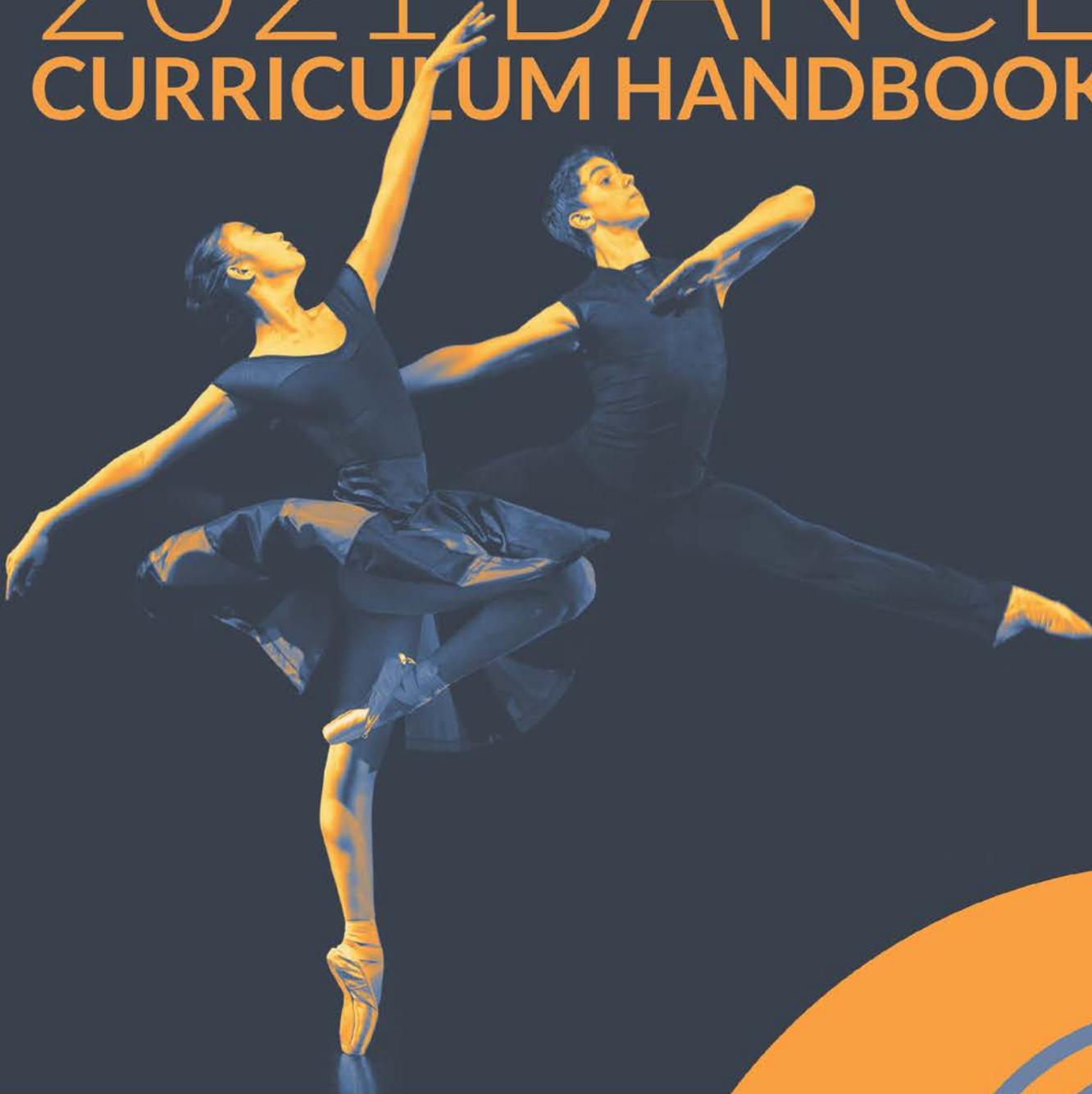


THE VICTORIAN COLLEGE OF THE ARTS SECONDARY SCHOOL

# 2021 DANCE CURRICULUM HANDBOOK



Victoria's premier school for the training and education of talented young Dancers, Musicians, Theatre and Visual Artists.



Victorian College of the Arts  
SECONDARY SCHOOL



Education  
and Training



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# VCASS

## PURPOSE & PHILOSOPHY



### **PURPOSE**

The purpose of the dance course at Victorian College of Arts Secondary School is to provide excellence in vocational dance training programs alongside academic education to prepare talented young people for performance careers in the dance industry.

### **PHILOSOPHY**

The Victorian College of the Arts Secondary School recognises that performing artists are an essential part of any culture as they inspire, reflect, entertain and comment upon that society in the most fundamental and significant ways. Toward that end, the school understands that vocational training must begin at an early age and stage of physiological development, to facilitate adequate proficiency for a successful performing arts career.

VCASS believes that the option of pursuing a performing arts career should be available to all students with talent and potential, regardless of socio-economic circumstances. The school seeks to recognise the unique potential of each student and to develop and foster these skills towards career and post school pathways specific to each student's needs.

This training is delivered alongside a comprehensive educational program, providing students with the knowledge and attributes enabling them to participate effectively in a rapidly changing and interdependent world.



# VCASS

## DANCE TRAINING



### **RATIONALE**

The performing career of a dancer normally commences around the age of twenty and tapers off towards the age of forty. Therefore, they must accomplish the bulk of their professional studies during childhood and adolescence.

Such students require a strong general education and because it is important to guide and support them in ways appropriate to their age levels, it is desirable to offer such studies and support in the environment of a special school program.

Serious study of dance requires daily classes and many hours of practice. The VCA Secondary School accommodates those needs through appropriate curriculum and timetabling with a program staffed by highly skilled and experienced teachers. VCASS provides an environment in which talent is challenged by equal or greater talent, and artistic aspirations are highly regarded.

Entry to the School is by audition and is such that suitable students can be drawn from any geographical or socio-economic background, to ensure that those involved have genuine prospects of successful employment as dancers.

Aptitude, dedication and certain physical attributes are pre-requisites for successful development throughout the course and entry into the VCA Secondary School constitutes a preliminary induction into the dance profession. Consequently, the program operates as part of a continuous process of specialised education, progressing students into tertiary qualifications and professional engagement.

### **EVENTS AND AWARDS**

Celebrating and sharing the joy of dance underpins the performance events in our annual calendar. Students are offered regular opportunities to perform in our on-site studio theatre and external venues. Practical dance exams, solos displays, group workshops, student-produced seasons and major school performances are scheduled throughout the year. These provide the opportunity for honing vital performance skills, individual artistry and connection to our audience and community.

We also recognise and value our student achievements with a range of awards culminating in the “Anne Woolliams Award” and the “Jonathan Taylor Choreographic Award”. The “Anne Woolliams Award” recognises the all-round artistry and ability of an outstanding Year 12 student. The “Jonathan Taylor Choreographic Award” celebrates the creative and choreographic ability of Year 11 student(s) over a year of composition and student produced works.



## GOALS

- To provide excellence in vocational dance training and education in preparation for performance careers
- To encourage confident performance, exploration and creativity, analysis and appreciation of the art form
- To provide tuition and training by practitioners of excellence, in conjunction with quality academic education
- To provide opportunities for developing performance skills through regular presentation of performance works
- To provide a supportive, safe and purposeful environment in which students are able to balance wellbeing and training needs
- To foster and develop the potential of individual needs and differences towards a career in the dance industry.

## ARTISTIC VISION

The Victorian College of the Arts Secondary School is one of the world's foremost training institutions for dancers. Our alumni are significant players in the artistic life of this country and overseas. The dance program offers a comprehensive and intensive specialist dance course that consistently provides students' with entry to Classical Ballet, Contemporary Dance, Music Theatre and Academic pathways.

Our course is designed to train students to achieve excellence in the dance genre of their choice, as well as developing exceptional adaptability across the range of dance styles in the industry today. Training is provided by staff with professional careers in those genres who provide mentoring and modelling of training, industry expectations and artistic culture to the students.

Our training is focused on evidence based research to develop the potential of the individual student and their unique physiology. Principles of functional alignment underpin the aesthetic goals within each genre and in particular guide the students to achieve maximum range of control and motion with minimum strain on the body.

We understand the industry is competitive, and students develop high-level skills, confidence and resilience across a variety of dance techniques, choreography, individual inquiry and collaborative approaches to their work. These skills are embedded in the profession and we take pride in offering similar opportunities to our students to develop the character traits and ability expected of young professional artists.

***Steven McTaggart, Head of Dance***



# VCASS PROGRAM DESCRIPTION



## **CLASSICAL BALLET STUDIES**

### **RATIONALE**

The development of facility in all areas of dance is engendered through a concentration upon Classical Ballet Technique. Classical Ballet has evolved over more than 300 years and is acknowledged as providing a challenging and aesthetic manner of training. Students beginning their course at the VCASS usually require a strong background in Classical Ballet and many of our graduate students are accepted into tertiary Ballet institutions around the world.

### **AIMS**

At the completion of this course, students exhibit comprehensive understanding and correct execution of our Classical Ballet Progressions Framework. This six year framework leads students from a basic level of understanding and facility to the high level expected for entry into advanced Tertiary training, or the dance profession.

The purpose is to train a Classical Ballet style based upon individual physiological and anatomical facility and drawing upon the strengths of a variety of traditions. The emphasis is upon the aesthetic quality of technical elements alongside the development of virtuosity. The resulting technique is adaptable to any choreographic demand and gives the dancer the facility to execute a range of traditional and twenty-first century ballets.



## YEAR 7 BALLET

The first year of training creates a unified introduction to our course. Essential skills and technical abilities are consolidated through the practical concepts of functional posture and alignment.

### TRAINING EMPHASIS:

- Posture/placing of the spine
- The use of turnout and rotation of the whole leg without force or pronation of the ankles or knees
- Introduction/revision of basic terminology and positions and practise of basic technique to develop an understanding of why exercises are undertaken, as well as how they are executed
- Enchainement are simple to emphasise focus on technical elements.
- Coordination of arms and head in all exercises
- The development of musicality through practise in the recognition of different time signatures and rhythms. Collaboration with the class pianist is essential in order to assist with the students' musical understanding
- Learning to work in a group situation; understanding of spatial awareness in relation to use of space as well as in relation to other members of the group
- Classroom etiquette, joy of dance, grooming, work ethic and learning to respect and show consideration for others in the group
- Encouragement of a positive attitude to learning with an eagerness to accept challenge

## YEARS 8 & 9 BALLET

Years 8 & 9 are composite classes consisting of Year 8/9 Boys and Year 8/9 Girls. Composite classes for ballet allow for the teaching of distinct Male and Female content, supporting greater focus, modeling and challenge for the students. These years extend the training vocabulary of year 7 and develop the physical skills and technical preparation for virtuosic skills over a two-year period. Students lay the groundwork for virtuosic skills in relation to their physiological development and facility.

### TRAINING EMPHASIS:

- Consolidation of Year 7
- Greater challenge of technique and complexity of enchainment
- A balance of strength and increased flexibility combined with core control
- Fluidity of ports de bras with mobility of the shoulder girdle and upper back
- Freedom and breadth of movement avoiding undue tension and strain



## YEARS 10 & 11 BALLET

Year 10 and 11 continue to work as composite ballet classes as Year 10/11 Boys and Year 10/11 Girls. Over the two-year period, students develop the physicality and artistic skills to attempt a more complex vocabulary and the execution of virtuosic steps and artistic elements. Their ballet technique builds to support pas de deux work, solos and dances from current ballet repertoire.

### TRAINING EMPHASIS:

- Consolidation of the previous years with increasing technical challenge and complexity of enchainment
- Demonstrated awareness and understanding of correct posture and alignment with the ability to apply and maintain corrections when directed
- A consistent and conscientious attitude to work with a demonstrated willingness to focus and persevere in order to meet challenges
- The ability to identify and integrate appropriate movement qualities within technique
- The demonstration of improved levels of strength, flexibility and coordination with effective and efficient use of technique
- The development of musicality, with the ability to recognise time signatures and tempi and to perform with the appropriate movement style

## YEAR 12 BALLET

Year 12 work as a combined class of boys and girls. The purpose is to prepare students for the working environment of current industry and company practices. The content of the course increases complexity and expectations of execution to promote artistic expression, aplomb and tertiary level skills in classical ballet technique.

### TRAINING EMPHASIS:

- Consolidation of the previous years with increasing technical challenge and complexity of enchainment
- Demonstrated awareness and understanding of the principles of posture and alignment with an ability to maintain this throughout all sections of class. The student should now endeavour to analyse posture/stance independently
- A sense of responsibility for one's actions - self discipline. A mature and realistic approach to work and goal setting with the ability to apply corrections and self-motivate
- The ability to identify and demonstrate appropriate movement quality, dynamic awareness and musical phrasing during extended movement sequences
- The demonstration of endurance (stamina), flexibility with strength to maintain extensions and total body coordination
- The ability to reproduce a movement sequence with speed of comprehension and correct technical detail
- The demonstrated development of an individual style with a confident approach to characterisation/interpretation.
- The understanding, and practice, of a professional code of conduct in preparation for auditions and eventual employment.



## **YEARS 7-12 POINTE WORK AND BOYS' COACHING**

All female students and all senior boys are offered separate classes for the development of pointe work and male virtuoso technique respectively. The following serves as a guide only. The Pointe work progressions are introduced at the teacher's discretion according to the physiological and technical development of the student.

### **TRAINING EMPHASIS:**

#### **POINTE WORK PROGRESSIONS – YEAR 7**

Preparation commences at the Barre part-way through the year, at the teachers discretion. The introductory work is specifically tailored to the strengthening and essential control needed for pointe technique.

#### **BOYS COACHING – YEAR 7**

Preparation commences at the teachers discretion. The introduction of preparatory steps for the male dancers vocabulary are delivered as part of their technique class and supported by fitness and body conditioning programs

#### **POINTE WORK PROGRESSIONS – YEARS 8 & 9**

Year 8 and 9 girls work through a two year program to further develop their vocabulary and technical strength to consolidate pointe work technique. Excerpts of repertoire are introduced at the teachers discretion.

#### **BOYS COACHING – YEARS 8 & 9**

Year 8 and 9 boys work through a two year program, focusing on building the strength and control which underpin their virtuosic abilities. Simple enchainements are introduced to prepare for excerpts from the male repertoire.

#### **POINTE WORK PROGRESSIONS AND BOYS COACHING – YEARS 10-12**

Year 10 to 12 prepares students for the execution of skills from the solo and pas de deux repertoire of Classical Ballet. Separate pointe and male coaching classes are provided to develop the specific skills and advanced quality of work in preparation for entry into Tertiary training.



## YEARS 10, 11 & 12 PAS DE DEUX

Classical pas de deux technique requires a mature approach and focus with a high degree of classical ballet technique. At this stage of student development, they use the skills acquired over previous years to commence training in this demanding aspect of the classical ballet repertoire required for a vocational pathway.

Appropriate training exercises and repertoire are selected for each year level, and lifting work for all students is adapted to the physiological development, technical skill and compatibility between partners.

### TRAINING EMPHASIS:

- Develop the ability to coordinate and work in unison with a partner
- Skill acquisition with an emphasis on balance and counterbalance
- Acquiring the technique and strength necessary for lifting and support work
- To develop the dynamics necessary in partnering, to establish and communicate relationships with a partner in an abstract or dramatic context
- Execution of repertoire from the Romantic and Classical eras. E.g: Ivanov, Petipa, Bournonville, Fokine, through to the works of 20<sup>th</sup> and 21<sup>st</sup> century choreographers

## YEARS 10, 11 & 12 CLASSICAL BALLET REPERTOIRE

Students develop execution of the work from a variety of choreographers, whilst acquiring knowledge of the diverse repertoire of classical ballet. Works studied are chosen to develop the technical and interpretive skills, stamina and confidence associated with the performance of solo variations and group works.

### TRAINING EMPHASIS:

- Solo and group repertoire from the Romantic and Classical eras through to the works of 21<sup>st</sup> century choreographers
- Interpretation of role and understanding of choreographic context
- Musicality and dynamic qualities
- Demonstration of appropriate styles
- Consolidation of complex technical skills



## **THEORETICAL DANCE STUDIES**

To complement physical training Dance must be understood intellectually in order to understand and apply analysis of the execution and purpose of exercises. These studies help students to perform with understanding of the genesis and development of their art form.

### **YEAR 7 DANCE THEORY**

Perspectives/Dance Theory is offered as a separate class with periodic assessments held throughout the year.

#### **CONTENT**

The consolidation of a glossary of ballet terminology alongside an introduction to basic physiology through written assignments and class room tasks.

- To instruct students in the theoretical analysis of the steps they execute and to provide a solid foundation of logic upon which to base their training
- To familiarise students with the purpose and meaning of the terminology used in Classical Ballet
- Basic anatomical information
- Treatment of Injuries
- Theatre Terminology and Etiquette

### **YEAR 8 DANCE HISTORY**

It is essential for students to develop a personal view of dance in both a local and world context. Perspectives/Dance History is offered as a separate class with periodic assessments held throughout the year.

#### **CONTENT**

The learning of ballet and dance history through written assignments and classroom tasks, laying the foundational knowledge of the major dance artists since the 14th Century.

### **YEARS 9 – 12 DANCE PERSPECTIVES**

This aspect of dance analysis is explored as a component of practical ballet and contemporary dance classes and taught formally to years 10, 11 and 12 as part of VCE and VET.

#### **CONTENT**

- To develop and expand understanding and critical awareness of dance in the students' own lives and culture through discussion
- Attending and appreciating dance performances; executing and analysing the process of dance creation
- To appreciate stylistic differences and the close reciprocal influences of dance, music, art and theatre throughout history



# CONTEMPORARY DANCE

## RATIONALE

VCASS acknowledges that the professional dance industry values those who demonstrate contemporary dance and choreographic skills. Progressive outcomes in the course develop a physically versatile and dynamic contemporary dancer, one who is equipped with experience in composition, collaboration and performance, prepared for entry into vocational tertiary courses or the profession.

The course is derived from Cunningham, Graham, Limon, Horton and release techniques, with a focus on power, articulation and expression. Students develop their personal movement vocabulary and choreographic and analytical principles through research, improvisation, composition and performance-making. In Years 10 to 12, they create and present solo and group works on themselves and others.

## AIMS

Upon completing this course students demonstrate high level contemporary dance skills including technique, floorwork, partnering, choreography, collaboration and improvisation, as well as a sense of artistry and performance quality. The emphasis is on an articulate and released technique adaptable to choreographic demands of current contemporary dance forms.

## YEAR 7 CONTEMPORARY

This course serves as an introduction to the theory and practise of contemporary dance. The ground work for this study includes Kinetics, essential technique, physical skills and alignment, improvisation and imagery as well as the basic vocabulary required for contemporary dance.

## TRAINING EMPHASIS:

- Introduction of a variety of movement qualities within phrases and actions
- Development of musicality through various rhythmic patterns and phrasing
- Establishing use of alignment in transitions between actions and levels
- Developing strength and flexibility in spinal and whole body actions
- Introduction of floor work and weight bearing actions
- Beginning the practise of improvisation and composition skills



## YEAR 8 CONTEMPORARY

The emphasis of the Year 8 course is on consolidating existing skills and developing dynamic qualities including transitions between levels, shifts of weight, and floor work. Combined actions of the spine are introduced as is travelling work using fall and recovery.

The students build collaborative and creative skills by working on improvisation tasks for choreographic works. Students begin to examine various stimuli for dance-making and engage in basic analysis of their own dance works.

### TRAINING EMPHASIS:

- Integration of a variety of movement qualities within phrases and actions.
- Development of musicality through various rhythmic patterns and phrasing
- Use of alignment and momentum in transitions between actions and levels
- Increased strength and flexibility in spinal and whole body actions
- Essential floor work and weight bearing actions
- Development of students' improvisational and compositional skills

## YEAR 9 CONTEMPORARY

This course delves into more detailed understanding of contemporary dance technique, looking at various instigations for movement, more complex isolations and sequential actions in phrases. Vocabulary expands to include greater demands on strength, flexibility and stamina through the incorporation of acrobatic elements, more complex transfers of weight, floor work and transitions between levels.

The students further develop interpersonal skills with creative tasks in both group and individual contexts, examining various stimuli for choreography and analysing dance works and the choreographic processes.

### TRAINING EMPHASIS:

- Ease moving in and out of floor-level actions
- Travelling and weight bearing actions at floor level, to and from 1 or 2 body parts.
- Increased mobility and range of motion in the spine and upper body actions
- Creating and performing extended improvisational tasks
- Identifying and analysing elements of composition, such as motifs, phrases, sections
- Preparation for VCE Dance Units 1-2 in Year 10 through developing vocabulary to describe dance



## YEAR 10 CONTEMPORARY VCE DANCE UNITS 1-2

The year 10 contemporary dance course introduces students to advanced technical and physical skills, extending their vocabulary to include virtuosic actions and demanding sequences. Essential components of the course include the demonstration of sequential movement patterns and transference and counter balance of weight through many body parts. Students are challenged in the execution of floor-work and exposed to various movement styles and aesthetics of contemporary dance. Students will also begin to further develop contemporary partner work and techniques such as Improvisation.

Through the VCE Dance Course Units 1-2, the students will undertake various choreographic tasks and theoretical assignments. The students develop their analytical skills and knowledge of creating, rehearsing and performing dance through a variety of tasks. They develop their knowledge of dance making to create performance works that are both self and peer-assessed and which count toward assessment for VCE Dance Units 1-2. They also examine the influences on their own choreography as well as those on a range of professional choreographers, both current and historical.

### TRAINING EMPHASIS:

- Ease with moving in and out of virtuosic floor-level actions
- Mobility, strength, isolation and range of motion in virtuosic actions
- Varied dynamic qualities within movement phrases
- Creating and performing extended improvisational tasks
- Identifying and manipulating elements of composition and choreographic process

Further information about VCE Dance Units 1-2 is available on VCAA website:-

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/vce-study-designs.aspx>



## YEAR 11 CONTEMPORARY VCE DANCE UNITS 3-4

This course develops students' execution of advanced contemporary dance skills through demanding sequences, virtuosic actions and partner work. Year 11 integrates acrobatic-dance skills, upper body strength and flexibility, release-work, techniques of fall and recovery, and manipulation of various movement qualities.

An integral part of the course is the completion of VCE Dance Units 3-4. The students utilise research methods to build communication skills and creative abilities to complete set tasks. It demands high levels of compositional practice to develop a personal movement vocabulary and manipulate choreographic devices and structures in their own works.

The students create two solos and one learnt group work. They are assessed through a number of written assessments (SACS) in which they analyse the learning, choreographic, rehearsal and performance processes involved in their choreography. The solo pieces they create are performed for examination in the external VCE exam.

Students also research and analyse influences on seminal dance makers and key works which are assessed through written assessments (SACS) and the VCE external written exam.

### TRAINING EMPHASIS:

- Integration of acrobatic-dance elements in floor work and partnering
- Complex instigation of movement and virtuosic actions in extended sequences
- Dexterity with varied time and energy qualities in extended phrases
- Development of individual movement vocabulary through the use of improvisation and choreographic processes
- The ability to cooperate effectively and responsibly both independently and with others on creative tasks
- Identifying and analysing elements of composition
- Utilising a wide range of choreographic devices in own choreography
- Identifying and analysing the use of learning, choreographic, rehearsal and performance processes in own and others works
- Ease with, and accurate use of VCE dance terminology
- Assessments tasks for VCE Units 3-4

Further information about VCE Dance Units 3-4 is available on VCAA website:-  
<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Dance/Pages/Index.aspx>



## YEAR 12 CONTEMPORARY

This course prepares students for entry into tertiary training or into the profession of contemporary dance. There is increased emphasis on achieving excellence with dance skills, performance abilities and the demonstration of confident creative and collaborative skills. The students explore further floor-work and acrobatic dance skills, develop refined upper body strength and flexibility, release-work, techniques of fall and recovery, and dexterity in manipulating movement qualities in phrases of varied choreographic styles.

Repertoire classes provide opportunities to rehearse and explore contemporary partnering skills and exposure to the breadth of the art-form alongside rehearsals for upcoming performances.

The graduates of this year level are ready to explore the diversity and range of professional contemporary dance styles and prepared for the depth of study covered at tertiary level. In exceptional circumstances some may even be ready for entry directly into companies or contract work within the industry.

### TRAINING EMPHASIS:

- Aplomb and ease with complex combinations of levels, directions, focus and dimension
- Sophistication in the performance of phrases of varied choreographic style and the ability to adapt seamlessly to stylistic differences
- The ability to work independently and cooperate effectively and responsibly with others on creative tasks
- Development and manipulation of individual movement vocabulary through the use of improvisation and choreographic processes
- Demonstrated initiative in pursuing choreographic and performance experiences beyond given course work



# SPECIALIST STUDIES

## YEARS 7-9 WORLD DANCE

### COURSE OUTLINE

World Dance in a training context is complementary to the understanding and skill development of vocational dance students. The styles studied are drawn from the cultural and historical uses of dance at the very heart of societies across the world, and promote interpersonal connection of dance through codified skills and performance development.

### TRAINING EMPHASIS:

- A concentration upon European Character/Cultural dance, including barre work as preparation for the complex and controlled centre work
- To expose students to the role of musicality and performance elements in relation to vocational dance performance
- To widen the vocabulary of dance movements and techniques in the development of artistic expression
- To develop and utilise partnering skills creating the basis of understanding the collaborative team work required

## YEARS 9–12 JAZZ DANCE

### COURSE OUTLINE

Musical theatre has played a significant role in the collaborations and contributions of significant works and artists in the entertainment history.

The development of musicality, performance styles, story-telling and technical skills offered by music theatre are invaluable tools of the professional artist. Students are offered multiple classes in the senior levels and specialist guest teachers are engaged for elective classes on a weekly basis.

### TRAINING EMPHASIS:

- To introduce students to the genesis of jazz dance styles
- To consolidate and extend physical skills of jazz dance techniques
- To broaden the students' potential for expressive vocabulary and stimulate their potential for communicative dance skills
- To develop individual confidence, versatility and expressive presentation in performance



## YEARS 7-9 ACROBATICS

### COURSE OUTLINE

Acrobatic dance provides the student with virtuosic physical skills, techniques and acrobatic abilities beneficial to their future careers in dance. Students develop individual abilities within the given vocabulary of acrobatic skills. The classwork develops coordination, speed, strength, flexibility and confidence in acrobatic dance technique.

The course utilises *The Acrobatic Dance Association* syllabus which progressively trains students to integrate acrobatic skills with dance technique and choreography. The course covers four main areas; balancing, floor work, quick work and specialties.

### TRAINING EMPHASIS:

- Balancing includes headstands and handstands; partner work and chair work
- Floor work includes slow work such as cartwheels, front and back walk-overs and bend-backs
- Quick work includes front handsprings, aerial cartwheels and backflips
- Speciality work includes selective skill suited to specific types e.g. back contortion for exceptionally flexible students, chair balances and pyramids that require stronger students to hold and smaller students to balance

## YEARS 7- 9 TAP

### COURSE OUTLINE

Tap dance is a vibrant and dynamic dance style. Study of this technique develops high level specific skills, a strong sense of rhythm and style, and confidence with versatility in performance.

To introduce and extend students to the techniques, heritage and styles of tap dance. The course builds to develop mastery of difficult and complex rhythmical sequences performed in a variety of styles.

### TRAINING EMPHASIS:

- Exercises leading to the development of tap skills as appropriate to the individual students. Starting with basic work and gradually building to time steps, pick-ups, wings, grab-offs etc.
- Short routines allowing for individual interpretation, to assist in the development of rhythmical ability and individual style
- Longer routines for development of technical skills, style and performance skills in group presentations.



## **YEARS 7- 9 BODY CONDITIONING/FITNESS**

The VCASS Body Conditioning and Fitness Programs develop kinaesthetic awareness and coordinated muscle engagement through functional imagery and exercises targeting agile strength, control and flexibility in movement .

Engagement and strengthening exercises are influenced by current research, including but not limited to: Pilates, Gyrokinesis, and Gyrotonics and Plyometrics.

### **TRAINING EMPHASIS: BODY AWARENESS**

- Kinaesthetic imagery of the flow of energy in multiple directions
- Breath as an instigation of, and response to movement
- Providing a program that students can utilise in preparation for classes and training
- Fluency and awareness of muscular instigations and imagery for movement

### **TRAINING EMPHASIS: FITNESS**

This program develops specific strength training for dancers, including Plyometrics, Circuit, Aerobics and Resistance training.

- Tapered strength training to target specific needs
- Developing active strength and control for effective alignment
- Power, stamina and speed training for allegro and virtuosic dance skills

## **YEARS 10-12 BODY CONDITIONING/FITNESS**

### **TRAINING EMPHASIS:**

Conditioning/fitness classes in the senior year levels include diverse conditioning practices such as Pilates, Yoga, Plyometrics, Weight training and Aerobics. The practices selected anticipate the methods used in the profession and provide greater challenge to develop the fitness, strength and flexibility of the students appropriate to their physical development. This class also allows the opportunity to engage external experts for workshops in areas such performance psychology when possible.



## YEARS 7-12 REPERTOIRE & REHEARSALS

Dance is both a creative and interpretive art form. Preparing for the joys of performance begins with the learning gained through rehearsal and choreography in the studio situation. Within this context students develop confidence embodying expressive technical skills. They learn to value the cooperation and collaboration of the rehearsal and creative process, and how to bring dance works to a performance standard.

### TRAINING EMPHASIS:

- To challenge and develop technical skills
- To authentically link technical skills to artistic interpretation
- To develop the stamina, maturity and professionalism needed to rehearse and execute a full-length performance
- To develop potential as an interpretive artist in a range of dance styles and techniques
- Working with a variety of choreographers
- To expose student to professional practices of rehearsals and performance preparation
- Developing a repertoire of dance works



## **VCE/VET CUA20113 CERTIFICATE II IN DANCE UNITS 1-2 (COMPLETED IN YEAR 11)**

### **BSBWOR203 WORK EFFECTIVELY WITH OTHERS**

This unit describes the performance outcomes, skills and knowledge required to work in a group environment promoting team commitment and cooperation, supporting team members and dealing effectively with issues, problems and conflict.

#### **ASSESSMENT**

1. The organization and presentation of a performance season including staging/choreography/lighting/etc.
2. The organization and presentation of a written reflection which may include: schedule, cast list and publicity both hard and software for a performance season, a log recording the processes involved in the season.

### **CUADAN201 DEVELOP BASIC DANCE TECHNIQUES**

This unit describes the performance outcomes, skills and knowledge required to develop basic dance techniques and apply safe dance practices.

#### **ASSESSMENT**

1. Periodic observation of Practical Work by Examiner/Workplace Trainer, including question/answer.
2. Formal practical examination in November.

### **CUAWHS101 FOLLOW BASIC SAFE DANCE PRACTICES**

This unit describes the performance outcomes, skills and knowledge required to apply a basic understanding of OHS issues to day-to-day dance activities.

Year 11 VET Anatomy is covered under VET units CUAWHS101 and CUAWHA201. Students complete assignments covering fitness training, the cardio vascular and musculoskeletal systems treatment of injuries, dance nutrition and safe dance practices.

#### **ASSESSMENT**

1. Demonstration of the Body conditioning program.
2. Correct demonstration of R.I.C.E and verbal or written questions.
3. Written OHS test as per 'PowerPoint' presentation.
4. Nutrition for Dancers.



## **CUAWHS201 DEVELOP A BASIC LEVEL OF PHYSICAL CONDITION FOR DANCE PERFORMANCE**

This unit describes the performance outcomes, skills and knowledge required to plan and implement a basic fitness regime appropriate to dancers.

### **ASSESSMENT**

1. Tests 1 – 4.
2. Written Assignments 1 – 4.

## **CUADAN203 PERFORM BASIC JAZZ DANCE TECHNIQUE**

This unit describes the performance outcomes, skills and knowledge required to appreciate jazz dance as an art form and to perform basic jazz dance forms and techniques in a learning environment.

### **ASSESSMENT:**

1. Periodic observation of Practical Work by Examiner/Workplace Trainer - Progress achieved and Quality of Course Work.
2. A formal Practical Examination at the end of the unit.

**OR**

## **CUADAN205 PERFORM BASIC CONTEMPORARY DANCE TECHNIQUE**

This unit describes the performance outcomes, skills and knowledge required to appreciate contemporary dance as an art form and to perform basic contemporary dance forms and techniques in a learning environment.

### **ASSESSMENT:**

1. Periodic observation of Practical Work by Examiner, Progress achieved and Quality of Course Work, including question/answer.
2. A formal Practical Examination at the end of the unit.

## **CUADAN206 PERFORM BASIC BALLET TECHNIQUE**

This unit describes the performance outcomes, skills and knowledge required to appreciate ballet as an art form and to perform basic ballet techniques in a learning environment.

### **ASSESSMENT:**

1. Periodic observation of Practical Work by Examiner/Workplace Trainer - Progress achieved and Quality of Course Work - including question/answer.
2. A formal Practical Examination at the end of the unit.



## **VCE/VET CUA20113 CERTIFICATE II IN DANCE UNITS 3-4 (COMPLETED IN YEAR 12)**

### **CORE UNITS:**

#### **CUAPRF201 PREPARE FOR PERFORMANCES**

1. Performance Anxiety Readings and Test.
2. Rehearsal preparation for Malthouse season, including safe dance practice issues.

#### **CUAIND201 APPLY CREATIVE ARTS INDUSTRY KNOWLEDGE**

1. Source and Apply Industry Information from Ausdance include observations in Workbook.
2. Use technology to search for opportunities in the dance industry include observations in Workbook.
3. Seek information on laws, regulations and industry bodies and include observations in Workbook.
4. Seek information on dance as a career include observations in Workbook.

#### **CUAPRF304 DEVELOP AUDITION TECHNIQUES**

1. Prepare a resume.
2. Prepare a workbook including career plan, personal competencies and interview experiences.
3. Attend a dance audition, include observations on dress, etiquette etc. in the Workbook.

#### **CUADAN202 INCORPORATE ARTISTIC EXPRESSION INTO BASIC DANCE PERFORMANCES**

1. Rehearse basic dance techniques including ballet, jazz dance and contemporary dance.
2. Develop expressive techniques – projection of personality in these techniques
3. Perform these techniques.



## **ELECTIVE UNITS**

**(STUDENTS CHOOSE TWO OF THE FOLLOWING)**

### **CUADAN305 INCREASE DEPTH OF JAZZ DANCE TECHNIQUE**

1. Periodic observation by Workplace Trainer – Progress achieved and Quality of work.
2. A formal practical examination at the end of the unit.

### **CUADAN306 INCREASE DEPTH OF BALLET DANCE TECHNIQUE**

1. Periodic observation by Workplace Trainer – Progress achieved and Quality of work.
2. A formal practical examination at the end of the unit.

### **CUADAN308 INCREASE DEPTH OF CONTEMPORARY DANCE TECHNIQUE**

1. Periodic observation by Workplace Trainer – Progress achieved and Quality of work.
2. A formal practical examination at the end of the unit.



# VCASS

## REPORTING & ASSESSMENT



## REPORTS

Student work will be reported within the guidelines of the reporting policy of the Secondary School. All dance subjects will be reported on at the end of each term, with progress reports in Term 1 and 3 and semester reports at the end of Terms 2 and 4. Formative assessment data is used throughout the year to provide feedback, relating student progress and achievement to the skills outlined by Progressions Frameworks and course outlines.

## INTERNAL DANCE ASSESSMENTS

Assessment for all practical dance subjects culminate with presentations in an open class format. Students work toward set goals and challenges to perform front of a panel of staff and external professionals. This exam is open to the public and presented in a studio theatre context. In this summative assessment, criteria are used to grade and provide comment to students which form part of their end of year report.

