Dance

LEVEL 2	15 TCE CREDIT POINTS
COURSE CODE	DNC215120
COURSE SPAN	2020 — 2023
READING AND WRITING STANDARD	NO
MATHEMATICS STANDARD	NO
COMPUTERS AND INTERNET STANDARD	NO

This course was delivered in 2022. Use A-Z Courses to find the current version (if available).

Dance is a Level 2 course requiring a commitment to teamwork

Learners study dance making and performance skills as well as reflecting on and responding to, their own and others work. Solo and group work is a course requirement. The four compulsory units of work are Dance skills, Dance Making, Preparation and Performance and Reflection and Appreciation. Dance Level 2 provides a pathway to Dance Choreography and Performance.

Course Description

Dance provides opportunities for learners to gain experience in aspects of dance skills, dance making, performance and appreciation. Learners will extend their awareness and application of the dance making process, both as individuals and as part of a group.

Learners will be introduced to different approaches to dance making and will be guided in the development of their movement and performance skills. They will develop skills in relation to reflection and appreciation of their own work and the work of others, including professional choreographers and dance companies.

Learners are encouraged to refer to Australian choreographers and dance companies.

Fundamental to all aspects of the course is the learner's awareness and demonstration of safety, for self, around others, and in the space.

Rationale

Dance is recognised as a significant component of Australian performing arts. Dance is the universal language of movement which conveys meaning and evokes emotions in audiences from all social and cultural communities. Dance is an embodied mode of communication that can express life experiences, observations and reflections.

The study of dance contributes to the learner's total development including their artistic, aesthetic and cultural education. Through dance, learners create their own expressive movement, and develop an appreciation of how other dance artists represent thoughts and intentions.

This course provides learners with the opportunity to extend their knowledge of dance as an art form, and to further their skills in performance. Learners will gain an understanding of how a choreographer creates movement and dance work, and how that choreography is translated into performance.

Dance will allow learners to develop their confidence in a non-threatening and inclusive work environment. Students will learn specific dance skills, dance making techniques, performance and appreciation skills, and gain enjoyment from their participation in dance related activities.

Aims

Dance aims to provide learners with some previous experience, or those entering dance study at this level, with an extended understanding and appreciation of dance as an art form.

Dance aims to assist learners realise personal benefits such as developing health and well-being skills, personal hygiene, fitness and social interaction skills.

Learning Outcomes

On successful completion of this course, learners will be able to:

1. create original dance works
2. perform dance works requiring developing technique
3. work independently and constructively with others in small groups
4. apply appropriate first response to injury and safe dance practice
5. reflect upon the dance work of self and others
6. in addition, learners may recognise the place of dance within the performing arts
7. in addition, learners may understand how dance can be an enjoyable leisure activity and a means to a healthy life style.

Access

Learners with physical disabilities can access this course and receive an award commensurate with their ability to successfully meet the Criteria and Standards. For some learners, this may be a Preliminary Achievement (PA) or a Satisfactory Achievement (SA).

This course requires learners to work in groups.

Pathways

This course is a pathway from *Dance, the Basic Moves* Level 1, and provides a pathway to students studying Dance Choreography and Performance Level 3, as well as developing skills useful in other Level 3 courses in the creative and performing arts area.

Resource Requirements

This course requires access to a suitable and safe space for movement activities and dance work, free from potentially hazardous obstacles. The space will be adequate in size and ventilation to cater for the movement activities of individuals and small groups, and whole class work as required.

Access to audio equipment will be required (e.g. MP3s, phones, amplification devices).

Access to technology equipment for the viewing of recorded dance works will be required (e.g. YouTube).

Some learners may choose to use personal sound/music devices in practical activities (e.g. MP3 players, phones).

Course Size And Complexity

This course has a complexity level of 2.

At Level 2, the learner is expected to carry out tasks and activities that involve a range of knowledge and skills, including some basic theoretical and/or technical knowledge and skills. Limited judgement is required, such as making an appropriate selection from a range of given rules, guidelines or procedures. VET competencies at this level are often those characteristic of an AQF Certificate II.

This course has a size value of 15.

Course Requirements

Unit 1, Unit 2 and Unit 3 will be delivered sequentially. Unit 4 will be delivered concurrently with the other units.

Some learning activities will be specific to one unit. Some learning activities will be addressed in more than one unit.

Though not a requirement, learners may be provided with opportunities to experience live performances of movement and/or dance works wherever practical and possible.

Course Content

This course has four (4) units. All units are compulsory.

UNIT 1 DANCE SKILLS
UNIT 2 *DANCE MAKING
UNIT 3 *PREPARATION AND PERFORMANCE
UNIT 4 *REFLECTION AND APPRECIATION

*There are Work Requirements for Unit 2, Unit 3 and Unit 4.

UNIT 1 DANCE SKILLS

Topics will include, but are not limited to:

- Elements of dance
  - time
  - space
  - effort and energy
  - dynamics
- Body Awareness
  - the body as the “instrument” of dance
  - positions and ways the body is used in dance
  - knowing the location of self and others on stage
  - the ability to dance while maintaining the formation dictated by the choreography
  - articulation
  - control
  - balance
  - posture
  - alignment
  - techniques relevant to dance: parallel; turnout; recognised neutral
- Movement Actions including:
  - transferring weight from one side of the body to the other
  - turning
  - moving to and from the floor with ease
  - symmetrical and asymmetrical shapes
  - counter balance
  - changing direction
  - umping/aerial work
  - locomotor movement: running; skipping; hopping; leaping; rolling; triplets; ball change
  - falling/collapsing
  - moving in and out of plie
  - extension and flexion of limbs
  - point and flexing of feet
  - spine rolls
  - gestures and gestural combinations
  - isolation of body parts
  - stillness
- Locomotion/Non Locomotion
  - movement through space involving a change in location (locomotive)
  - progressive relocation of the body in space
  - movement of the dancer through space (use of personal space and use of general space)
  - travel: walking; running; leaping; hopping; jumping; skipping; sliding
  - movement of the body around its own axis (non-locomotive): bending; stretching; pushing; pulling; bouncing; swinging; shaking; twisting
  - stillness.

UNIT 2 DANCE MAKING

Topics will include, but are not limited to:

- Personal Movement Vocabulary

    - collections of movements
    - use of particular body parts
    - use of whole body
    - body actions and gestures
    - movements that represent a literal meaning
    - movements that are random or abstract
    - macro movements, large scale movements, overt movements
    - micro movement, refined movements, discreet movements.
- Basic Choreographic Devices
    - devices for making movement: tableau; universal writing; partner manipulation; improvisation
    - devices for manipulating movement: unison; canon; accumulation; splicing; retrograde
    - following and interpreting "dance recipes" – lists of movements to be interpreted by learners: turn; fall; chop; drag; slide; jump; collapse
    - the shaping of movements: motifs; phrases; sequences
    - use of levels: floor work; elevation; staging blocks
    - shape: symmetry/asymmetry
    - dynamic: speed and effort in basic combinations
    - manipulation of base phrases using learnt devices.
- Composition
    - use of a stimulus: aural; visual; experiential
    - deciding on a theme
    - selecting a dance genre
    - value of improvisation
    - movement possibilities and ideas
    - movement choices for solos, pairs, small groups, ensembles
    - creating movement for solo dancer, partners, small groups
    - working as a member of a team to achieve an agreed goal.
- Basic Dance Forms
    - structures used to "shape" dance work
    - narrative
    - theme and variation
    - collage: a series of movement phrases that may be unrelated, but have been brought together to form a single dance with a beginning, middle, and end.
- Structuring a Dance Work
    - entrances: access to the dance space; entry point
    - exits: ways of leaving the dance space
    - transitions: movement "bridges" between sections or parts of the dance
    - groupings: solo; pairs; trios; quartets; small groups; whole ensemble
    - contrast: themes/patterns different to the original to distinguish/intensify meaning.
- Creating dance with an intention
    - using a simple motif
    - building a short movement phrase
    - connecting movement to make a dance phrase
    - selecting movements to suit the intention of the dance work
    - structuring of movements to suit the intention of the dance work
    - communicating the intent: an idea; mood; feeling
    - structuring to form a short dance work
    - reviewing, refining and refreshing original dance works.

UNIT 2 WORK REQUIREMENTS

1. Learners will create at least one (1) short dance work for solo performance. They or another person can be the performer.
2. Learners will create at least one (1) short dance work for a small group to perform. They may or may not be a performer within the group.

The size of the "small group" is to be negotiated between the learner and instructors, taking into account the learner's capacity and level of experience.

There is no prescribed duration for either solo or small group work. The duration of the work is to be negotiated with instructors, taking into account individual learners' experience, learning styles and needs.

The solo and small group work may be performed to an audience other than assessors, however this is not mandatory. The focus for the two Unit 2 work requirements is the learner's ability to create/choreograph simple and short work (not to perform).

Activities may include:

- genre study
- decade study (e.g. 30s, 70s)
- response to given intent.

UNIT 3 PREPARATION AND PERFORMANCE

Topics will include, but are not limited to:

- preparing the body for dance activity: warm up; mental focus
- safe dance principles*
- injury prevention and management
- first response to an injury: who to notify; appropriate actions while waiting for assistance
- execution of choreography and performance skills: control; rhythm; timing; accuracy; emotional connection; focus; confidence; facial expression; sense of audience; spatial awareness; extension; eye lines; energy
- performance to an audience: instructor; peer; small group; class
- projection: using extension, breath, control, facings
- allied techniques: Laban; Alexander technique; yoga; Pilates; Feldenkrais.

** Providers will refer to recognised organisations that offer current Safe Dance Practice information, guidelines and resources.*

UNIT 3 WORK REQUIREMENTS

1. Learners will perform in at least one short solo work. This may or may not be their own choreography.
2. Learners will perform in at least one small group work. This may or may not be their own choreography.

The duration of solo performances and performances as a member of a small group is not prescribed. The duration of the work is to be negotiated with instructors, taking into account individual learners' experience, learning styles and needs.

The solo and small group work will be performed to an audience other than assessors, however the size or nature of the audience is not prescribed. The focus for the two Unit 3 work requirements is the learner's ability to prepare and perform simple and short works.

Activities may include:

- whole class performance
- small group performance
- site specific performance
- perform repertoire
- create dance works for media: dance film; film clip
- flash mob.

UNIT 4 REFLECTION AND APPRECIATION

Though not a requirement, learning in this unit will be supported by excursions and field trips to live productions, concerts and performances wherever practical and possible.

Recorded examples can also be used (e.g. videos, films, DVDs, YouTube).

Topics will include, but are not limited to:

- Own Dance Work
    - previous learning
    - process, sequences and timelines
    - choices considered and decisions made
    - problems encountered
    - solutions identified
    - short term and long term goals
    - reflections of own dance work, verbally and in writing
    - appropriate dance terminology to describe their work
    - appropriate production tools: lighting; music; props, costume
- Dance Work of Others
    - style of the work and the performance

- genre of the work
- context (historical or cultural)
- function of the work: theatrical; ceremonial; social; cultural
- ideas/themes/what the dance is about
- appropriate dance terminology to describe the work
- choreographic characteristics/movement qualities
- structure of the work
- production tools and effectiveness
- impact on the audience.

UNIT 4 WORK REQUIREMENTS

1. Dance Journal

Learners will keep a Dance Journal in which they record regular entries, reflections and comments about:

- personal dance experiences; personal reflections; peer evaluations; planning; problem solving strategies; skill development; performance opportunities; solo work; group work
- the dance work of others (live or recorded): overviews; responses; interpretations; critiques; reviews. This can be for work representing any genre(s) of the learner's choice.

2. One (1) "reflection" of own dance work

Learners will produce at least one piece of reflective writing about their own dance work, both as a choreographer and as a performer.

The work selected could be a solo, partner work, small group work, class work.

Learners will use relevant basic dance terminology and use appropriate writing conventions (spelling, grammar, punctuation, referencing etc.)

Their reflection may be supported by practical demonstrations and/or examples (live or recorded).

Their reflection will be presented in the form of a simple essay, written short answer or written report of no more than 500 words.

3. One (1) "appreciation" of the dance work of others

Learners will produce at least one piece of writing of approximately 500 words in the form of an appreciation, or review or response of one dance work by a professional choreographer or dance company, presented in the form of a simple essay, written short answer or written report that may be supported by visual presentations and/or examples (live or recorded).

Learners are encouraged to select an Australian example upon which to base their work.

Learners will use relevant dance terminology and use appropriate writing conventions: spelling; grammar; punctuation; referencing.

Work Requirements

SUMMARY OF WORK REQUIREMENTS

Unit	Product
Unit 2	• create 1 short dance work for solo performance • create 1 short dance work for group performance
Unit 3	• perform 1 short solo performance • perform 1 short small group work
Unit 4	• maintain Dance Journal • 1 reflective piece of writing • 1 analytical piece of writing (review/response).

Assessment

Criterion-based assessment is a form of outcomes assessment that identifies the extent of learner achievement at an appropriate end-point of study. Although assessment – as part of the learning program – is continuous, much of it is formative, and is done to help learners identify what they need to do to attain the maximum benefit from their study of the course. Therefore, assessment for summative reporting to TASC will focus on what both teacher and learner understand to reflect end-point achievement.

The standard of achievement each learner attains on each criterion is recorded as a rating 'A', 'B', or 'C', according to the outcomes specified in the standards section of the course.

A 't' notation must be used where a learner demonstrates any achievement against a criterion less than the standard specified for the 'C' rating.

A 'z' notation is to be used where a learner provides no evidence of achievement at all.

Providers offering this course must participate in quality assurance processes specified by TASC to ensure provider validity and comparability of standards across all awards. To learn more, see TASC's quality assurance processes and assessment information.

Internal assessment of all criteria will be made by the provider. Providers will report the learner's rating for each criterion to TASC.

Quality Assurance Process

The following processes will be facilitated by TASC to ensure there is:

- a match between the standards of achievement specified in the course and the skills and knowledge demonstrated by learners
- community confidence in the integrity and meaning of the qualification.

Process – TASC will verify that the provider's course delivery and assessment standards meet the course requirements and community expectations for fairness, integrity and validity of qualifications TASC issues. This will involve checking:

- learner attendance records; and
- course delivery plans (the sequence of course delivery/tasks and when assessments take place):
    - assessment instruments and rubrics (the 'rules' or marking guide used to judge achievement)
    - class records of assessment
    - examples of learner work that demonstrate the use of the marking guide
    - samples of current learner's work, including that related to any work requirements articulated in the course document.

This process may also include interviews with past and present learners.

It will be scheduled by TASC using a risk-based approach.

Criteria

The assessment for Dance Level 2 will be based on the degree to which the learner can:

1. apply kinaesthetic awareness and movement skills
2. develop a personal movement vocabulary as a means of expression
3. create dance using compositional and choreographic devices
4. perform solo and small group dance works
5. apply safe dance principles to dance activities
6. communicate ideas and information about own dance experiences and own dance work
7. reflect upon and respond to dance work of self and others

Standards

Criterion 1: apply kinaesthetic awareness and movement skills

The learner:

Rating A	Rating B	Rating C
applies body and spatial awareness and makes adjustments to composition of a work to adapt to a variety of performance aspects	has body and spatial awareness in groups, and shows ability to adapt a piece to a variety of performance spaces	applies limited body and spatial awareness when working in groups and in a variety of performance spaces
applies physical control over a wide range of movement actions, skills and qualitative aspects	applies physical control over a range of movement actions	applies physical control over a limited range of movement actions and skills
accurately recalls movement phrases, sequences and dance works of varying complexity.	recalls movement phrases, sequences and dance works.	repeats material in order to memorise and refine skills and sequences.

Criterion 2: develop a personal movement vocabulary as a means of expression

The learner:

Rating A	Rating B	Rating C
makes appropriate movement choices in development of a personal movement vocabulary incorporating exploration of ideas, manipulation of personal and copied material, and variation	expands, refines and manipulates personal movement vocabulary by exploring ideas, observing and copying others	expands personal movement vocabulary by exploring ideas, observing and copying others
develops an appropriate movement vocabulary to support and convey the intent	develops appropriately sequenced actions to support an intent as directed	creates a range of actions to support an intent, as directed
creates and sequences appropriate and connected movement which explores a given stimulus.	uses a stimulus to select and create appropriate and related movement.	uses a stimulus to create a movement response, as directed.

Criterion 3: create dance using compositional and choreographic devices

The learner:

Rating A	Rating B	Rating C
uses a range of dance composition processes* including elements of dance and choreographic devices	uses a range of dance composition processes* - including the elements of dance and choreographic devices – as directed	contributes to dance making activities as directed
uses structural elements** and simple forms to produce short cohesive works	uses simple structural elements** to produce short dance works, as directed	contributes to creating short dance works with a clear beginning, middle and end
creates, orders, links and shapes movement phrases and sections to create a cohesive work that realises an intent.	creates, orders and links simple movement phrases and sections in response to an intent, as directed.	develops, arranges and links simple movements and phrases, as directed.

** Compositional processes: body awareness; locomotion/non locomotion; basic dance forms; personal movement vocabulary; basic choreographic devices; composition; structuring a dance work; creating dance with an intention.*

** *Structural elements: entrances; exits, transitions; groupings; contrasts in themes and patterns.*

Criterion 4: perform solo and small group dance works

The learner:

Rating A	Rating B	Rating C
consistently maintains effective engagement within specified time frames, and provides appropriate suggestions and ideas to others	maintains effective engagement in independent and collaborative activities within specified time frames	remains on task for an agreed time in both independent and collaborative activities
presents sequences that consistently reflect application of body awareness skills	performs with body awareness throughout preparation and presentation of shared dance work	performs with limited body awareness when creating and sharing both solo and group work
displays control of, and sensitivity in, performance skills* when presenting dance works.	displays some control of performance skills* when presenting dance works.	employs some performance skills* when sharing dance works.

* *Performance skills: warm-ups and mental focus; body control; safe dance; execution of movement; connection to audience; presentation of work to audience.*

Criterion 5: apply safe dance principles to dance activities

The learner:

Rating A	Rating B	Rating C
applies safe dance practice and consistently corrects posture and alignment	uses safe dance practices, posture and alignment with some direction	applies basic understanding of safe dance practice, posture and alignment as directed
uses correct anatomical execution of a range of movements to minimise injury	applies correct anatomical execution of a range of movements to minimise injury, as directed	uses correct anatomical execution of movement to minimise injury, as directed
effectively warms-up and cools-down before and after physical activity, and identifies a wide range of potential occupational health and safety hazards	warms-up and cools-down before and after physical activity, and identifies a range of potential hazards relevant to occupational health and safety	warms-up and cools-down before and after physical activity as directed, and identifies some potential hazards relevant to occupational health and safety
uses a range of appropriate terminology relevant to safe dance practice.	uses terminology relevant to safe dance practice.	uses basic terminology relevant to safe dance practice.

Criterion 6: communicate ideas and information about own dance experiences and own dance work

The learner:

Rating A	Rating B	Rating C
discusses processes and ideas about own dance experiences, both verbally and in writing	expresses thoughts and ideas about own dance experience, both verbally and in writing	recounts own dance experience, both verbally and in simple written form (e.g. a list of ideas)
uses a range of dance terminology to reflect on and describe personal dance experience	uses basic dance terminology to reflect on personal dance experience	uses limited dance terminology to reflect on personal dance experience
explains how production tools enhance a dance performance and support	describes how production tools enhance a dance performance	identifies a limited range of production tools used in performance

choreographic intent		
identifies and articulates issues and possible solutions in own dance experience.	appropriately identifies and articulates issues in own dance work.	identifies issues in own dance work.

Criterion 7: reflect upon and respond to dance work of self and others

The learner:

Rating A	Rating B	Rating C
reviews the process of creating original dance work, and provides a simple assessment of outcomes	discusses the process of creating original dance work, referring to previous learning, choices made, decisions and goals	identifies issues experienced in creation of original dance work
provides constructive comments about dance work of others using a range of dance terminology and valid observations	expresses personal opinions on dance work of others using basic dance terminology and with reference to some valid observations	describes aspects of dance work of others
discusses effectiveness of dance work of others with reference to features* and their relationship to choreographic intent.	justifies and makes value judgements about effectiveness of the dance work of others with reference to a range of features*.	justifies responses when evaluating dance work of others referring to a limited range of features*.

* *Features: genre; era; function; themes; choreography; structure; audience impact; production tools.*

Qualifications Available

Dance Level 2 (with the award of):

EXCEPTIONAL ACHIEVEMENT

HIGH ACHIEVEMENT

COMMENDABLE ACHIEVEMENT

SATISFACTORY ACHIEVEMENT

PRELIMINARY ACHIEVEMENT

Award Requirements

The final award will be determined by the Office of Tasmanian Assessment, Standards and Certification from 7 ratings.

The minimum requirements for an award in Dance Level 2 are as follows:

EXCEPTIONAL ACHIEVEMENT (EA)
5 'A' ratings, 2 'B' ratings

HIGH ACHIEVEMENT (HA)
3 'A' ratings, 3 'B' ratings, 1 'C' rating

COMMENDABLE ACHIEVEMENT (CA)
3 'B' ratings, 4 'C' ratings

SATISFACTORY ACHIEVEMENT (SA)
6 'C' ratings

PRELIMINARY ACHIEVEMENT (PA)
4 'C' ratings

Course Evaluation

The Department of Education's Curriculum Services will develop and regularly revise the curriculum. This evaluation will be informed by the experience of the course's implementation, delivery and assessment.

In addition, stakeholders may request Curriculum Services to review a particular aspect of an accredited course.

Requests for amendments to an accredited course will be forwarded by Curriculum Services to the Office of TASC for formal consideration.

Such requests for amendment will be considered in terms of the likely improvements to the outcomes for learners, possible consequences for delivery and assessment of the course, and alignment with Australian Curriculum materials.

A course is formally analysed prior to the expiry of its accreditation as part of the process to develop specifications to guide the development of any replacement course.

Course Developer

The Department of Education acknowledges the significant leadership of Christine Gilmour and Rebecca Miller in the development of this course.

Expectations Defined By National Standards

There are no Australian Curriculum national content statements relevant to this course.

Accreditation

The accreditation period for this course is from 1 January 2020 to 31 December 2023.

During the accreditation period required amendments can be considered via established processes.

Should outcomes of the Years 9-12 Review process find this course unsuitable for inclusion in the Tasmanian senior secondary curriculum, its accreditation may be cancelled. Any such cancellation would not occur during an academic year.

Version History

Version 1 – Accredited on 16 August 2019 for use from 1 January 2020 to 31 December 2021. This course replaces Dance (DNC215115) that expired on 31 December 2019.

Version 1.a - Renewal of Accreditation on 14 July 2021 for the period 31 December 2021 until 31 December 2023, without amendments.

Supporting documents including external assessment material

- DNC215115CourseAccreditation.pdf (2017-07-21 01:05pm AEST)

Tasmanian Government

© 2024 TASC. All rights reserved.