

A Guide to the New Years 7–10 Syllabus

The new *Dance Years 7–10 Syllabus* will replace the current syllabus and will be implemented in 2005 with Year 9 students and in 2006 with Year 10 students. Stage 4 outcomes have been provided for those schools that wish to implement the syllabus with Year 7 and/or Year 8 students.

The new syllabus is informed by contemporary research about how people learn and about how learning outcomes can be enhanced by teaching practice.

The syllabus promotes *assessment for learning* as an essential component of good teaching. It follows the broad directions established in the NSW Board of Studies *K–10 Curriculum Framework* and is part of a continuum of learning from Kindergarten to Year 12 that supports sustained, sequential, high quality learning.

What is similar?

Much of the content is similar to the current syllabus content. Students will continue to:

- focus on the conceptual base and theoretical underpinnings of dance as an artform
- study dance through the practices of performance, composition and appreciation.

Current programs can be modified to meet the requirements of the new syllabus and many existing units of work will form the bases of effective programs. The majority of existing resources will continue to be relevant.

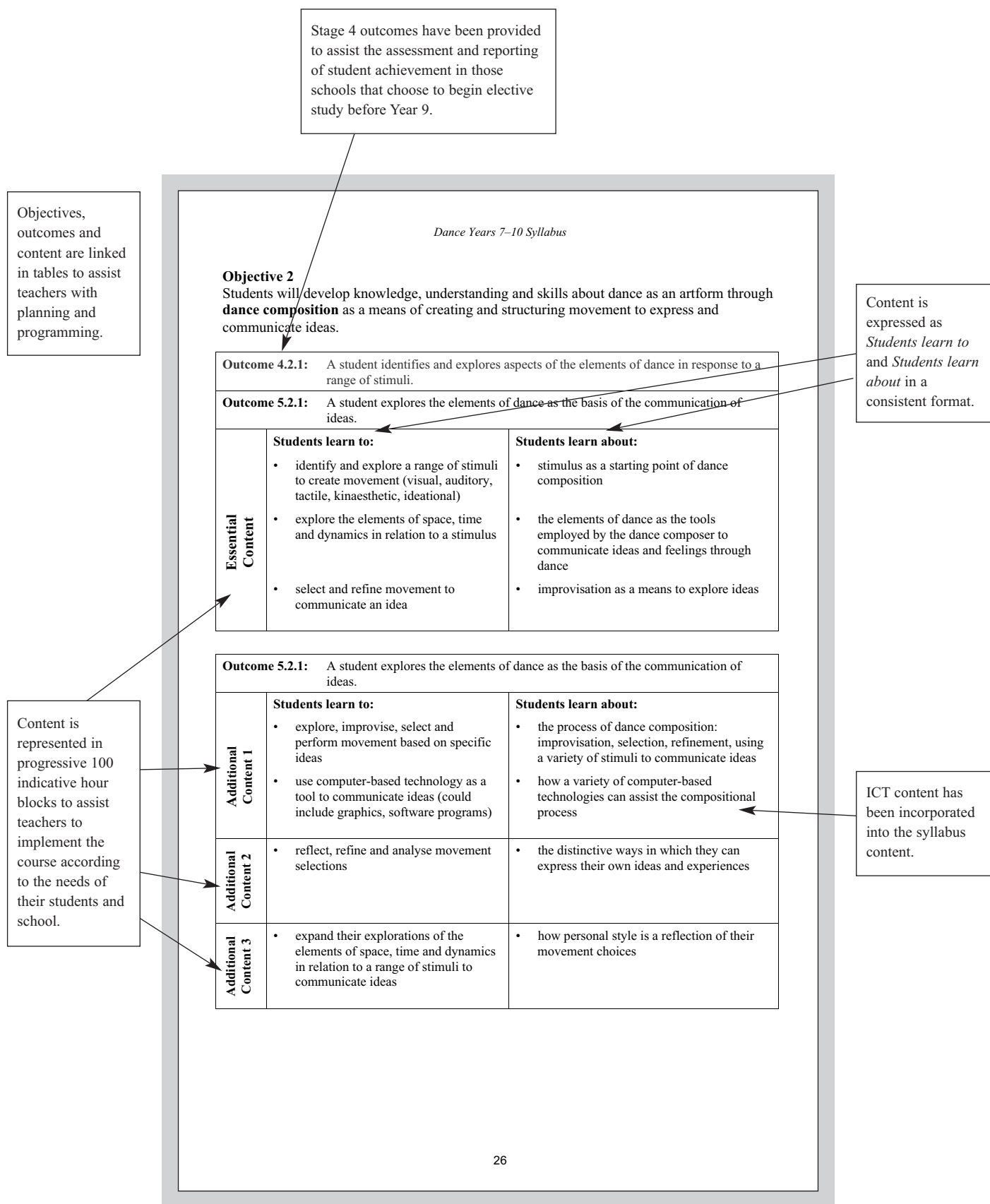
The recent experience teachers have gained in implementing the *Dance Stage 6 Syllabus* (1999) will assist in the implementation of the new *Dance Years 7–10 Syllabus*.

What is different?

The new syllabus builds on the current syllabus in directions identified through research into the teaching of Dance in other systems nationally and internationally, and through consultation at forums, meetings and during wide circulation of the draft syllabus.

- There is an up-to-date approach to the study of dance as an artform with a focus on the integration of the practices of performance, composition and appreciation rather than specific weightings given to the individual practices.
- The core and extension structure to the study of performance with specific style requirements has been replaced by the study of a generic dance technique in keeping with Stage 6 to train and prepare students for a variety of performance experiences.
- Safe dance practice is embedded throughout the practices.
- The study of the elements of dance links the study of the practices.
- Stage statements from Stage 1 (including Early Stage 1) to Stage 5 describe the continuum of learning in Dance.
- Content additional to the essential syllabus content is included to help teachers address the needs and interests of students.
- An overview each statement is provided that shows how each cross-curriculum area is embedded in the essential content.
- Content relating to the use and understanding of information and communication technologies (ICT) is incorporated in the syllabus content.

The features of the content pages



- Life Skills outcomes and content have been provided for those students with special education needs, particularly those students with an intellectual disability, for whom it has been determined that the outcomes and content found in sections 6 and 7 of the syllabus are not appropriate.
- Built into the syllabus is the concept that *assessment for learning* is integral to teaching and learning in a standards-referenced framework. *Assessment for learning* involves teachers planning how and when they will gather evidence of learning at the same time as they plan the work that students will do. It recognises the importance of assessment to student motivation and self-esteem, and promotes the active involvement of students in their own learning.

How can the syllabus be used to program?

The syllabus outcomes provide the focus for teaching and learning in Dance. This syllabus encourages a model of programming that begins with outcomes, and is precise about what is being taught and what is being learnt. Developing integrated programs from the new *Dance Years 7–10 Syllabus* involves:

- identifying the outcomes to be addressed (see syllabus pp 11 and 12)
- identifying the required evidence of learning
- planning explicit teaching and learning experiences to address the outcomes (see syllabus pp 21–29) to allow students to demonstrate evidence of learning
- identifying strategies to teach the content
- incorporating *assessment for learning* by using the assessment advice in the syllabus and in the support material that will be provided by the Board of Studies.

The advice about additional content on page 14 of the syllabus will assist teachers to develop programs that meet the needs of their students.

Stage statements describe a continuum of learning from Stage 1 (including Early Stage 1) to Stage 5. This enables teachers to map students' learning development, and to plan and program work according to students' needs and abilities.

How does the syllabus cater for all students?

A key principle of the *K–10 Curriculum Framework*, which guides K–10 syllabus development, is that the curriculum must be inclusive of all students in New South Wales.

The rationale, aim, objectives, outcomes and content of the syllabus have been designed to accommodate teaching approaches that support the learning needs of all students.

Students with special education needs will participate fully in learning experiences and assessment activities. These students may require additional support in terms of modified tasks and varied learning approaches. There may also be occasions when different strategies need to be adopted to broaden and deepen the learning experiences of gifted and talented students.

Life Skills outcomes and content, using the rationale, aim and objectives of this syllabus, have been included in section 8. They will provide the basis for a program of study for the small percentage of students with special education needs for whom the outcomes and content in sections 6 and 7 of the *Dance Years 7–10 Syllabus* are not appropriate.

What support is the Board providing to assist with initial implementation of the syllabus?

Following the release of the syllabus, support materials will be released to assist teachers in understanding the syllabus and its associated assessment requirements.

The first School Certificate credential based on the new syllabuses will be awarded in 2006. Specific advice about requirements for the School Certificate will be provided well in advance of 2006.

distributed with the syllabus	Phase 1 <ul style="list-style-type: none"> ■ this guide to the new <i>Dance Years 7–10 Syllabus</i> ■ draft Descriptions of Levels of Achievement
3 months after distribution of the syllabus	Phase 2 <ul style="list-style-type: none"> ■ advice on programming ■ sample units of work ■ sample assessment activities
6 months after distribution of the syllabus	Phase 3 (incorporates Phases 1 and 2) <ul style="list-style-type: none"> ■ annotated samples of student work
12 months after implementation of the syllabus	Phase 4 <ul style="list-style-type: none"> ■ final Descriptions of Levels of Achievement

The Department of Education and Training, the Catholic Education Commission, other school systems, the Association of Independent Schools and professional associations will assist and support the ongoing implementation of the syllabus.
