - muscular endurance
 - cardio-vascular endurance
- development of dance skills in:
 - floor work
 - standing work
 - turning
 - travelling
 - elevation
- technique focusing on correct and accurate retention and execution specific to the dance genre
- increasingly complex and extended sequences
- safe execution of technique and skills

Safe and healthy dance

- warm-up and cool-down specific to genre and class needs
- principles of safe exercising:
 - frequency
 - intensity
 - type
 - time

Anatomy

- neutral alignment to facilitate ease of movement
- biomechanical principles of movement:
 - centre of gravity
 - base of support
 - balance
 - motion
 - transfer of weight

Performance qualities and preparation responsibilities

- techniques for focus and concentration for retention of complex sequences
- performance of popular dance genres/styles
- theatre etiquette, such as responsible backstage behaviour, care of costumes, props and set
- performance for particular audiences and performance spaces

Contextual knowledge

Dance language

- use of dance terminology and language to compare past and popular genres
- use of dance terminology and language to respond to, reflect on and evaluate dance using given frameworks

Functions and contexts of dance

- dance genres/styles from diverse cultures and different times

Case study

Within the focus of popular culture students must investigate **one** case study chosen from the following:

- dance companies
- choreographers
- dancers
- dance genre/style.

The case study must investigate the following:

- historical background information
- historical, cultural and social context in terms of time and place
- influences of popular culture.