

Dance

LEVEL 2	15 TCE CREDIT POINTS
COURSE CODE	DNC215124
COURSE SPAN	2024 — 2028
READING AND WRITING STANDARD	NO
MATHEMATICS STANDARD	NO
COMPUTERS AND INTERNET STANDARD	NO

This course was delivered in 2024. Use [A-Z Courses](#) to find the current version (if available).

Dance Level 2 is a course for learners who want to move, create and learn new perspectives and skills.

Course Description

Dance Level 2 is a course for learners who want to move, create and learn new perspectives and skills. Learners are provided with opportunities to use the movement of their bodies to express ideas, emotions and information. *Dance* Level 2 is open to all learners from beginners to those with previous dance experience. They will develop confidence, along with social and creative capabilities.

Learners will:

- be introduced to choreographic skills
- create solo and group dances
- explore a range of dance genres and styles
- explore the different purposes of dance in different cultural and social settings
- develop literacy skills as they view, discuss and write about different dance works.

Dance Level 2 enables learners to develop an awareness of physical and emotional well-being as they are introduced to concepts of human movement and injury prevention relevant for dancers. It may provide a foundation for those interested in progressing to Dance Level 3. The course also provides an opportunity for learners who would like to gain dance experience or incorporate physical activity into their day.

Focus Area

Courses aligned to the [Years 9 to 12 Curriculum Framework](#) belong to one of the five focus areas of Discipline-based study, Transdisciplinary projects, Professional studies, Work-based learning and Personal futures.

Dance Level 2 is a Discipline-based study course.

Discipline-based study includes content, core concepts and big ideas; enabling deep knowledge and understanding of the content and the application of what is learned. Learners consider accepted key disciplinary knowledge, apply distinctive ways of thinking and become increasingly independent learners. They use methodologies specific to the discipline to explore and strengthen their understanding of key concepts and develop deep knowledge, skills and understanding.

Discipline-based study courses have three key features that guide teaching and learning:

- specialist knowledge
- theories and concepts
- methodology and terminology.

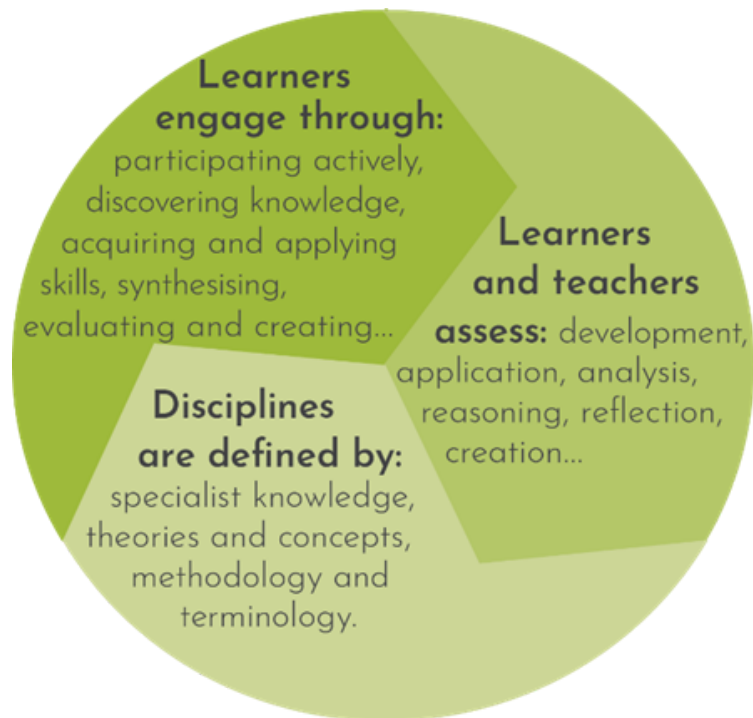


Figure 1: Discipline-based study diagram (developed by Years 9-12 Learning)

In this course learners will do this by:

- applying the concept of using purposeful movement to express ideas
- understanding the socio-historical contexts of dance
- using aspects of dance analysis to assess own and others dance works.

Rationale

Humans have made art since the beginning of civilisation to share stories, ideas, knowledge and understanding. The arts engage our senses and give us ways to imagine, celebrate, communicate and challenge ways of knowing, being, doing and becoming. Dance is an expressive art discipline that instils human movement with purpose and form. As an art form, dance communicates personal and cultural experiences, ideas, and stories, through the body.

Dance continues to be a vibrant part of the cultural life of communities fulfilling a wide and dynamic range of roles. It can be seen as a central element in the diversity and continuity of local and global cultures, including in the cultures of Aboriginal and Torres Strait Islander people. The study of dance acknowledges the interrelationships between practical and theoretical aspects of the making and performing of movement, and the appreciation of its meaning.

Dance Level 2 provides an opportunity for learners to create and express their own ideas and perspectives through dance. Learners are enabled to develop confidence in themselves, physically and intellectually. Active participation as dancers, choreographers and audiences promotes learners' physical and emotional wellbeing and social inclusion. Learning in and through dance enhances knowledge and understanding of diverse cultures and contexts and develops personal, social and cultural identity.

This course promotes creativity and embodied learning which enhances a positive and creative environment within a school. Through this, Dance Level 2 strengthens engagement for learners by connecting them to the school environment, their peers and their own learning in authentic ways. Dance Level 2 is supportive of pathways into other subjects or training. Pathways and careers that are complimented by undertaking this course may include: primary and early childhood teaching; social work; allied health work; sport and gymnastics coaching.

The purpose of [Years 9 to 12 Education](#) is to enable all learners to achieve their potential through Years 9–12 and beyond in further study, training or employment.

Years 9–12 Education enables personal empowerment, cultural transmission, preparation for citizenship and preparation for work.

This course is built on the principles of access, agency, excellence, balance, support and achievement as part of a range of programs that enables learners to access a diverse and flexible range of learning opportunities suited to their level of readiness, interests and aspirations.

Learning Outcomes

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

1. use simple choreographic and compositional devices to express artistic intention when generating movement
2. identify anatomical and physiological concepts relevant to dancers
3. communicate ideas, emotions and information successfully to others through personal dance works
4. reflect and respond to a range of dance works of others
5. communicate about own dance works
6. use kinaesthetic awareness and efficient movement skills during dance activities
7. describe a range of different dance genres from different socio-historical contexts
8. create completed solo and small group dance works

Pathways

The Dance Level 2 course builds on prior learning from Arts Level 1 or is suitable for learners who may have completed the Years 9-10 band of the Australian Curriculum: The Arts. It is also suitable for learners who are beginners or who may have had some previous dance experience.

Pathways out of *Dance* Level 2 may include an opportunity for learners to undertake study in *Dance* Level 3. Pathways and careers from this course may include primary or early childhood teaching; community or social work; allied health occupations; or sport and gymnastics coaching.

Integration of General Capabilities and Cross-curriculum Priorities

The general capabilities addressed specifically in this course are:

- Critical and creative thinking
- Intercultural understanding
- Personal and social capability.

The cross-curriculum priorities enabled through this course are:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability.

Course Size And Complexity

This course has a complexity level of 2.

For a full description of courses at a complexity level of 2, please refer to the [Levels of Complexity - Tasmanian Senior Secondary Education](#) document.

This course has a size value of 15. Upon successful completion of this course (i.e., a Preliminary Achievement (PA) award or higher), a learner will gain 15 credit points at Level 2 towards the Participation Standard of the Tasmanian Certificate of Education (TCE).

Course Structure

This course consists of three 50-hour modules.

Module 1: Dance creation and meaning

Module 2: Approaches to dance making

Module 3: Rehearsal and performance

Course Delivery

The three modules must be delivered in order 1, 2 and 3.

Course Requirements

Access

Prior dance experience is recommended but not mandatory.

Previously submitted work cannot be used in meeting the requirements of *Dance* Level 2. Therefore, a learner cannot use work including, but not limited to, an independent study, folio, project or assignment that has already been presented for assessment for a previously or concurrently studied TASC accredited or recognised senior secondary course.

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, small groups and whole class work as required.

Access to audio equipment and technology for the viewing of recorded dance works will be required. Some learners may choose to use personal sound or music devices in practical activities.

Course Content: Module 1

Module 1: Dance creation and meaning

Learners are introduced to the elements of dance as a starting point to understand, describe and create dances. Learners use simple choreographic and compositional devices to generate movement phrases and learn how to create dances that can communicate an idea, emotion or information. Learners will explore safe dance practice through:

- a healthy approach to dance
- knowledge of anatomy, kinesiology and physiology to support performance and safe dance practice
- the use of injury prevention and management strategies.
- leading warm-ups and cool downs either individually or in pairs.

See Appendix 6: Safe dance practice, based on Ausdance Safe Dance Practice, for further information.

Learners conduct research into a contemporary Australian dance company. Learners will also create a journal to document their choreographic process throughout the course. Dance journals can be in any form including digital, video recordings, photographs, blogs or written. Learners will be able to refer to this journal in developing responses to work requirements.

Module 1 learning outcomes

The following learning outcomes are a focus for this module:

1. use choreographic and compositional devices to express artistic intention when generating movement
2. identify anatomical and physiological concepts relevant to dancers
3. communicate ideas, emotions and information successfully to others through personal dance works
4. reflect and respond to a range of dance works of others
5. communicate about own dance works
6. uses kinaesthetic awareness and efficient movement skills during dance activities.

Module 1 content

The elements of dance and processes of choreography are explored and learners do structured choreographic tasks to produce dance works for showing to their peers. They will have first-hand experience in dance making which actively engages them in exploration, improvisation, research, reflection and response.

Key knowledge:

Elements of Dance

Dance can be broken down into five elements. These elements are interconnected and at times hard to separate one from the other. Learners should understand each element and how it might be manipulated to create different results. Understanding the five elements of dance will help learners analyse their own and others' dances, choreograph their own works and perform in different genres and styles.

The elements of dance are body, action, space, time and energy (BASTE). The elements of dance are further defined as:

- body: includes aspects such as parts of the body, where movement is initiated, body shapes, body systems and the inner self
- action: also called movement categories, includes aspects such as axial or travelling movements
- space: includes aspects such as place, size, level, direction, pathways, planes, focus and relationships
- time: includes aspects such as duration, speed, beat, tempo, accent, rhythmic patterns and timing relationships
- energy: also called dynamics, includes aspects such as attack, weight, tension, force, flow and energy qualities.

See Appendix 7: The elements of dance, for further information.

Understanding simple choreographic and compositional devices

Simple choreographic and compositional devices give learners opportunities to craft their movement phrases into dance works that communicate an intention.

Choreographic devices can include, but are not limited to:

- devices for making movement: tableau, universal writing, partner manipulation and improvisation
- devices for manipulating movement: unison, canon, accumulation, splicing and retrograde
- following and interpreting "dance recipes": lists of movements to be interpreted by learners such as turn, fall, chop, drag, slide and jump
- the shaping of movements, motifs, phrases, sequences, use of levels: floor work; elevation; staging blocks.

Composition devices can include, but are not limited to

- deciding on a theme
- movement choices for solos, pairs, small groups, ensembles.

Creating dance to communicate an intention includes:

- 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 or feeling
- structuring to form a short dance work.

Safe dance practice

- warm-ups and cool-downs
- demonstration of alignment, mechanically correct movement and fitness.

See Appendix 6: Safe dance practice, for further information.

Safe dance practice in this course is based on Ausdance Safe Dance practice. (See Appendix 6: Safe dance practice for further information).

Learners will be introduced to basic anatomical, physiological and kinesiological concepts. They will also lead a warm-up and a cool-down with an explanation as to why each movement is important for specific body parts.

See Appendix 8: Warm-ups and cool downs for further information.

Australian dance companies

Learners will:

- investigate the history of one professional Australian dance company:
 - they may choose any company of interest; for example, the Australian Ballet Company, Sydney Dance Company, Bangarra Dance Theatre or Chunky Move Dance Company
- select one famous dance work from the company chosen
- describe the intention or meaning of the work, the movement vocabulary and production choices.

Key skills

Learners will be introduced to the following skills to apply to dance creation and the meaning of dance:

- use elements of dance to generate movement phrases
- use simple dance terminology
- describe dance works of others
- describe Safe Dance practice and some basic anatomy
- develop dance skills in floor work, centre work, turning, travelling and elevation.

Module 1 work requirements

This module includes the following work requirements:

- part one of a series of short choreographic group tasks based on elements of dance
- performance to display choreographic and composition devices with a short written response
- a practical demonstration in pairs or small groups of warm-ups and cool-downs
- dance company research task.

See Appendix 3 for the full specifications of the work requirements of this course.

Module 1 assessment

This module has a focus on criteria 1, 2, 3, 4, 5 and 6.

Course Content: Module 2

Module 2: Approaches to dance making

For this course learners choreograph original works that communicate a stated intention. To choreograph works with a stated intention, modern or contemporary dance is the most suitable genre as the emphasis is on the creation of original movement.

A broad introduction to dance genres enables learners to place dance in time and place and for different functions and contexts. Examples of genres that may be studied in this course include: contemporary, ballet, jazz, hip-hop, tap, ballroom or cultural dance. Dance genres of Aboriginal and Torres Strait Islander peoples can include contemporary, traditional or cultural forms.

Module 2 learning outcomes

The following learning outcomes are a focus for this module:

1. use choreographic and compositional devices to express artistic intention when generating movement
2. identify anatomical and physiological concepts relevant to dancers
3. communicate ideas, emotions and information successfully to others through personal dance work
4. reflect and respond to a range of dance works of others
5. communicate about own dance works
7. describe a range of different dance genres from different socio-historical contexts.

Module 2 content

Learners explore the different functions and contexts and the connection to different genres and styles of dance. In learning about approaches to dance making, learners will:

- explore injury prevention and management and the main muscles used in dance
- make dance works in a particular genre or style write about or discuss dance works of others.

Key knowledge:

Understanding functions and contexts of dance

- learners will be introduced to the following concepts related to the functions and contexts of dance:
 - the functions of dance: ritualistic, artistic, social and spiritual
 - broad overview of the purpose and value of dance in different cultures
 - features of dance: genre, form, style and components
 - contexts of dance: historical, social, economic, cultural and geographical
- how dance is influenced by the contexts in which it exists – participation and presentation
- dance as part of entertainment
- dance as an effective tool in marketing and advertising
- use of dance terminology to respond to, reflect on and evaluate dance
- use of dance terminology to describe movements and styles.

Genre and style

- genre refers to the broad categories of dance based on shared characteristics identifiable in the contexts; for example, contemporary, ballet, musical theatre, hip-hop or ballroom dance
- style is a specific category within a genre that can be based on a:
 - smaller range of shared characteristics; for example, romantic ballet style in the ballet genre
 - choreographer's technique or distinguishing characteristic; for example, Martha Graham style
 - performer or company's individual characteristics; for example, Bangarra Dance Theatre style.

Injury management and basic anatomical concepts

- how to prevent and manage dance related injuries
- introduction to muscle types and main muscles used for dance.

Key skills

When making dance works, learners will develop or consolidate the following skills:

- use stylistic choices when making dance works
- use dance terminology
- describe different stylistic choices of the dance works of others
- describe injury prevention and management and some basic anatomy.

Module 2 work requirements

This module includes the following work requirements:

- create a stylistic version of a given movement phrase
- part one of solo dance work that will be completed in Module 3
- dance genre analysis.

See Appendix 3 for the full specifications of the work requirements of this course.

Module 2 assessment

This module has a focus on criteria 1, 2, 3, 4, 5 and 7.

Course Content: Module 3

Module 3: Rehearsal and performance

Learners are introduced to the idea of form and structure when making dance works. They will then learn how to apply this to their own dance making. Learners prepare to perform for a familiar audience and incorporate production elements to support their dance works.

Module 3 learning outcomes

The following learning outcomes are a focus for this module:

1. use choreographic and compositional devices to express artistic intention when generating movement
2. identify anatomical and physiological concepts relevant to dancers
3. communicate ideas, emotions and information successfully to others through personal dance works
4. reflect and respond to a range of dance works of others
5. communicate about own dance works
8. create completed solo and small group dance works

Module 3 content

When preparing for performance learners implement techniques for focusing and concentrating. They will perform with accuracy and respond to different performance spaces. Learners will:

- use their rehearsal time effectively
- consider all aspects of the performance space
- care for any production elements such as costumes and props.

Moving between performance spaces provides challenges. This provides learners with opportunities to consolidate their skills and understanding under performance pressure. Learners will also have opportunities to identify aspects of a healthy lifestyle to maintain health and well-being while studying dance.

Key knowledge:

Basic dance forms

Learners understand that a dance work in its entirety has a shape or form. They start to recognise basic forms which can include:

- narrative
- theme and variation
- collage

Structuring a dance work

Learners understand that the following devices all have an impact on the form of a dance. They can be used in different ways to serve a dance intention. Dance compositional devices can include:

- entrances: access to the dance space or 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 and whole ensemble
- contrast: themes or patterns different from the original to distinguish or intensify meaning.

Healthy dance lifestyles

- importance of nutrition, hydration and sleep for dancers.

Understanding performance qualities and preparation responsibilities

Learners understand that there are effective ways to:

- engage with the audience: facial expression, gesture and accurate reproduction of movement
- adapt performances for different spaces
- apply theatre etiquette, such as appropriate backstage behaviour, noise levels, ways to demonstrate consideration for other performers and positioning in wings
- warm-up for performances
- undertake rehearsal techniques.

Knowledge of design concepts and technologies

Learners are introduced to dance design related to selecting appropriate:

- lighting
- music or sound
- multimedia
- costumes
- props, sets or staging.

Key skills

Learners apply their developing skills to:

- structure a dance piece using a basic dance form
- plan, prepare and rehearse for performance
- perform dance work with expression and skill
- observe theatre etiquette
- describe well-being and anatomical concepts
- discuss dance works.

Module 3 work requirements

This module includes the following work requirements:

- part 2 of solo dance work: make and perform solo work using structure and form with a short written response
- part 2 of group dance work: perform as part of a group dance in either a group choreographed dance, or led by another learner, or teacher choreographed dance
- describe and reflect on dance making and performance of others.

See Appendix 3 for the full specifications of the work requirements of this course.

Module 3 assessment

This module has a focus on criteria 1, 2, 3, 4, 5 and 8.

Assessment

Criterion-based assessment is a form of outcomes assessment that identifies the extent of learner achievement at an appropriate endpoint 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 the Office of TASC will focus on what both teacher and learner understand to reflect endpoint 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 the Office of TASC to ensure provider validity and comparability of standards across all awards. To learn more, see the Office of 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 the Office of TASC.

Quality Assurance Process

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

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

Process

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

- scope and sequence documentation (Provider Standard 1):
 - course delivery plan
 - course assessment plan (assessment matrix)
- student attendance records (Provider Standard 2)
- examples of assessments tools and instruments and associated rubrics and marking guides (Provider Standard 3)
- examples of student work including that related to any work requirements articulated in the course document (Provider Standard 1 and 3)
- class records of assessment (Provider Standard 4).

This process will be scheduled by the Office of 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. use choreographic and compositional devices when generating movement
2. identify anatomical and physiological concepts related to dance
3. communicate ideas, emotions and information through dance works
4. describe dance works of others
5. describe and reflect on own dance practice and dance works
6. use kinaesthetic awareness, movement skills and Safe Dance practices when doing dance activities
7. describe dance genres
8. create and perform solo and small group dance works.

	Module 1	Module 2	Module 3
Criteria focus	1,2,3,4,5,6	1,2,3,4,5,7	1,2,3,4,5,8

Criterion 1: use choreographic and compositional devices when generating movement

Standard Element	Rating A	Rating B	Rating C
E01 - Elements of dance	uses and manipulates the elements of dance to generate original movement phrases	uses the elements of dance to generate movement phrases	uses the elements of dance to generate movement.
E02 - Choreographic devices	uses simple choreographic devices to manipulate movement phrases to successfully convey an idea, emotion or information	uses simple choreographic devices to create movement phrases that express an idea, emotion or information	uses simple choreographic devices to create movement phrases: expression of ideas, emotions or information may be inconsistent.
E03 - Compositional devices	uses simple compositional devices to create, form, arrange movement phrases and dance sections that successfully convey an idea, emotion or information.	uses simple compositional devices to create, form, arrange movement phrases and dance sections that relate to an idea, emotion or information.	uses simple compositional devices to create, form and arranges movement phrases and dance sections: relation to ideas, emotions or information may be inconsistent.

Criterion 2: identify anatomical and physiological concepts related to dance

Standard Element	Rating A	Rating B	Rating C
E01 - Anatomical concepts	accurately describes basic concepts related to anatomy relevant to dancers	accurately identifies basic concepts related to anatomy relevant to dancers	identifies basic concepts related to anatomy relevant to dancers: some errors may occur.
E02 - Terminology to discuss the musculoskeletal system	correctly identifies and uses terminology to explain basic features and some complex features of the musculoskeletal system	correctly identifies and uses terminology to describe basic features of the musculoskeletal system	uses given terminology to identify basic features of the musculoskeletal system: some errors may occur.
E03 - Physiological concepts	accurately identifies and describes basic physiological concepts relevant to dancers.	accurately identifies basic physiological concepts relevant to dancers.	identifies given physiological concepts relevant to dancers: some errors may occur.

Criterion 3: communicate ideas, emotions and information through dance works

Standard Element	Rating A	Rating B	Rating C
E01 - Elements of dance	uses temporal, spatial and dynamic decisions to clearly and effectively communicate ideas, emotions or information	uses temporal, spatial and dynamic decisions to clearly communicate ideas, emotions or information	uses given temporal, spatial and dynamic strategies to communicate ideas, emotions or information: may lack clarity at times.
E02 - Movement vocabulary	uses a range of dance movements to clearly and effectively communicate ideas, emotions or information	uses a range of dance movements to clearly communicate ideas, emotions or information	uses a given range of dance movements to communicate ideas, emotions or information: may lack clarity at times.
E03 - Structure and form	manipulates, orders and links movement phrases and sections to produce a unified form that communicates ideas, emotions or information	orders and links movement phrases and sections to produce a basic form that communicates ideas, emotions or information	orders movement phrases and sections to communicate ideas, emotions or information: phrases or sections may be disjointed at times.

Criterion 4: describe dance works of others

Standard Element	Rating A	Rating B	Rating C
E01 - Ideas about dance works	uses effective language to explain the main ideas in dance works of others	uses appropriate language to describe the main ideas in dance works of others	uses basic language to identify the main ideas in dance works of others.
E02 - Dance terminology	uses a range of terminology to effectively discuss and assess work of others	uses a range of simple terminology to appropriately discuss and explain work of others	uses a limited range of simple terminology to discuss work of others.
E03 - Dance features	explains elements of dance used in dance works of others and assesses their impact on the overall work	identifies elements of dance used in dance works of others and describes their impact on the overall work	identifies elements of dance used in dance works of others.

E04 - Referencing	uses appropriate referencing conventions to correctly identify sources in work and in structured reference lists and/or bibliographies	uses appropriate referencing conventions to identify sources in work and reference lists and/or bibliographies	uses given referencing conventions as directed, to identify sources and create reference lists and/or bibliographies.
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Criterion 5: describe and reflect on own dance practice and dance works

Standard Element	Rating A	Rating B	Rating C
E01 - Dance work	explains own dance work, verbally and in writing, with detailed reference to the communication of ideas, emotions or information	describes own dance work, verbally and in writing, with reference to the communication of ideas, emotions or information	describes own dance work, verbally and in writing; communication of ideas, emotions or information may have limited detail.
E02 - Dance concepts and terminology	selects and uses a range of appropriate dance concepts and terminology to explain own work	uses a range of appropriate dance concepts and terminology to describe own work	uses a limited range of dance concepts and terminology to describe own work.
E03 - Reflection	reflects verbally and in writing on development of movement phrases to develop ideas and explain own work	reflects verbally and in writing on development of movement phrases to develop ideas and describe own work	reflects verbally and in writing on development of movement phrases to develop ideas and identify own work.
E04 - Vocabulary and register	uses a range of dance vocabulary and formal and informal registers	uses a limited range of dance vocabulary formal and informal registers	uses a limited range of dance vocabulary and informal registers, as modelled.

Criterion 6: use kinaesthetic awareness, movement skills and Safe Dance practices when doing dance activities

Standard Element	Rating A	Rating B	Rating C
E01 - Kinaesthetic awareness	moves with heightened awareness of others when communicating ideas, emotions or information	moves with awareness of others when communicating ideas, emotions or information	moves with limited awareness of others when communicating ideas, emotions or information.
E02 - Dance recall and execution	correctly recalls and executes simple and some complex movements	recalls and executes simple movements	recalls and executes simple movements: there may be errors.
E03 - Movement skills	executes simple and some complex movement with control and balance	executes simple movement with control or balance	executes simple movements: there may be errors in alignment and stability.
E04 - Safe dance practice theory	correctly explains simple examples of safe dance practice, posture and body alignment	correctly describes simple examples of safe dance practice, posture and body alignment	correctly identifies simple examples of safe dance practice, posture and body alignment.
E05 - Safe dance practice demonstration	correctly demonstrates simple and some complex examples of safe dance practice, posture and body alignment	correctly demonstrates simple examples of safe dance practice, posture and body alignment	demonstrates simple examples of safe dance practice, posture and body alignment: errors do not impede safety.

Criterion 7: describe dance genres

Standard Element	Rating A	Rating B	Rating C
E01 - Features of genres and associated styles	explains and gives examples of main features of dance genres and associated styles	describes main features of dance genres and associated styles	identifies main features of dance genres and associated styles.
E02 - Genres and associated styles in dance works	explains how dance genres and associated styles are represented in own and others dance works	describes how dance genres and associated styles are represented in own and others dance works	identifies dance genres and associated styles found in own and others dance works.
E03 - Distinctive features of genres and associated styles	compares, contrasts and explains distinctive features of two genres† and associated styles	compares, contrasts and describes distinctive features of two genres† and associated styles	identifies and compares distinctive features of two genres† and associated styles.
E04 - Cohesion and structure	develop a cohesive written response using a logical structure	develop a written response using a logical structure	develop a written response that has some structure.

† The genres to be compared should be the contemporary (otherwise known as modern) genre of dance and the choice of one other genre.

Criterion 8: create and perform solo and small group dance works

Standard Element	Rating A	Rating B	Rating C
E01 - Creating movement	creates original movement phrases to communicate ideas, emotions or information	creates movement phrases, some original and some adapted, to communicate ideas, emotions or information	uses adapted movement phrases to communicate ideas, emotions or information.
E02 - Dance works	creates a complete dance work with an overall concept and successfully linked sections to communicate an idea, emotion or information	creates a complete dance work with an overall concept to communicate an idea, emotion or information	creates a partially finished dance work with an overall concept to communicate an idea, emotion or information.
E03 - Basic performance skills	performs basic dance works with sustained expression, energy and focus appropriate to style	performs basic dance works with expression, energy and focus appropriate to style	performs basic dance works: expression, energy or focus appropriate to style may be limited.
E04 - Work with others	initiates and contributes appropriate suggestions and ideas to solve problems, when working with others	provides appropriate suggestions and ideas to solve problems, when working with others	selects from given suggestions and ideas to solve problems, when working with others.
E05 - Dance works with technical skill	executes simple and some complex movement with control over body shape, space, time dynamics, rhythm, weight transfer and energy	executes simple movement with limited control over body shape, space, time dynamics, rhythm, weight transfer and energy	executes simple movement with limited control over body shape, space, time dynamics, rhythm, weight transfer and energy: errors in alignment and stability may occur.

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 TASC from 8 ratings.

The minimum requirements for an award in this course are as follows:

EXCEPTIONAL ACHIEVEMENT (EA)

6 'A' ratings, 2 'B' ratings

HIGH ACHIEVEMENT (HA)

3 'A' ratings, 4 'B' ratings, 1 'C' rating

COMMENDABLE ACHIEVEMENT (CA)

4 'B' ratings, 3 'C' ratings

SATISFACTORY ACHIEVEMENT (SA)

6 'C' ratings

PRELIMINARY ACHIEVEMENT (PA)

4 'C' ratings

A learner who otherwise achieves the ratings for an SA (Satisfactory Achievement) award but who fails to show any evidence of achievement in one or more criteria ('z' notation) will be issued with a PA (Preliminary Achievement) award.

Course Evaluation

Years 9-12 Learning will develop and regularly review and revise the curriculum. Course evaluation is informed by the experience of the course's implementation, delivery and assessment. More information about course evaluation can be found on the Years 9-12 website.

Course Developer

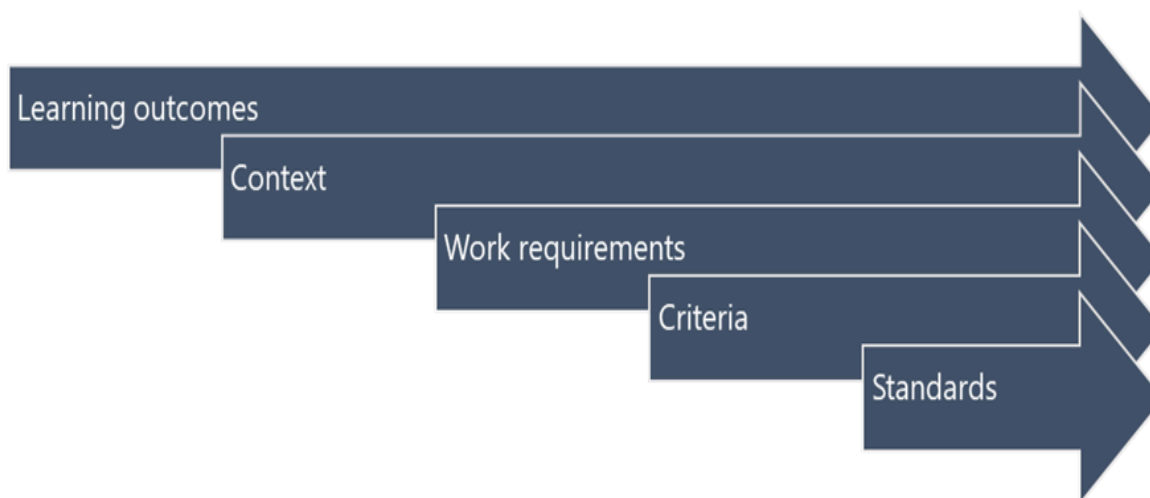
This course has been developed by the Department for Education, Children and Young People's Years 9-12 Learning Unit in collaboration with Catholic Education Tasmania and Independent Schools Tasmania.

Accreditation

Accredited on 29 March 2023 for use from 1 January 2024 to 31 December 2028.

Version History**Version 1**

Accredited on 29 March 2023 for use from 1 January 2024 to 31 December 2028. This course replaces Dance Level 2 (DNC215120) which expires on 31 December 2023.



Learning outcomes	Course content: module	Work requirements: module	Criterion	Criterion elements	General capabilities
1. use simple choreographic and compositional devices to express artistic intention when generating movement	1, 2, 3	1, 2, 3	1	1, 2, 3	Critical and creative thinking
2. identify anatomical and physiological concepts relevant to dancers	1, 2, 3	1, 2, 3	2	1, 2, 3	Critical and creative thinking; Personal and social capability
3. communicate ideas, emotions and information successfully to others through personal dance works	1, 2, 3	1, 2, 3	3	1, 2, 3	Critical and creative thinking
4. reflect and respond to a range of dance works of others	1, 2, 3	1, 2, 3	4	1, 2, 3, 4	Critical and creative thinking; Intercultural understanding
5. communicate about own dance works	1, 2, 3	1, 2, 3	5	1, 2, 3, 4	Critical and creative thinking; Personal and social capability
6. use kinaesthetic awareness and efficient movement skills during dance activities	1	1	6	1, 2, 3, 4, 5	Critical and creative thinking; Personal and social capability
7. describe a range of different dance genres from different socio-historical contexts	2	2	7	1, 2, 3, 4	Critical and creative thinking; Intercultural understanding
8. create completed solo and small group dance works	3	3	8	1, 2, 3, 4, 5	Critical and creative thinking; Personal and social

					capability
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Appendix 2 – Alignment to curriculum frameworks

Dance Level 2 aligns with Level 3 of the Australian Core Skills Framework (ACSF).

- This course aligns with the ACSF Level 3 Learning core skills. This articulates the context for learners in the following ways:
 - Support: works independently and uses own familiar support resources.
 - Context: range of familiar contexts; some less familiar contexts; some specialisation in familiar or known texts.
 - Text complexity: routine texts; may include some unfamiliar elements, embedded information and abstraction; includes some specialised vocabulary.
 - Task complexity: tasks involve a number of steps; processes include sequencing, integrating, interpreting, simple extrapolating, simple inferencing, simple abstracting.

Safe dance practice referred to in this course is aligned to AusDance: Safe Dance Practice (Ausdance, 2011).

Materials that have been referred to and reproduced in this course have been done so with permission from AusDance.

Appendix 3 – Work requirements

The work requirements of a course are processes, products or performances that provide a significant demonstration of achievement that is measurable against the course's standards. Work requirements need not be the sole form of assessment for a module.

Module 1 work requirements specifications

Work requirement 1 of 4

Title of work requirement: Part one of group dance work: introduction to elements of dance

Mode or format: short response

Description: Learners are given a series of short activities that will help them generate movement based on the elements of dance. For example, they may be asked to create symmetrical or asymmetrical shapes, work in groups to create short phrases based on different rhythms or replicate a dance phrase using different types of energy or dynamics.

Size: suggested range of 6 to 8 hours on task to generate 2 to 3 minutes of movement

Relevant criteria: 1, 3, 5 and 6.

Work requirement 2 of 4

Title of work requirement: Introduction to choreographic and composition devices

Mode or format: performance and short response

Description: Working in small groups or duos learners create a short dance work to a given idea, emotion or concept and given music or sound. This performance is intended to be presented in class to the teacher.

Size: 1 to 2 minutes choreography and short written response.

Relevant criteria: 1, 3, 5 and 6.

Work requirement 3 of 4

Title of work requirement: Safe dance practice

Mode or format: short response and practical exercise

Description: Learners will:

- identify major bones of the human body: vertebrae, shoulder girdle, pelvic region, limbs, to prepare for movement including warm-ups
- lead a warm-up and cool-down in pairs or small groups
- compose a written explanation for the warm-up and cool-down.

See Appendix 8: Warm-ups and cool-downs

Size: suggested range of 200 to 400 words

Relevant criteria: 2

Work requirement 4 of 4

Title of work requirement: Dance company research task

Mode or format: short response

Description: Learners research a professional Australian Dance company.

Size: suggested range of 300 to 600 words or multi-modal presentation of 1 minute and 30 seconds to 2 minutes and 30 seconds

Relevant criteria: 4

Module 2 Work requirements specifications

Work requirement 1 of 3

Title of work requirement: Manipulate a dance phrase

Mode or format: short response

Description: Learners are given a short movement phrase of about 40 seconds. The movement phrase can be provided by the teacher, another person or an online source.

Learners then choose a different style of dance and manipulate the phrase in that style. Learners can choose different music if appropriate. They then perform the new stylised version for their peers and explain what they have done and why.

Size: 40 seconds to 1 minute of the dance phrase and 2 minutes to 2 minutes and 30 seconds of discussion

Relevant criteria: 1, 5 and 7

Work requirement 2 of 3

Title of work requirement: Part one of solo dance work

Mode or format: short response

Description: Learners start their choreographic process for their solo work using a guided process. The activities are improvisation, selection, arrangement and refinement. They share short movement phrases from their solo for feedback. They will continue to develop and refine this work into Module 3.

Size: suggested range of 4 to 6 hours on task to generate suggested range of one minute to two minutes of movement

Relevant criteria: 1, 3, 5, 6 and 7.

Work requirement 3 of 3

Title of work requirement: Different dance genres analysis

Mode or format: short response

Description: Learners view at least two different dances from different genres and contrast and compare

Size: suggested range of 300 to 600 words or multi-modal presentation of 1 minute and 30 seconds to 2 minutes and 30 seconds

Relevant criteria: 4 and 7

Module 3 Work requirements specifications

Work requirement 1 of 3

Title of work requirement: Part 2 of solo dance work

Mode or format: performance and short written response

Description: Learners continue work on their dance solo from module 2, work requirement 2 of 4. They finalise and polish their solo dance work in readiness for performance and implement feedback from their final rehearsals.

Learners perform their solos for others in the class. They complete a worksheet of short answers focusing on:

- choreographic choices
- ways of devising movement
- how the movement relates to expression of an intention
- the challenges experienced when making the work.

Size: suggested range of 4 to 6 hours on task. Solo between 1 minute and 1 minute and 30 seconds. Short written response 200 to 400 words

Relevant criteria: 1, 3, 5 and 8

Work requirement 2 of 3

Title of work requirement: Part 2 of group dance work

Mode or format: performance

Description: Learners perform as part of group piece choreographed by the teacher.

Size: suggested range of 10 to 16 hours of rehearsal and performance time of between 1 minute and 30 seconds to 3 minutes

Relevant criteria: 8

Work requirement 3 of 3

Title of work requirement: Describe and reflect on the dance works of others

Mode or format: extended response

Description: Learners are to answer questions in paragraph answers about two live or recorded discrete, professional dance works they have seen over the duration of this course. This can be conducted under similar conditions to a test.

They describe:

- two discrete dance works they have seen
- the genre/s of the dance works

- the associated styles of the works

Size: a written response of 200 to 500 words

Relevant criteria: 4

Appendix 4 – General capabilities and cross-curriculum priorities

Learning across the curriculum content, including the cross-curriculum priorities and general capabilities, assists students to achieve the broad learning outcomes defined in the *Alice Springs (Mparntwe) Education Declaration (December 2019)*.

General capabilities

The general capabilities play a significant role in the Australian Curriculum in equipping young Australians to live and work successfully in the twenty-first century.

In the Australian Curriculum, capability encompasses knowledge, skills, behaviours and dispositions. Students develop capability when they apply knowledge and skills confidently, effectively and appropriately in complex and changing circumstances, in their learning at school and in their lives outside school.

The general capabilities include:

- Critical and creative thinking
- Digital literacy
- Ethical understanding
- Intercultural understanding
- Literacy
- Numeracy
- Personal and social capability.

Cross-curriculum priorities

Cross-curriculum priorities enable students to develop understanding about and address the contemporary issues they face, for their own benefit and for the benefit of Australia as a whole. The priorities provide national, regional and global dimensions which will enrich the curriculum through development of considered and focused content that fits naturally within learning areas. Incorporation of the priorities will encourage conversations between students, teachers and the wider community.

The cross-curriculum priorities include:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability.

Appendix 6 - Safe Dance practice

The following information is based on and used with permission from Ausdance*. This supports the delivery of content for the Dance Level 2 course and includes:

- a healthy approach to dance
- knowledge of anatomy, kinesiology and physiology to support performance and safe dance practice
- and the use of injury prevention and management strategies.

Content

A healthy approach to dance

Dancers should make healthy lifestyle choices, maintain good nutrition and hydration habits

- Trust, self-esteem, assertiveness, independence, confidence are important qualities in a dance class
- Diversity of body types and normal changes occur to the body during growth periods
- Work at strategies that reduce stress such as open dialogue, mindfulness, relaxation and relationships.

Knowledge of anatomy, kinesiology and physiology to support performance and safe dance practice

Anatomical (musculoskeletal system):

- Demonstrate correct anatomical alignment for the dance style or genre or both
- Identify and resolve incorrect alignment.

Knowledge of kinesiology (anatomy and mechanics):

- Use safe mechanically correct movement patterns specific to style and genre.

Knowledge of physiology:

- Fitness requirements include strength, muscular endurance, cardiovascular endurance, flexibility for the genre or style.

The use of injury prevention and management strategies:

- Dress appropriately and safely for dance
- Encourage participants to rest when needed
- All sessions should start with a warm-up
- All sessions should end with a cool-down.

See Appendix 8 for further information on warm-ups and cool-downs.

*2011, Safe Dance Practice, retrieved 10th December 2022, from the Ausdance website: <https://ausdance.org.au/>

Appendix 7 - The elements of dance

The elements of dance are as follows and the ways they can be considered in this course are described in the table below (table designed by Years 9-12 Learning):

- Body
- Action
- Space
- Time
- Energy

Element	Description
Body	<ul style="list-style-type: none">• Whole body or isolated parts• Where does the movement initiate: including limbs, core• Symmetrical and asymmetrical shapes• Use of Body systems such as breath, balance, reflexes
Action	<ul style="list-style-type: none">• Axial movement• Static vs locomotor• Use of Laban efforts
Space	<ul style="list-style-type: none">• Consideration of place: where in space?• Size: large or small?• Level: high or low?• Direction: including forward, backward, up, down, sideways, linear, diagonal, rotating• Pathway: including straight, angular, zig zag• Planes of movement: sagittal, vertical or horizontal• Relationships: including over, under, connected, isolated, proximity
Time	<ul style="list-style-type: none">• Beat: metered or organic movement• Tempo: including fast or slow• Accent: including single, multiple, syncopated• Rhythmic patterns and timing

Energy	<ul style="list-style-type: none">• Attack: including sharp, smooth, sudden, sustained• Tension: including tight, loose• Force: including strong, gentle• Weight: including heavy, light• Flow: including bound, controlled, loose, free• Quality: including sharp, smooth, sustained, frantic, languid, drooping, jerky

Appendix 8 - Warm-ups and cool-downs

The following information is sourced and reproduced with permission from Ausdance*.

What is a warm-up?

A thorough warm-up begins with exercises and stretches followed by more specific steps and movement combinations that gradually build to cause perspiration without becoming out of breath.

As muscles get warmer, they also become more flexible.

The best muscle warmer is your circulation, so the trick is to increase your blood flow by slowly exercising. In addition to tuning your body, this also cuts down on muscle soreness after exercise.

In her precise definition of the term 'warm up' Shelloch (1983) suggests:

"Each class should include a section of continuous movement of 15 minutes or longer which uses large muscle groups and is of sufficient intensity to increase the internal body temperature by one or two degrees so that the dancer begins to perspire. This temperature elevation allows more efficient energy production to fuel muscle contraction, increases the flexibility of the tissue, allows for faster relaxation and contraction of muscle and increases the rate of transmission of messages along the nerves."

'Internal body temperature'

During summer, the differences between being warm and warming up are not always obvious.

A thorough warm-up includes general preliminary mobility exercises and stretches followed by more specific steps, movements and combinations, initiated gradually and vigorous enough to cause perspiration without becoming out of breath.

Elements of a warm-up

Circulation

During warm-up, blood flow increases to the muscles and decreases to the digestive organs. Hard or constant exercise increases blood flow and transfers warmth to the skin. This transition occurs with muscle activity and is necessary so that the exercise can continue for an extended period.

Psychological factors can also influence circulation and this transition can begin before muscle activity. Fear and the adrenalin shock that follows, or mental exercises such as biofeedback, yoga, meditation and autogenic training can also influence the circulation. Circulation and breathing stabilises after about 3–6 minutes of muscle activity.

Joints

When you move, the volume of fluid and thickness of cartilage in the joints increases, which improves the joint's ability to absorb shock and prevents direct wear on the bones. Movement in the joint increases blood flow and raises the temperature, increasing elasticity in the joint's supporting tissue. This transition happens within 10 minutes of starting the movement and is almost completely gone 30 minutes after you complete the movement. So, if you have a 30-minute break, you must warm up again!

Muscles

An increase in the muscle's temperature, which can be as low as 30°C when resting, improves the muscle's performance ability. To do hard exercise, muscle metabolism must begin and it needs an increase in oxygen flow through the blood.

Nerves

Nerve impulses travel faster in warm muscle, and muscle viscosity is lower, making contraction easier and more efficient. The best temperature for the speed of chemical reactions and metabolism in muscle functioning is about 38.8°C to 39.4°C. The only efficient way for the muscle to reach this temperature is by exercising it.

Relaxation/concentration

Relaxation can improve the interplay between the contracting muscles (the agonists) and the muscles being released to allow movement (the antagonists) and increase the exercise effectiveness. Lack of concentration because of tiredness or stress increases the risk of injuries. Both concentration and relaxation are techniques you can learn.

How to cool-down safely

After any activity where your circulation and breathing rates increase, it is helpful to slowly reduce the exercise rate and reverse the warming-up principles.

The purpose of an effective cool-down is to gradually return function to normal and prepare the body and mind for later activity. The other likely benefits of an effective cool-down include reduced injury rates and delayed onset muscle soreness.

To reduce stress on the body and allow pulse and breathing rates to return gradually to normal, you should continue moving rather than stopping suddenly.

Slowly reduce the intensity and stretch the muscles by holding a passive stretch for at least 15 seconds. This way, your body should more efficiently distribute the by-products of exercise (lactic acid) reducing the risk of muscle soreness and potential injury.

You can cool-down in 10 minutes.

*2011, Safe Dance Practice, from the Ausdance website: <https://ausdance.org.au/>.



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