



# Curriculum Support

## for teaching in Creative Arts

# 7-12

### Developing a scope and sequence plan for 7-10 Dance

Dance teachers are currently experiencing the challenge of programming for the new *Dance Years 7-10 syllabus*. In the old syllabus, content had prescriptions (e.g. styles, dance history) and the practices of performing, composing and appreciating were separate modules. The new syllabus provides a scaffold (*Essential to Additional 1-3*) which allows teachers to select their own sequence of content within and across the practices.

This flexibility can provide impetus for interesting programs of work for students. Conversely, it can also make programming more challenging because you have to make decisions about:

- how to interrelate components over time
- how to address outcomes over time
- what content to deliver *early* in the stage
- what content needs to be revisited over time to ensure deep knowledge and understanding.

You also need to ensure that over the entire course you have addressed all outcomes and content in a way that allows students to demonstrate achievement. Programs must interrelate performing, composing and appreciating practices, and assessment activities must reflect this interrelated nature of the course practices.

In the Dance 7-10 workshops (May 2004) there were many questions about developing a scope and sequence for dance. Teacher's questions focused on the needs of particular school contexts.

Since May, and with the help of teachers from different school contexts, we have developed a process for constructing a 'programming framework' which will assist you to program and to develop a scope and sequence. We have already developed three programming frameworks, which are available on the Curriculum K-12 web site at <http://www.curriculumsupport.nsw.edu.au>

You might want to develop your own framework, based on your own resources, expertise and school timetable. This article takes you through the steps of the process we used to develop the three frameworks available on the web site.

### Developing a programming framework

**Step 1:** Copy the outcomes and *learn to* and *learn about* statements\* on different coloured papers.

Make multiple copies in case you want to repeat outcomes and content throughout your plan.

\* In some frameworks we used *Essential* content only.

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**Step 2:** Identify outcomes and content statements that you think are *foundational to learning in dance* for your students and situation.

*You need to make some decisions about where and how you start with your students. What background knowledge do they bring to the class? Are individual students at different stages in learning? What content or concepts need to be addressed first? What outcomes, content or concepts are relatively 'simple' or 'complex'?*

When you have made your decision, cut these statements out and place them at the top of a large sheet of butcher's paper. Use flexible adhesive to attach the statements because you may want to move them at a later stage.

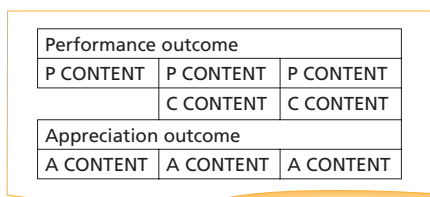


*This diagram is only indicative of the number and placement of your initial selection.*

**Step 3:** Order the rest of the outcomes and *learn to* and *learn about* statements within practices of performing, composing and appreciating.

**Step 4:** Find relationships between the performing, composing and appreciating outcomes and *learn to* and *learn about* statements.

*You can proceed through steps 3 and 4 in any order. You might want to look for ways of interrelating content across the practices before you begin to sequence content within each practice. Or you might sequence content in performance, composition and appreciation first, leaving the interrelationships to 'chance'.*



*This diagram demonstrates how you should look for relationships between performing, appreciating and composing outcomes and content.*

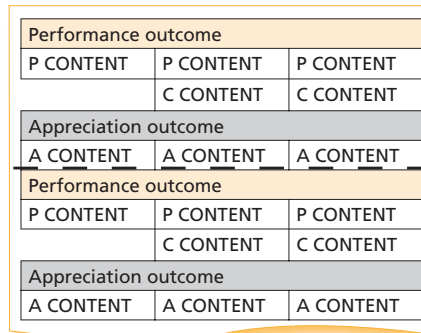
**Step 5:** Reflect on, and refine your content sequence.

*How happy are you with the shape of your framework? Have you included all content? Does the sequence address your idea of what and how your students should learn? Are you happy with the relationship between content within practices?*

Move outcomes or content statements if you need to make the sequence clearer.

**Step 6:** Identify obvious *chunks* of content that might be developed into a unit of work. Draw lines marking these *chunks* within the sequence.

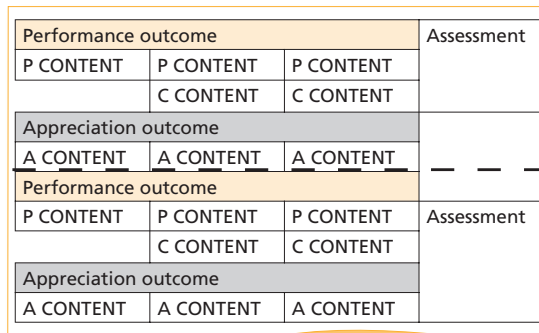
*Since you have already identified the sequence of content over time, now all you have to do is decide how much of the sequence to develop into a unit of work, which will address some focus outcomes and provide opportunity to assess student achievement. These chunks of content might develop into units of work that last for a couple of weeks, or a term.*



*This diagram demonstrates the 'chunking' of content, after you have sequence content over time.*

**Step 7:** Identify assessment opportunities—these may be formative or summative.

*Decide how you will assess student learning through the sequence. Briefly outline appropriate tasks. Have you planned a range of tasks over time? Do tasks assess a range of outcomes? Will assessment tasks assess students' deep understanding?*



**Step 8:** Look at units of work that you have developed for the old syllabus. Can you renovate any of these to match the *chunks* of content you have identified within your programming framework?

*The beauty of the programming framework is that it is flexible. You can overlay units you have developed, or those developed by Curriculum K–12 Directorate or the Board of Studies.*

In the workshops this year we will show you how we have detailed a scope and sequence using a programming framework developed through this process. We will also provide detailed work samples based on assessment tasks developed.

Deidhre Wauchop  
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