

Year 10 Syllabus

The syllabus is based on the requirement that in Years 9 and 10 the study of the Arts is optional.

Year Level Description

In Year 10, Dance students continue to extend their use of the elements of dance (BEST) and choreographic processes to expand their choreographic intentions in their choreography. They extend their technical dance skills to include style-specific movement skills.

Through performance, students continue to work on confidence, accuracy, clarity of movement and projection. They refine their discussion of the use of the elements of dance, choreographic processes and design concepts in their own dance and the dance of others. They investigate dance and influences of the social, cultural and historical contexts in which it exists.

Safe dance practices underlie all experiences, as students perform within their own body capabilities and work safely in groups.

A suggested learning focus should enable teaching the content through student interest in dance. Suggested genres or styles that may be taught, but are not limited to, include contemporary, ballet, jazz, hip hop, street dance, tap and cultural dance, for example Spanish, Indian, Bollywood.

The learning focus that teachers select should shape and drive the teaching of the content.

Making

CHOREOGRAPHIC PROCESSES

Introduction to structured

Responding

DANCE REFLECTING AND ANALYSING

Reflective writing, using dance

improvisation to find solutions to simple movement tasks

([ACADAM020](#))


 Numeracy

 Critical and creative thinking

 Personal and social capability

Elements of dance: body, energy, space, time (BEST), selected and manipulated to create dance that communicates choreographic intent ([ACADAM021](#))

 Numeracy

 Critical and creative thinking

 Personal and social capability

Choreographic devices (unison, canon, repetition, abstraction, contrast, motif) and choreographic structures (narrative, binary, ternary) selected and combined to communicate choreographic intent in group and duo dance

([ACADAM023](#))


 Critical and creative thinking

 Personal and social capability

Group work practices (strategies for collaborative dance preparation,

terminology, on their own and others' work, analysing and evaluating choices made in dance making ([ACADAR025](#))

 Literacy

 Information and Communication Technology (ICT) capability

 Critical and creative thinking


 Personal and social capability

 Ethical understanding

 Intercultural understanding

Analytical writing, using dance terminology, about how the elements of dance, choreographic processes and design concepts (lighting, music/sound, multimedia, costume, props, sets, staging) contribute to the choreographic intention of a dance work ([ACADAR025](#))

 Literacy

 Information and Communication Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Ethical understanding

 Intercultural understanding

evaluation processes) in dance
([ACADAM024](#))

📖 Literacy

🗣️ Information and Communication
Technology (ICT) capability

🧠 Critical and creative thinking

👥 Personal and social capability

⚖️ Ethical understanding

🌐 Intercultural understanding

SKILLS AND TECHNIQUES

Dance skills that further develop and refine technical competence in relation to body control, accuracy, posture/alignment, strength, flexibility, placement, balance, coordination, articulation and endurance ([ACADAM022](#))

🗣️ Information and Communication
Technology (ICT) capability

👥 Personal and social capability

Safe dance practice of style-specific techniques, including working in the contemporary genre
([ACADAM022](#))

🗣️ Information and Communication
Technology (ICT) capability

DANCE IN CONTEXT

Dance genres/styles are influenced by the social, cultural and historical contexts in which they exist
([ACADAR026](#))

📖 Literacy

🗣️ Information and Communication
Technology (ICT) capability

🧠 Critical and creative thinking

⚖️ Ethical understanding

🌐 Intercultural understanding

 Personal and social capability

 Intercultural understanding

Importance of warm-up and cool down procedures relevant to the genre/style for dance and rehearsal preparation ([ACADAM022](#))

 Personal and social capability

 Intercultural understanding

PERFORMANCE

Systematic and corrective rehearsal strategies (practising transitions between dance sequences, exits and entrances appropriate to genre/style) ([ACADAM022](#))

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Ethical understanding

 Intercultural understanding

Dance performance opportunities, demonstrating appropriate expression, projection, focus, commitment to movement and musicality ([ACADAM024](#))

Information and Communication

Technology (ICT) capability

Critical and creative thinking

Personal and social capability

Ethical understanding

Intercultural understanding

Achievement standard

At Standard, students use structured improvisation to sometimes expand movement vocabulary. They select and manipulate, with some purpose, the elements of dance (BEST), use specified choreographic devices and structure to choreograph dance that communicates choreographic intent. Students execute technical dance skills safely in a particular genre/style, demonstrating coordination, some control of body alignment and some inconsistencies in accuracy of movement appropriate to the choreography. They perform dance to an audience demonstrating, on occasion, accuracy in retention and clarity of movement, projection, focus, musicality, appropriate expression and commitment to the movement, reflecting the choreographic intent throughout the performance.

Students use reflective and some analytical writing to discuss the effectiveness of the choices made in the use of BEST, choreographic processes and design concepts and how they contribute to the choreographic intention of their own and others' dance. They use some relevant dance terminology. Students outline how particular dance genres/styles are influenced by the contexts in which they exist.

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