Dance
Subject guide 2010

This subject guide relates to courses developed from Dance Senior Syllabus 2010.

Why study Dance?
Dance engages the mind, body and spirit and provides opportunities for the development of physical, expressive, "critical, imaginative, appreciative and perceptive abilities" (Bannon & Sanderson 2000). Students develop as creative, complex thinkers, effective communicators, reflective and independent learners and participants in an interdependent world as they study and participate in various dance contexts, genres and styles.

What is studied?
Students critically examine their experiences and understandings of dance and dance forms, exploring the interrelationship between practical and theoretical aspects of dance. Students learn to choreograph, perform and appreciate danceworks. Through choreography and performance, students engage in problem solving and critical reflection in individual and group circumstances.

Through choreography, students explore, manipulate, integrate and structure movement to reflect an intent which may be to create meaning, express personal or social ideas, tell stories and entertain. Through performance, students gain understandings of technical competencies and expressive skills.

Students examine how and why dance reflects the contexts in which it is created by reflecting on, responding to and evaluating various dance genres and styles. Students then use these understandings to inform their dance making and appreciation of danceworks.

How do students learn?
Students learn in Dance through:

- exploring movement, responding to and making judgments about their experiences
- manipulating dance components and skills
- structuring danceworks
- performing danceworks, learning and developing technical and expressive skills
- developing physical and sensory awareness, while exploring and strengthening their personal aesthetic
- examining differing contexts, genres and styles, fostering a critical awareness of the aesthetic values of others, within and across cultures and social groups.
How are students assessed?

Students are assessed through the dimensions of Choreography, Performance and Appreciation. In Choreography, students develop danceworks in response to stimuli to convey their choreographic intent. In Performance, students demonstrate their technical and expressive skills through the performance of danceworks. In Appreciation, students provide an extended response that may involve solving a problem, expressing and justifying a point of view, explaining and evaluating an issue, applying concepts or theories to a circumstance, or critiquing a dancework.

How can parents help?

Parents can help students by providing a supportive environment and encouraging their children to take part in dance activities. They can:

- attend live dance performances and watch television and film presentations with their students
- demonstrate empathy for the practical demands of the subject both in terms of physical effort and time, especially the out-of-hours commitment sometimes necessary
- help their students be responsive and reliable as members of a team
- support the school's dance program by attending concerts and other dance events
- read the Dance syllabus and discuss the school's work program with the Dance teacher.

More information

If you would like more information, please email senior.syllabuses@qcaa.qld.edu.au. You can also visit the QCAA website www.qcaa.qld.edu.au and search for 'Dance'.