

School administrators and Heads of Learning Area – The Arts and teachers of Dance General Year 12 are requested to note for 2027 the following minor syllabus changes. The syllabus is labelled ‘For teaching from 2027’.

Dance | General Year 12 | Summary of minor syllabus changes for 2027

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

Unit 3

Choreographic processes

- selection and combination of the elements of dance: body, ~~energy~~ *dynamics*, space, time (~~BEST~~) (*BDST*)

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

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

Design concepts ~~and technologies~~

- exploration of different cultural contexts past and present to provide inspiration for design concepts related to:
 - 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
- safe execution of ~~skills and technique~~ *and skills*

~~Experiential Anatomy~~ *Anatomy*

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

- motion
- transfer of weight

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*

Unit 4

Choreographic processes

- ~~ways to use and~~ manipulate the elements of dance: body, ~~energy~~ *dynamics*, space, time (~~BEST~~) (*BDST*) to reflect concept
- choreographic devices: accumulation ~~reversal~~ and retrograde
- improvisational skills – introduction to improvisation ~~score-plan~~

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

Dance language

- use a range of dance terminology to respond to, reflect on, and evaluate dance
- use given frameworks for describing, analysing, interpreting and evaluating dance

Design concepts ~~and technologies~~

- choices of design concepts to reflect concept and convey meaning and effect:
 - 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
- safe execution of ~~skills and technique~~ *and skills*

~~Experiential Anatomy~~ *Anatomy*

- recognise neutral alignment to facilitate ease of movement
- physical implementation of biomechanical principles of movement in locomotor and non-locomotor movement:

- centre of gravity
- base of support
- balance
- motion
- transfer of weight

Contextual knowledge

Dance language

- *use a range of dance terminology to respond to, reflect on, and evaluate dance*
- *use given frameworks for describing, analysing, interpreting and evaluating dance*

Appendix 2 – Glossary

~~Experiential~~ Anatomy

Understanding how the body reacts to movement. Applying physical skills and understandings of biomechanics and kinesiology in both experiential and theoretical contexts.

~~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~~ Dynamic 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 technology technologies (e.g. lighting, costume, sound).