



UNSW
A U S T R A L I A

Arts & Social
Sciences

School of Education

EDST6750
Dance Method 2

Semester 2

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IMPORTANT :

For student policies and procedures relating to assessment, attendance and student support, please see website, <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

The School of Education acknowledges the Bedegal and Gadigal people as the traditional custodians of the lands upon which we learn and teach.

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST 6750 Dance Method 2 (6 units of credit)
Semester 2 2016

2. STAFF CONTACT DETAILS

Course Coordinator: Rach Kirsten
Office Location: John Goodsell, Room 132
Email: r.kirsten@unsw.edu.au
Availability: By email and 20 minutes before each lecture.

3. COURSE DETAILS

Course Name	Dance Method 2
Credit Points	6 units of credit (uoc)
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	
Lecture	Tue 17 (w1-8, Webst 302)
Tutorial/s	Tue 18-20 (w1-8, Webst 302)

Summary of Course

This course prepares students to teach dance to secondary school students in Years 7–12 with an emphasis on the *Dance Stage 6* syllabus. Whilst exploring issues relating to the state of dance education in NSW, it aims to increase a student's content knowledge for teaching dance and provide opportunity to apply this knowledge to teaching practice by learning to design lessons, units and assessment tasks. Students will critically examine how content knowledge and teaching practices combine to effectively address the requirements and philosophy of NSW dance syllabuses.

The main ways in which the course has changed since last time as a result of student feedback:

- Opportunities to discuss teaching strategies that can be employed to enhance learning are incorporated within each tutorial.

Aims of the Course

This course aims to:

- Develop student understanding of NSW dance curriculum for Years 7–12
- Introduce students to the skills and knowledge required to teach dance to students in Years 7–12
- Develop skills in planning, programming and assessing dance curriculum for secondary students

Important Information

Assessment: Students must pass ALL assignments in order to pass the course. Only by passing all assignments can the Graduate Attributes (AITSL Professional Graduate Teaching Standards) be achieved.

Attendance: Students are expected to give priority to university study commitments. Unless specific and formal permission has been granted, failure to attend 80% of classes in a course may result in failure.

Student Learning Outcomes

Outcome		Assessment/s
1	Demonstrate knowledge and understanding of the NSW Board of Studies Dance syllabuses for Years 7-10 and Stage 6 and various policies within the Department of Education and Communities.	1, 2, 3
2	Plan and teach effective lessons and design lesson sequences that engage all students and address syllabus outcomes.	2
3	Demonstrate knowledge of the essential link between outcomes, assessment, teaching strategies and lesson planning.	2, 3
4	Identify the characteristics of an effective teacher and the standards of professional practice in teaching.	1, 2, 3
5	Demonstrate the characteristics of effective teaching in dance performance, composition and appreciation.	1, 2
6	Plan for and implement a range of literacy strategies to meet the needs of all students	2, 3
7	Discuss classroom strategies that recognize different approaches to learning	1, 2
8	Analyse specific strategies for teaching Aboriginal and Torres Strait Islander students, students with Special Education Needs, Non-English Speaking Background students, Students with Challenging Behaviours	2
9	Develop appropriate and engaging resources for the dance classroom that take into account students' skills, interests and prior achievements and that respect the social, ethnic and religious backgrounds of students	1, 2, 3
10	Investigate and discuss a variety of strategies to develop rapport with students, a positive classroom learning environment and approaches to managing student behaviour	2
11	Recognise a range of professional organisations that can contribute to the on-going professional development of dance teachers	1
12	Investigate the National Professional Standards For Teachers ' standards for Graduate teachers	2

Program Learning Outcomes (AITSL Professional Graduate Teaching Standards)

Standard		Assessment/s
1.1	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning	1, 2, 3
1.2	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching	1, 2
1.3	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistics, cultural, religious and socioeconomic backgrounds	2

1.4	Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds	1, 2
1.5	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities	2
1.6	Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability	2
2.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area	1, 2
2.2	Organise content into an effective learning and teaching sequence	2
2.3	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans	2, 3
2.4	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages	2
2.5	Know and understand literacy and numeracy teaching strategies and their application in teaching areas	1, 2
2.6	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students	1, 2
3.1	Set learning goals that provide achievable challenges for students of varying characteristics	2
3.2	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies	2
3.3	Include a range of teaching strategies	2
3.4	Demonstrate knowledge of a range of resources including ICT that engage students in their learning	1, 2
3.6	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning	2, 3
4.1	Identify strategies to support inclusive student participation and engagement in classroom activities	2
4.2	Demonstrate the capacity to organise classroom activities and provide clear directions	2
4.3	Demonstrate knowledge of practical approaches to manage challenging behaviour	2
4.4	Describe strategies that support students' well-being and safety working within school and/or system, curriculum and legislative requirements	1, 2, 3
4.5	Demonstrate an understanding of relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching	1, 2
5.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess	2, 3

	student learning	
5.2	Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning	2, 3
5.3	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning	2, 3
5.4	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice	2, 3
5.5	Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement	2, 3
6.4	Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning	1
7.1	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession	1, 2
7.2	Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage	1, 2, 3

National Priority Area Elaborations

Priority area		Assessment/s
A. Aboriginal and Torres Strait Islander Education	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	2
B. Classroom Management	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	2
C. Information and Communication Technologies	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14	2, 3
D. Literacy and Numeracy	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19	1, 2, 3
E. Students with Special Educational Needs	1, 2, 3, 4, 5, 6, 7, 8, 9	2, 3
F. Teaching Students from Non-English Speaking Backgrounds	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	1, 2

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

Dance Method 2 continues the methodology study to consolidate students' pedagogical skills and content knowledge. Its purpose is to give students a thorough preparation for planning, teaching and assessing dance in a secondary school. Students will develop the knowledge, skills and understanding that will enable them to plan, implement and assess dance in NSW secondary contexts, with a focus on the senior years of schooling.

5. TEACHING STRATEGIES

The teaching strategies used in this course include explicit teaching through lectures and tutorials.

The lectures and tutorials introduce students to effective teaching practice with emphasis on the teaching of dance in secondary schools; the standards of professional practice in teaching and their application to the teaching of dance; and the structure and content of the *Dance Stage 6 Syllabus*. Extensive opportunities will be provided for whole group and small group dialogue and discussion, allowing students to reflect critically on their learning and develop teaching practice.

6. COURSE CONTENT AND STRUCTURE

Week	Lecture Topic	Tutorial Topic	National priority areas
1 26 July	Introduction: Dance Method 2 Revise areas of content in the <i>Dance Years 7–10 Syllabus</i>	Introduction to the <i>Dance Stage 6 Syllabus</i> and the continuum of learning in dance Dance Method 2 course overview and assessment requirements	
2 2 August	Core and Major Study: Appreciation The HSC written examination for Appreciation	Prescribed artists, eras and works and Areas of Study for Appreciation	A.3, A.8, D.1, D.3, D.5, D.8, D.10, D.11, E.8, F.3
3 9 August	Core and Major Study: Composition The HSC practical examination for Composition	Areas of Study for Composition	E.1, E.3 F.3, F.4, F.7, F.9
4 16 August	Core and Major Study: Performance. The HSC practical examination for Performance Programming dance: Integrating the practices	Areas of Study for Performance Non-graded task: 10-minute presentation of an approach to Performance, experienced during Professional Engagement. ASSESSMENT 1 DUE: APPRECIATION STUDY	E.1, E.3 F.3, F.4, F.7, F.9

5 23 August	Major Study Dance and Technology	Areas of Study for Dance and Technology.	C.3, C.4, C.5, C.6, C.12, C.14
6 30 August	Building a dance program: Scope and Sequences, units and lessons	The 7–12 continuum of learning	B.9, C.4, C.6, D.11
7 6 September	Assessment and reporting in Dance Stage 6	<p>Assessment requirements</p> <p>Marking/performance criteria, reliability and moderation requirements</p> <p>Feedback and reporting to students and parents</p> <p>HURDLE REQUIREMENT: ASSESSMENT, FEEDBACK AND REPORTING</p>	C.7, D.1, D.3, D.4, D.13, D.14, D.16, D.18
8 13 September	Dance and the NSW context	<p>Australian Curriculum: The Arts</p> <p>Callback HSC showcase performances</p> <p>Resources and professional networks for dance</p> <p>ASSESSMENT 2 DUE: INTEGRATED UNIT</p>	

7. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	National Priority Area Elaborations	Due Date
Appreciation study	3000 words	50%	1, 4, 5, 6, 7, 9,11	1, 2, 3, 4, 6, 7	C.10, D.1, D.8, D.10, D.11, F.3, F.5	16 August 2016
Integrated unit	Indicative length 3000 words	50%	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12	1, 2, 3, 4, 5, 7	A.4, A.5, A.6, A.8, B.1, B.2, B.5, C.1, C.3, C.4, C.5, C.6, C.9, C.10, C.12, D.1, D.4, D.5, D.7, D.8, D.10, D.11, D.12, D.19, E.2, E.7, F.7	13 September 2016
Hurdle requirement	n/a	Not graded	1, 3, 4, 6, 9	1, 2, 3, 4, 5, 7	C.2, C.4, C.7, C.13, D.1, D.3, D.13, D.14, D.16, D.18, E.1, E.6	6 September 2016

Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. Student no longer need to use a cover sheet. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc.

Assessment 1 – Appreciation study

Part A – Paper

Select *one* of the prescribed eras for Major Study Appreciation in the *Dance Stage 6 Course Prescriptions Higher School Certificate 2015–2017*, and *one* of the prescribed artists allocated to the selected era for your research study.

Analyse and evaluate the contribution of the selected artist to the development of dance. Refer to the rubric in the *Dance Stage 6 Course Prescriptions Higher School Certificate 2015–2017* and the Areas of Study for Prescribed Artists outlined on page 37 of the *Dance Stage 6 Syllabus* (below), to inform the structure of your paper. Explain:

- why the prescribed artist is considered a seminal artist in relation to dance and the era
- how the prescribed artist's work establishes him or her as a seminal artist.

Use APA style for citation and referencing and include a comprehensive list of references for your analysis.

Part B – Resource list for students

Also submit (as a separate file) a list of online and/or other sources that could be used by Stage 6 students to guide a similar study of the *two* prescribed artists for the era selected in Part A. The resource list should link to each Area of Study for the HSC course, and include a combination of information about the artists, examples of their work and reviews or writing about their work.

This resource will be shared with your peers, so please ensure your work is submitted using your name. Use APA style for citation and referencing and submit via the group Dropbox details that are given in Week 1.

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST6750 DANCE METHOD 2

Student Name:

Student No.:

Assessment Task 1: Appreciation study

SPECIFIC CRITERIA	(-) → (+)
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> • understanding of the task and its relationship to relevant areas of theory and educational research • clarity and accuracy in use of key terms and concepts related to theories and practices of dance as an artform 	
<p>Depth of analysis and/or critique in response to the task</p> <ul style="list-style-type: none"> • depth of understanding of key concepts relating to the study of prescribed artists • depth of analysis, evaluation and interpretation in relation to the selected artist and their work 	
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> • range and appropriateness of literature used to support the analysis • range and appropriateness of source material included in the resource list for students • ability to link research sources to relevant areas of syllabus content 	
<p>Structure and organisation of response</p> <ul style="list-style-type: none"> • appropriateness of overall structure of response • coherence in developing a point of view that is sustained relative to the selected artist • clarity and coherence of organisation, including use of section headings and summaries to enhance readability 	
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> • clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references • clarity and consistency in presenting references to other things e.g. photographs, program notes • clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length 	
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME	

Lecturer

Recommended: /20 (FL PS CR DN HD)

Date:

Weighting: 50%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

Assessment 2 – Integrated unit

Develop a 10-week unit for the Preliminary Course that integrates the core components of Performance, Composition and Appreciation. The unit should be planned as the first unit in the Preliminary Course.

The unit should include:

- a synopsis, giving a short summary and overview of the unit
- a rationale which:
 - justifies your choices/strategies through reference to readings, research and lectures
 - demonstrates how you plan to provide opportunities for a diverse range of learners
 - details how you will assess students' prior knowledge
- a sample timetable, that aligns with syllabus weightings for each component
- learning activities, teaching strategies and resources for the unit, including appendices of original worksheets that will be used to support student learning
- an assessment task with outcomes, criteria and marking guidelines
- a list of references, demonstrating your knowledge of wide reading supporting the theoretical underpinnings of the unit. Use APA style for citation and referencing.

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST6750 DANCE METHOD 2

Student Name:

Student No.:

Assessment Task 2: Integrated unit

SPECIFIC CRITERIA	(-) → (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • understanding of dance as an artform evidenced through appropriate integration of components in the <i>Dance Stage 6 Syllabus</i>. • understanding of dance practice through the components of performance, composition and appreciation • clarity and accuracy in use of key terms and concepts in planning a dance unit 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • depth of understanding of each of the dance components • selection of appropriate teaching and learning activities • cohesive and comprehensive structure of the unit 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • evidence of reading that support the theoretical underpinnings of the unit as a whole, as well as the individual teaching and learning activities for each week of the unit • reference to the appropriate syllabus outcomes and content, and other relevant documents from the Board of Studies, Teaching and Educational Standards NSW 					
Structure and organisation of response <ul style="list-style-type: none"> • use of an appropriate pro forma to organise the structure of the unit • appropriate structure for the unit and lessons, showing sequencing to support the progression of learning 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references • clarity and consistency in presenting references to other things e.g. photographs, program notes • clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer

Date:

Recommended: /20 (FL PS CR DN HD)

Weighting: 50%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.

HURDLE REQUIREMENT FEEDBACK AND REPORTING

Assessment is the process of gathering evidence from a variety of sources about learning outcomes and being able to use that information to improve learning and teaching. Evidence includes not only individual student work samples and test results, but also more global data derived from standardised tests (e.g. NAPLAN, ICAS, HSC etc.) as well as more qualitative information generated from student self and peer evaluations, and student-parent conferences.

Feedback is a structured interaction with the student about their current learning: where they are, where they want and /or need to be and how to get there. It may be in oral or written form and may be given by the teacher, by the student's peers or take the form of self-assessment. Feedback needs to indicate learning that has been demonstrated (achieved) as well as what needs more work. For the feedback to also feed forward, comments need to provide students with strategies to guide their improvement. Feedback /reporting to and for parents is also important as they are critical stakeholders and partners in their children's learning.

Moderation is a process used by teachers to compare their judgements about student performance so that assessment is trustworthy. Teachers work together as a group to ensure that the way they use assessment grades is consistent with agreed or published standards. For A to E grades this means the grade a student receives in one school can be fairly compared to the same grade anywhere in NSW. For school-based tasks, it means the work of students in different classes can be assessed using the same success criteria to evaluate progress toward learning outcomes.

View some work samples that teachers in your subject area have aligned to grades A to E at [BOSTES](#).

It is recommended that students read widely on how to design appropriate assessment tasks, how to moderate student samples of work and how to provide effective feedback. Tutorial time will be allocated to discussing this aspect of professional competence and providing experience with the moderation and feedback process.

The assessment process consists of two components.

1. A collection of five or six authentic student work samples. The number depends on the length and type of the sample. For each sample
 - ensure anonymity by removing student names and destroying the samples at the end of the course.
 - include the instructions that were given for the assessment task and indicate whether the task was intended for formative purposes or summative and formative purposes
 - annotate the task to indicate what worked well and what needs changing if it were to be used again
 - include the marking scheme/rubric for each task
 - provide annotations (with time codes if your sample is audio- or video-based) to indicate what the student has demonstrated as areas of strength and areas that need to be developed further in relation to the task
 - include a key for marking symbols
 - find out what the general expectation and/or current standards of the school/system are in relation to this subject area/topic/skill by consulting published NAPLAN/HSC/other relevant data, as well as talking to teachers, and consider where this student work is in relation to those overall expectations/standards as well in relation to their previous performance
 - provide written feedback for the student which indicates strengths and areas for improvement in relation to this work sample as well as their past performance and overall expectations/standards. Suggest a strategy that will guide the student in his/her learning. (If the task was used summatively you can still use it for formative purposes.)

- indicate what the implications of your evaluation might be for the teacher in terms of future teaching.
2. Write a few lines that could be included in a mid-year report comment to parents. Provide enough detail to indicate to parents which aspect of the student's performance you are commenting on. Add A, B, C, D or E to align with the advice and work samples provided by BOSTES.

NOTES:

The student work samples must be authentic. They should have been collected during Professional Experience 1 during a normal assessment task and/or provided by the method lecturer. Annotated student work samples, notes and all other written evidence of teacher education students' ability to address Standard 5 to be discussed in class and submitted by the due date.

If a student is assessed as Unsatisfactory in the feedback and reporting hurdle requirement, s/he will automatically fail Method 2 overall, and not be permitted to undertake Professional Experience or any further method work in that teaching area until the key concerns have been resolved.

STUDENT TEACHER

Name:	zID:	Date:
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Details

Method		Topic/level	
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AITSL Standard 5 Assess, provide feedback and report on student learning	Comments
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<p>A. Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning (5.1.1)</p> <ul style="list-style-type: none"> • Has the purpose of the assessment task been described appropriately? • Has the task been annotated appropriately to indicate what changes in layout, language or requirement could be improved? • Does the marking rubric/style provide diagnostic information for the student? 	
<p>B. Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning (5.2.1)</p> <ul style="list-style-type: none"> • Does the feedback allow the assessment to be used for formative purposes? • Is feedback expressed in appropriate language for the age/stage of the students? • Does the feedback <ul style="list-style-type: none"> -acknowledge the student's areas of strength? -identify areas where the student needs to do more work? -indicate strategies to help the student improve? 	
<p>C. Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning (5.3.1)</p> <ul style="list-style-type: none"> • Is the difference between ranking and moderation understood? • Does the student recognise the importance of following marking guides/rubrics? • Can the student listen professionally to the opinions of others? • Does the student express his/her point of view respectfully, and provide appropriate evidence to support his viewpoint? 	
<p>D. Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice (5.4.1)</p> <ul style="list-style-type: none"> • Has the student analysed and evaluated the schools' global assessment data? • Has the student collected a range of the students' past performance data? • Is the student able to interpret that data accurately to make generalizations about the specific work samples they have collected? • Is the student able to triangulate different forms of student assessment data so that they can propose appropriate modifications to learning and teaching? 	
<p>E. Demonstrate understanding of a range of strategies for reporting to students and parents/caregivers and the purpose of keeping accurate and reliable records of student achievement (5.5.1)</p> <ul style="list-style-type: none"> • Are feedback and reporting understood as separate tasks? • Do the report comments provide succinct and helpful written information to pinpoint where the student is at in his/her learning? • Has the student provided evidence that the Assessment Resource Centre (BOSTES) has been used to provide appropriate A, B, C, D, E grades? 	

Comments:

Lecturer: _____ **Date:** _____ **Satisfactory / Unsatisfactory (circle)**

Feedback

Assessment Task	Feedback Mechanism	Feedback Date
1. Appreciation Study	<i>Written</i>	<i>6 September</i>
2. Integrated Unit	<i>Written</i>	<i>4 October</i>
3. Hurdle requirement	<i>Written</i>	<i>27 September</i>

8. RESOURCES

Required Readings

Board of Studies NSW (2003) Advice on Programming and Assessment, Sydney: Board of Studies NSW.

Board of Studies NSW (2009) Assessment and Reporting in Dance Stage 6, Sydney: Board of Studies NSW.

Board of Studies NSW (2014) Dance Stage 6 Course Prescriptions: Higher School Certificate 2015–2017, Board of Studies NSW, Sydney.

Board of Studies NSW (2009) Dance Stage 6 Syllabus, Board of Studies NSW, Sydney.

Board of Studies NSW (2003) Dance Years 7-10 Syllabus, Board of Studies NSW, Sydney.

NSW Department of Education and Training (2003) Quality Teaching in NSW Public Schools, Sydney, NSW.

Further Readings

Australian Curriculum, Assessment and Reporting Authority (2014) Australian Curriculum: The Arts

Blom, L. A. and Chaplin, L. T. (1989). The Intimate Act of Choreography, London: Dance Books.

Clark, D. (2003). Developing Observation Strategies to Enhance Teaching Effectiveness in the Dance Class, JOPERD, Vol 74, No 9, 2003, p33+.

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Danielson, L. (2008). Making Reflective Practice More Concrete Through Reflective Decision Making. The Educational Forum, Vol 72, No 2, 2008, pp 129-137

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Harrison, N. (2008) Teaching and Learning in Indigenous Education. Victoria: Oxford University Press

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Jensen, B. (2010) Measuring what matters: Student progress. Grattan Institute Report No. 2010-1

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Marzano, R.J., & Marzano, J.S. (2003) The key to Classroom Management. Educational Leadership, Vol 61, No 1, 2003, pp 6-13.

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Schlaich, J., & DuPont, B. (1996). The Art of Teaching Dance Technique, Virginia: AAHPERD

Smith-Autard, J.M. (2002). The Art of Dance in Education 2nd Edition, London: A & C Black.

Smith-Autard, J.M. (2000). Dance Composition 4th Edition, London: A & C Black.

Smythe, J. (1989). A Critical Pedagogy of Classroom Practice in *Journal of Curriculum Studies*, Vol 21, No 6, Pp: 483-502

Watkins, A., & Clarkson, P. (1994). *Dancing Longer, Dancing Stronger: A Dancer's Guide to Improving Technique and Preventing Injury*, Princeton: Princeton Book Company.

Weiss, I.R., & Pasley, J.D. (2004). What is High quality Instruction? *Educational Leadership*, Vol 61, No 5, 2004, pp 24-28.