VET in the VCE
21078VIC
CERTIFICATE II IN DANCE

September 2000

This program booklet must be used in conjunction with the accredited training curriculum

Acknowledgments

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The artwork on the cover has been reproduced from 1998 VCE student work:

Clare James
Can Opener 1998 (detail)
Ink, gouache and oil stick on paper
188 x 152.5 cm

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Introduction

VCE VET programs are vocational studies approved by the Board of Studies as appropriate for senior secondary school students.

VCE VET programs lead to nationally recognised qualifications, thereby offering students the opportunity to gain both the VCE and a nationally portable vocational education and training certificate.

The Board of Studies has determined that:

- VCE VET programs have full recognition within the Unit 1–4 structure of the VCE and therefore may contribute towards satisfactory completion of the VCE. VCE VET units have equal status with other VCE studies.
- VCE VET programs function within the National Training Framework.

National Training Framework

With the introduction of the National Training Framework, there is no longer a statewide formal agreement between the Board of Studies and the State Training Board for credit transfer arrangements as they existed in the past for VET in Schools programs.

The two key elements of the National Training Framework are the Australian Recognition Framework and training packages. Under the recognition framework Registered Training Organisations (RTOs) are responsible for the assessment and certification of training qualifications, regardless of whether programs are curriculum-based or based on training packages.

National training packages are being developed by Industry Training Advisory Bodies. Training packages consist of a set of competency standards, assessment guidelines and national qualifications that apply across an industry. These packages underpin delivery of training by RTOs and industry. Training packages will progressively replace the current mix of competency standards and accredited curriculum-based courses and their related qualifications. However, the training package covering dance qualifications is not yet ready for implementation and there are no endorsed competency standards for dance, so the Certificate II in Dance is a curriculum-based program.

Program development

The Certificate II in Dance is a new VCE VET program reflecting the enhanced recognition status of VCE VET programs and the requirements of the National Training Framework. The course has been developed by Swinburne University of Technology - TAFE Division in collaboration with the Arts and Recreation Industry Training Board.

Transition arrangements

VCE Dance Styles is no longer available from 2001. The Certificate II in Dance is now available as a replacement study. Students who have completed units 1 and 2 of VCE Dance Styles and who wish to enrol in the VCE VET Certificate II in Dance may either:

- Enrol in all four VCE VET units of the Certificate II in Dance and complete the qualification. In this case the VCE VET unit 3–4 sequence only may be counted towards satisfactory completion of the VCE.

  or

- Enrol in units 3 and 4 only of the Certificate II in Dance. In this case the student will receive credit towards satisfactory completion for the VCE VET unit 3–4 sequence and receive a Statement of Attainment for partial completion of the Certificate II in Dance.

Full details of the relationship between the Certificate II in Dance and other VCE dance studies are provided in the section 'Recognition within the VCE'.

Program details

Aims

The aim of this program is to provide young people with the technical and performance skills, knowledge and attitudes to begin the process of establishing a career in the entertainment industry. The course is regarded as a preparation for further vocational training. The program is intended to meet industry needs as identified through consultation and research conducted by Ausdance, the industry peak body.

Completion of the program will enable students to:

- make sustained dance statements and complete dance works that show technical control and aesthetic understanding

- perform a combination of technical dance activities aligned to the Australian Qualifications Framework at Level II

- demonstrate proficiency in at least two dance styles selected from ballet, jazz, contemporary, social, tap, Aboriginal and Torres Strait Islander styles, or a nominated culturally specific style.

Completion requirements

Certificate II in Dance consists of 16 modules, all of which must be satisfactorily completed for award of the qualification.

Program duration

The program involves a nominal duration of 400 hours of training.

The nominal hours attached to each module are calculated by the Office of Post Compulsory Education, Training and Employment for funding purposes. They are a guide only, and the actual duration of the training required is affected by the individual student's readiness to be assessed for that particular set of learning outcomes.

It is important to note that the allocation of nominal hours for each module is intended to cover both delivery and assessment.

Program structure

The program consists of 16 modules, all of which are compulsory. The following table lists the modules required for completion of the Certificate.

Program outline

VCE VET units 1–2		
Code	Modules	Nominal hours
VBJ681	Introduction to Dance Composition	30
VBJ684	Basic Stagecraft	15
VBJ672	Occupational Health and Safety	15
VBJ673	Nutrition and Body Awareness for Dancers	15
VBJ037	Emergency First Aid	5
NCS001	Workplace Communication	30
VBJ674	Performance Psychology (Dance)	15
VBJ675	Dance Anatomy, Physiology And Exercise	20
	Sub total	145

VCE VET units 3–4		
Code	Modules	Nominal hours
VBJ676	Dance Career Planning and Skills Assessment	10
VBJ677	Dance Technique – Elevation	40
VBJ678	Dance Technique – Turning	40
VBJ679	Dance Technique – Falling	20
VBJ680	Dance Technique – Locomotion	40
VBJ682	Dance Repertoire – Solo	35
VBJ683	Dance Music And Sounds	25
VBJ686	Dance Repertoire – Group/Ensemble	45
	Sub total	255

	Total	400

Sequence

For students to be able to satisfactorily complete the unit 3–4 sequence in a single year, all the modules designated as unit 3–4 level must be available to be undertaken in the same enrolment year.

Students will normally undertake the training for the following modules over two years:

- Dance Technique – Elevation
- Dance Technique – Falling
- Dance Technique – Turning
- Dance Technique – Locomotion
- Dance Repertoire – Solo
- Dance Repertoire – Group/Ensemble

While a range of delivery sequences is possible, the selected delivery schedule must comply with the directions provided in the curriculum document. While there are no formal prerequisites for the modules in this program, some guidance is provided in the Occupational Health and Safety module to the effect that certain learning outcomes must be achieved before the delivery of practical Dance modules. Students should be aware of workplace health and safety issues in all situations and are required to demonstrate safe working practices at all times. For this reason VBJ672 Occupational Health and Safety should be delivered early in the program.

Sequence for Study Score purposes

A Study Score is available for this program. Although students will normally undertake the modules listed over two years, for Study Score purposes the assessment for modules designated as part of the Unit 3–4 sequence will need to be conducted in a single enrolment year. See 'Study Score assessment' in a later section of this booklet.

Work placement

The Board of Studies has determined that work placement is an appropriate component of all VCE VET programs. Work placement complements the structured training undertaken at the school/RTO. It provides the context for:

- enhancement of skills development
- practical application of industry knowledge
- assessment of selected units of competence as determined by the RTO.

The Board strongly recommends that students be given the opportunity to gain an understanding of the industry and to enhance their acquisition of skills and knowledge through work placement.

Recognition within the VCE

VCE VET unit entitlement

Certificate II in Dance is designated a Group A study and provides a unit 3–4 sequence for satisfactory completion purposes.

Students undertaking this program are eligible for credit of up to four VCE VET units towards satisfactory completion: two units at unit 1–2 level and two units at unit 3–4 level.

Students may accumulate VCE VET units over more than one year.

Duplication

VCE VET units may only make the maximum available contribution towards satisfactory completion of the VCE where no significant duplication exists between the relevant VCE VET program and VCE studies. Where significant duplication does exist, students may enrol in the VCE VET program and the VCE studies identified, but a reduced VCE VET unit entitlement will then apply.

VCE Dance Styles

VCE Dance Styles is no longer available from 2001. The Certificate II in Dance is now available as a replacement study. Significant duplication has been identified between Dance Styles and the Certificate II in Dance and the studies are considered identical for recognition purposes. This affects the number of units that can be counted towards satisfactory completion as follows:

- Students who have completed units 1 and 2 of Dance Styles and who then complete units 3 and 4 of the Certificate II in Dance may count all four units towards satisfactory completion.

- Students who have completed units 1 and 2 of Dance Styles and who then complete units 1–4 of the Certificate II in Dance may not count units 1 and 2 of the VCE VET study but may count the unit 3–4 sequence.

- Students who have completed units 1–4 of Dance Styles may complete some or all units of the Certificate II in Dance, but will not be able to count any VCE VET units towards satisfactory completion.

- Students who have completed only units 3 and 4 of Dance Styles and who then complete the Certificate II in Dance would not be able to count the unit 3–4 sequence of the VCE VET study towards satisfactory completion. The two VCE VET units at unit 1–2 level could be counted.

- Students who have completed only units 3 and 4 of Dance Styles and who then complete units 3 and 4 of the Certificate II in Dance may count only the unit 3–4 sequence of the VCE study.

Note that where students do not complete all units of the Certificate II in Dance, a Statement of Attainment is issued, not the full qualification.

The following table summarises the units that may be counted towards satisfactory completion for students who have completed units of VCE Dance Styles and part or all of the Certificate II:

Units already completed	VCE VET units then completed	Total unit entitlement
Dance Styles units 1 and 2	Certificate II in Dance units 3 and 4	Four units: VCE units 1 and 2 VCE VET units 3–4
Dance Styles units 1 and 2	Certificate II in Dance units 1–4	Four units: VCE units 1 and 2 VCE VET units 3–4
Dance Styles units 1–4	Certificate II in Dance any of units 1–4	Four units: VCE units 1–4
Dance Styles units 3–4	Certificate II in Dance units 1–4	Four units: VCE units 3–4 VCE VET units 1 and 2
Dance Styles units 3–4	Certificate II in Dance units 3–4	Two units: VCE units 3–4

VCE Dance (Revised)

No significant duplication has been identified between VCE Dance and Certificate II in Dance. Students who complete four units of VCE Dance and four units of Certificate II in Dance may count all eight units towards satisfactory completion of the VCE.

Equivalent National Tertiary Entrance Rank (ENTER)

The ENTER is calculated by the Victorian Tertiary Admissions Centre (VTAC), subject to satisfactory completion of the VCE and using the Study Scores students have received for a specified set of VCE studies.

The contribution of the Certificate II in Dance to the ENTER is as follows:

- A contribution to the ENTER is subject to satisfactory completion of the specified unit 3–4 sequence.

- A Study Score is available for this program. The Study Score will contribute directly to the ENTER, either as one of the student's best four studies (the 'primary four') or as a fifth or sixth study.

- Students may choose not to receive a Study Score, but in that case will not be eligible for any ENTER contribution.

For students who have already completed the unit 3–4 sequence of Dance Styles, the score for unit 3–4 of Certificate II in Dance will contribute to the ENTER under the usual provision for a *repeated* study.

For further information on the calculation of the ENTER, contact VTAC or consult the VTAC publication *VICTER 2001* for information on transition arrangements to 2001.

Delivery and assessment

VCE VET programs function within the Australian Recognition Framework (ARF), so that students may be eligible for nationally recognised qualifications or gain credit toward those qualifications.

Role of Registered Training Organisations (RTOs)

Under the ARF, all quality assurance requirements in relation to training delivery, assessment and certification are the responsibility of RTOs.

RTOs are registered by the Office of Post Compulsory Education, Training and Employment (PETE) to deliver training products and services. RTOs may be TAFE Institutes, private providers, group training companies, industry organisations, schools and enterprises.

Assessment may be conducted only by or under the auspices of an RTO. Cooperative arrangements may be established between schools and RTOs for the delivery and assessment of components of a training program. A school not registered as an RTO but intending to deliver training, must do so under the auspices of an RTO.

Schools need to be assured that training providers are registered before entering an arrangement. A list of RTOs is available from Department of Education regional offices and PETE.

For further information refer to 'Registration', later in this booklet.

Delivery options

Schools may consider two main options for the delivery of VCE VET programs.

Option 1: School and RTO partnerships

School and RTO partnerships may work in the following ways:

- shared delivery
- delivery on behalf of the school by the RTO
- delivery by the school of the whole program, under the auspices of the RTO.

Schools can negotiate with an RTO to deliver components of the program, where the school can demonstrate access to suitable staffing and resources. The RTO may also auspice the school to gather evidence for assessment or to conduct assessment of the components delivered by the school. A school may arrange for an RTO to deliver and assess the entire program.

Schools are responsible for enrolling their students with the Board of Studies and for entering student results on VASS according to VCE timelines. A school in partnership with an RTO is not required to register with PETE, because any delivery by the school will be auspiced by the RTO.

Option 2: Schools as RTOs

Schools may apply to PETE through a Training Recognition Consultant (TRC) to become RTOs for the provision of specified qualifications. A summary of registration requirements and contact details for registration are provided later in this booklet.

Schools that register to deliver training become responsible for all elements of delivery, assessment and quality assurance, as well as the awarding of Certificates and Statements of Attainment.

A school registered as an RTO is responsible for enrolling its students with the Board of Studies in the relevant Certificate and modules and for entering results on VASS when modules have been completed. The school is also responsible for provision of enrolment, results and other data within the training sector.

Delivery in schools

Two modes of delivery are possible in the school context:

1. The delivery may be achieved through separate, timetabled classes dedicated to VET training, where there are enough students enrolled in the specific VCE VET program.

2. The school may timetable the delivery of training within the time allocated to one or more VCE studies which provide an appropriate delivery setting for the VET training. Students need not necessarily be enrolled in the VCE studies. This is most suited to provision for a small group of students wishing to complete a VET certificate. The school must ensure that the VET training requirements are met separately from the VCE outcomes. The assessment tasks and evidence of achievement of learning outcomes must be separately demonstrated and recorded.

This option may work in two ways:

*   The VCE studies may offer an appropriate delivery setting for achievement of the module learning outcomes. Some aspects of both the VCE and VET may be integrated, while others may have to be delivered through separate learning activities.

*   Where there is a high degree of comparability between the VET certificate outcomes and the VCE unit outcomes, the delivery of the VET training may be integrated with the VCE study. Students must undertake separate assessments in order to meet the VET requirements and VCE outcomes. The gathering of evidence for the achievement of learning outcomes may occur within the school if the RTO partner is satisfied that the school has the necessary resources and expertise.

It is the responsibility of the RTO to ensure that all learning outcomes required for a particular VET qualification are achieved to the standard specified by the assessment criteria and are assessed according to the assessment method statement for each module.

Delivery in the workplace

Some schools and RTOs may arrange for delivery of training and assessment to occur in a workplace. If a school or RTO wishes particular components of the training to be delivered and outcomes assessed in the workplace, the following industry requirements apply:

*   Delivery and assessment strategies and relevant responsibilities should be clearly communicated to all parties (school, RTO, employer and student) to ensure that all roles in the assessment process are understood.

*   There is appropriate workplace supervision and training in relation to the specific modules delivered in the workplace.

- The person responsible for the workplace training must have competence at the certificate level being delivered or higher.

- Assessment in the workplace requires a qualified Workplace Assessor with relevant industry experience, or the assessment may be conducted by a Workplace Assessor in cooperation with the workplace supervisor.

Trainer competencies

Teachers and trainers delivering this program should possess competencies at least to the level of those being taught and assessed. Deliverers of this course are strongly urged to consult reference materials and publications about safe dance practices available from Ausdance in each state. The *Australian Guidelines for Dance Teachers* (available from Ausdance) outline codes of ethical and professional behaviour and emphasise the importance of safe dance practice and teaching methodology. The guidelines specify two levels of competence:

- Level I incorporates all recreational, community and social dance.
- Level II incorporates teaching aimed at pre-professional training, preparing a student for a career in dance.

Teachers delivering Certificate II in Dance should have competence at Level II.

Assessment

It is important that training and assessment for this program is conducted in an integrated and holistic manner. Training and assessment for many of the modules may be combined, especially the Dance Technique modules. Trainers and assessors should adopt a student-centred and facilitative approach in their delivery and assessment strategies. This is especially important when integrating theory with dance practice. Delivery and assessment strategies should include case studies, group discussions, practical exercises, role plays, simulations, guest speakers, audio-visual presentations and other action-oriented activities, which will provide feedback to students on the development of their skills, knowledge and attitudes. The use of technology including CD ROM material and access to Internet sites is to be encouraged.

Assessor competencies

Assessors for this program should possess competencies at least to the level of those being taught and assessed, along with competencies in the Assessment and Workplace Training Package including:

BSZ4011   Plan Assessment
BSZ402A   Conduct Assessment
BSZ403A   Review Assessment
or
Certificate IV in Assessment and Workplace Training.

Study Score assessment

A study score is available for this program. To be eligible for a Study Score students must:

- successfully complete all of the modules designated as the Unit 3–4 sequence

- be assessed in accordance with the tools and procedures specified in the current VCE VET *Dance Assessment Guide*

- undertake an examination in the November examination period, based on the learning outcomes and modules identified by the Board of Studies.

Administration

Enrolments

It is the responsibility of the student's home school to administer the VCE VET program and all aspects of VCE VET enrolment and results on VASS. A student must be enrolled in all modules by the home school, regardless of where the modules are delivered and outcomes assessed.

Schools must enrol students in the VCE VET program on the First Enrolment file, as follows:

1. Enrol all students undertaking Certificate II in Dance in the program.

2. Enrol all students in the modules they are expecting to complete in that year. If a student does not complete a module and wishes to continue in a following year, the student must be re-enrolled in that year.

3. Ensure that students expecting to satisfactorily complete the unit 3–4 sequence are enrolled in all the modules designated as unit 3–4 level.

4. Refer to the current VCE VET *Dance Assessment Guide* for any further information on enrolment processes related to the Study Score.

Schools do not need to enrol students in VCE VET units. Enrolment or withdrawal of a student from a VCE VET unit occurs automatically via enrolment in or withdrawal from the modules.

Recording results

Completion of modules

To complete a module, a student must be assessed as having achieved all the learning outcomes specified for that module. Schools are required to record the student's completion of all modules on VASS.

Module results must be entered on VASS in time to meet the Board of Studies scheduled date of the Unit Completion Return File. Refer to the current *VCE Administrative Handbook* for the due date. It is the responsibility of the home school to ensure that all results from other providers are accurate and received in time to be entered on VASS.

Schools and RTOs must ensure that records of individual student achievement of learning outcomes are kept for all modules delivered in the program.

Completion of VCE VET units

Enrolment in modules automatically leads to enrolment in VCE VET units. As modules are recorded as completed, completion of VCE VET units is automatic.

Reporting

VCE VET units are reported on the student's VCE Statement of Results, together with other VCE units completed. Students will also receive from the Board of Studies a separate VCE VET Statement of Results listing all modules completed.

Certification

Students who complete all the requirements of the program will be awarded a certificate by the RTO.

Partial completion is recorded on a Statement of Attainment issued by the RTO.

Articulation and pathways

Successful completion of the Certificate II in Dance will assist in preparing a student for entry to the entertainment industry.

A number of pathways exist for further training at Certificate III and IV level, in the form of State registered, privately owned Certificate courses. The Certificate II in Dance articulates with these courses. In addition a number of Degree and Diploma level courses are available at universities throughout Australia. For details see the Ausdance publication *Further Studies in Dance – A Guide for Australian Students*.

The Arts and Recreation Industry Training Board has confirmed that there is alignment between the following modules and units of competence in the Entertainment Training Package:

VBJ676	Dance Career Planning and Skills Assessment	CUEIND1A	Apply Organisation and Industry Knowledge
		CUECOR1A	Manage own Work and Learning
NCS001	Workplace Communication	CUEOR2A	Work with Others
VBJ037	Emergency First Aid	THHGH03A	Provide First Aid
VBJ672	Occupational Health and Safety	THHCOR3A	Follow Health, Safety and Security Procedures

Further mapping is expected to result in recognition of a range of units of competence within the Film, Television, Radio and Multimedia Training Package.

Registration

As a result of the establishment of the Australian Recognition Framework, only RTOs may award VET sector qualifications.

In order to comply with these arrangements, a school involved with VCE VET programs has two options: to form a partnership with an RTO, or to register through PETE as an RTO in its own right.

If a school elects to become an RTO, PETE registration requirements must be met. There are two elements to the registration requirements:

- course-specific information (teacher qualifications, facilities, equipment)
- infrastructure (including reporting and recording systems, codes of practice, grievance procedures, policies for Recognition of Prior Learning).

Advice to schools about becoming Registered Training Organisations was distributed in September 1998 by the Director of Schools and other sector authorities to principals of schools and directors of TAFE institutes.

The application form for RTO registration and conditions of registration are available from:

Office of Post Compulsory Education, Training and Employment (PETE)
Recognition and Compliance Branch

Tel: (03) 9637 2762
Fax: (03) 9637 2520

The application form is also available from the PETE website:

http://www.pete.vic.gov.au/provider/index.htm

If the school has difficulty locating a suitable RTO in order to form a partnership, advice may be sought from the peak industry body:

Ausdance
170 Southbank Boulevard
SOUTHBANK   VIC   3006
Tel: 03 9686 0099
Fax: 03 9686 0220
email: victoria@ausdance.org.au

Advice to teachers

Structure of modules

The Certificate II in Dance is comprised of sixteen compulsory modules. A module is a distinct component of the training curriculum, comprising specified learning outcomes, assessment criteria and delivery resources and strategies. The module purpose, at the beginning of each module, identifies the aims of the training component. The content of each module broadly identifies the knowledge required for the achievement of the outcomes associated with each module. The learning outcomes are introduced by summary statements and are followed by assessment criteria which relate to the outcomes. The assessment strategy for each module includes information on the conditions and methods of assessment.

Tailoring of specific content of modules

The learning outcomes and their embedded specified skills will guide the teacher in tailoring the training for specific styles. The students' background experience and areas of interest in dance should be central to determining the specific content and delivery modes chosen. Students may have different levels of theoretical understanding of dance as well as practical experience in dance. This needs to be taken into consideration when planning a course to allow all students to participate in a meaningful way.

Students must undertake work in at least two dance styles selected from ballet, jazz, contemporary, social, tap, Aboriginal and Torres Strait Islander Dance or a nominated culturally specific style. In most cases, the dance styles selected for study in the technique modules will be the same as those selected for study in the Dance Repertoire - Solo and Dance Repertoire - Group/Ensemble modules. Students may, however, complete VBJ681 Introduction to Dance Composition and VBJ683 Dance Music and Sounds in different dance styles selected from the list. This approach allows the student to complete an in-depth study of two dance styles or a broader study of up to seven dance styles.

In providing this program it would useful to develop strategies for resourcing the modules to cater for different student needs. Teachers can network with each other and exchange collections of resource materials relating to particular dance styles or areas of study. This process could increase the range and quality of resources available.

Integrating practice and theory

Delivery strategies should be developed which make explicit the relationship between practical and theoretical aspects of the training, emphasising an applied knowledge of dance. For example, knowledge developed in VBJ675 Dance Anatomy, Physiology and Exercise should be applied in a practical way when developing physical skills such as flexibility, coordination, balance, stamina and alignment in the Technique modules. Knowledge of anatomical terms also provides a language for discussing movement technique in other modules.

While some aspects of technique can be taught as discrete components, the technique modules focusing on turning, elevation, falling and locomotion will generally be taught in an integrated manner, as the concepts and physical skills involved are interwoven. Practical and theoretical understanding of technique can be applied in VBJ681 Introduction to Dance Composition, VBJ682 Dance Repertoire - Solo and VBJ686 Dance Repertoire - Group/Ensemble where movement technique provides the vocabulary for the learning, interpreting and composing of dances. Knowledge developed in VBJ683 Dance Music and Sounds should also be applied to the learning and interpreting of dances in the Solo and Group/Ensemble modules.

It is important to sequence the delivery of modules in such a way that training undertaken in one module will inform training to be undertaken in another module. The integration of skills and knowledge may mean that some modules will be delivered and assessed concurrently.

Further information on ways of integrating practical and theoretical aspects of training is detailed under individual outcomes below.

Safe dance practice

Teachers must ensure that students are taught in a safe physical environment and are taught how to move safely and efficiently to avoid injury and to maximise their movement potential. In maintaining safe dance practice teachers should encourage students to develop healthy lifestyles and apply knowledge and understanding of anatomy and physiology.

Teachers should utilise effective injury prevention and management strategies and should provide a safe dance environment for students, such as a venue with appropriate flooring, ventilation, change rooms, toilet facilities, unobstructed floor space, heating, lighting, sound system and security. Classes should also be an appropriate size in relation to the teaching space and students should wear appropriate clothing and footwear.

Sample learning activities

Examples of learning activities relating to selected learning outcomes and appropriate delivery strategies for some modules are provided in the following section.

VBJ681 Introduction to Dance Composition: Learning Outcome 1

Identify and explain the components of dance composition relevant to at least two dance styles.

This outcome has been selected because it involves the study of theoretical aspects of composition which provide a framework for completing the related practical work in other outcomes in the module. Concepts and associated terminology learnt in this outcome are also applied to learning activities in VBJ682 Dance Repertoire - Solo and VBJ686 Dance Repertoire - Group/Ensemble.

Examples of learning activities

- Use the internet and other sources to:
    - research a range of dance compositions relevant to two dance styles
    - develop a glossary of choreographic terms to provide a language for describing dance composition.

- View two dance works representing two dance styles and identify the key elements of dance design i.e. intention/content, form and movement vocabulary.

- Discuss the central role that the choreographer's intention/content has on the development of the composition.

- Discuss the importance of the choice of intention/content in providing the basis for the logical development of a dance.

- Identify the range of choreographic devices used to form or give shape to the dances including variety in the use of time, space and energy.

- Discuss in general terms the use of motif and phrasing in arranging movement into longer sections in the dance compositions.

- Discuss the relationship between choice of movement and expression of the intention/content.

- Discuss characteristic ways in which two choreographers of two different dance styles

constructed dance compositions in order to transform their ideas into dance.

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Delivery strategies

Two distinctly different dance styles and/or historical periods may be selected in order to emphasise differences in the ways in which the components can be combined in dance composition.

VBJ682 Dance Repertoire – Solo: Learning outcome 1

Identify and explain the features of a dance from solo repertoire in at least two dance styles

Examples of learning activities

- Use the internet and other sources to:
    - select and research a dance from solo repertoire representing at least two dance styles
    - develop a glossary of music terms relevant to each dance style
    - research the background of the solo repertoire including the intention/content expressed by the choreographer.

- View live performances and/or videos of the selected dances and discuss the influence of the instruments/vocals on each dance style.

- Describe the influence on each dance style of the use of tempo, accent, metre and rhythm in the music.

- Discuss the influence on each dance style of the music structure.

- Develop a list of technical terms used to describe movements in each dance style.

- Discuss ways in which the execution of movement, expressive use of movement dynamics, body focus and projection contribute to the interpretation of the intention/content of the choreographer/s.

Delivery strategies

Concepts and associated terminology learnt in VBJ683 Dance Music and Sounds can be applied to the above learning activities, for example the relationship between accent, metre, tempo, rhythm and overall structure in the music and movement.

Concepts and associated terminology learnt in the four Technique modules can be applied in the above learning activities if the same dance styles have been selected.

Concepts and associated terminology learnt in VBJ681 Introduction to Dance Composition can also be applied to the above learning activities.

These learning activities can be applied also in learning outcome 1 in VBJ686 Dance Repertoire - Group/Ensemble but would need to be modified to take the group context into account.

VBJ686 Dance Repertoire - Group/Ensemble: Learning Outcome 3

Describe personal progress in a dance from a group/ensemble repertoire in at least two dance styles.

Examples of learning activities

- Identify different methods for documenting personal progress in the learning, refining and performing of dance.

- Use the internet and other sources to research background information on the intention/content of the choreographer/s in each dance from group repertoire.
- View live performances and/or videos of selected dances and discuss the influence of the

instruments/vocals on each dance.

- Describe the processes involved in learning to execute the dance movement safely, accurately and with sensitivity, in order to effectively express the intention/content of the choreographer/s.

- Describe the processes involved in learning to project the movement of the dance through the efficient use of energy, correct breathing, appropriate use of facial expression, focus and orientation to the audience.

Delivery strategies

These learning activities can be applied to learning outcome 3 in VBJ682 Dance Repertoire - Solo but would need to be modified to take the solo context into account.

Concepts and associated terminology learnt in VBJ675 Dance Anatomy, Physiology and Exercise should be applied in the completion of learning activities related to this outcome.

VBJ683 Dance Music and Sounds: Learning Outcome 1

Describe the interrelationship between basic music structures and movement phrasing in one dance of at least 3 minutes in at least two dance styles.

Examples of learning activities

- Use the internet and other sources to:
  - select and research a dance of at least 3 minutes in at least two dance styles
  - develop a glossary of music terms used to describe phrasing and overall structure relevant to the selected dance styles, for example accent, tempo, metre, rhythm, motif, movement dynamics, spatial design, form; sequential, contrapuntal and/or episodic structures.

- View two selected dances and identify compositional structures used to provide frameworks for the music accompanying the dances, for example sequential, contrapuntal or episodic structures.

- Identify compositional structures utilised in dance formation to determine the relationship between the use of structures in music and dance.

- Discuss the musical devices which give the music overall form, for example musical motif, sound dynamics, silence, instrumentation/sound sources.

- Discuss the choreographic devices which give the dance overall form, for example movement motif, movement dynamics, stillness, spatial design.

- Discuss the characteristics of musical elements which are used in both music and movement, including accent, tempo, metre, and rhythm and how these elements can interrelate to make music and movement phrases.

Delivery strategies

Concepts learnt in the above learning activities can be applied in a practical way when undertaking activities relating to learning outcomes 2 and 3 in this module. Students may initially develop an understanding of musical concepts covered in outcome 1 using notation, aural and/or written resources before integrating learning activities relating to outcomes 1, 2 and/or 3.

Concepts and associated terminology learnt in this module can be applied to learning activities in VBJ682

Dance Repertoire - Solo, VBJ686 Dance Repertoire - Group/Ensemble and all Technique modules.

VBJ680 Dance Technique – Locomotion: Learning Outcome 1

Describe the features of dance techniques associated with a range of locomotor movements.

Examples of learning activities

- Use the internet and other sources to:
  - select and research dances involving a range of locomotor movements in two dance styles
  - develop a glossary of movement terms used to discuss features of dance technique relevant to the selected dance styles e.g. dynamics, spatial arrangements, posture, locomotion, balance, flexibility, transference of weight, coordination, stamina.

- Systematically work through individual segments of the body, relating one part to another, to identify the characteristic use of posture in the selected dance styles.

- Examine and discuss the processes involved in:

  - centering the body in order to maintain balance in the safe preparation, action and recovery of a range of locomotor movements in the selected dance styles

  - developing an appropriate degree of mobility in the joints in order to maintain flexibility in the safe preparation, action and recovery of a range of locomotor movements in the selected dance styles

  - developing strength of muscles in order to execute the safe preparation, action and recovery of a range of locomotor movements in the selected dance styles

  - developing endurance of the muscles, heart and breathing in order to maintain stamina in the safe preparation, action and recovery of a range of locomotor movements in the selected dance styles

  - developing coordination in the safe preparation, action and recovery of a range of locomotor movements in the selected dance styles.

- Examine and discuss the various orientations of the upper and lower body and direction of aerial and floor pathways in the safe preparation, action and recovery of a range of locomotor movements in the selected dance styles.

Delivery strategies

Although some aspects of dance technique may be delivered discretely, the four technique modules involving the study of locomotion, elevation, turning and falling will generally be delivered concurrently. This is because the physical skills involved in executing technique are interwoven.

The above learning activities can be applied to all the Dance Technique modules but the activities would need to be modified to reflect the focus of each individual technique module.

Students should be able to apply concepts and terminology developed in VBJ675 Dance Anatomy, Physiology and Exercise to the examination and discussion of technique to ensure safety and efficiency of movement. Therefore, for scheduling purposes, VBJ675 Dance Anatomy, Physiology and Exercise should be delivered before the Dance Technique models.

Videotapes of selected dances can be played in slow motion, so enabling the examination of selected positions or body shapes to provide a more accurate analysis of the features of dance technique.

Useful contacts and information sources

Accredited curriculum

Schools intending to offer the Certificate II in Dance are required to use the accredited curriculum:

21078VIC Certificate II in Dance

This document provides the details of modules and assessment required for students to achieve the certificate. Schools may obtain the curriculum document from the Curriculum Maintenance Manager:

Ms Carolyn Grayson
Executive Officer
Swinburne University of Technology - TAFE Division
Mail No.H92
John Street
HAWTHORN   VIC   3122
Tel: 9214 5034
Fax: 9214 5026
Email: cgrayson@swin.edu.au

The following is a list of contacts for additional information and advice.

Industry association

Ausdance Victoria
170 Southbank Boulevard
Southbank   VIC   3006
Tel 03 9686 0099
Fax 03 9686 0220
victoria@ausdance.org.au

Industry training body

Victorian Cultural and Recreation Industry Training Board
7th Floor - 189 Flinders Lane
MELBOURNE VIC 3000
Tel: 9650 1366
Fax: 9654 6741
Email: artv@vicnet.net.au
website: http://www.artv.org.au

Website Learning Resources

http://art.net/~dtz/
http://artswire.org
http://marcom.com.au/
http://sunsite.anu.edu.au/ausdance/
http://www.cgrg.ohio-state.edu/interface/S96/S96.html
http://www.dancehorizons.com
http://www.dance.ohio-state.edu/files
http://www.merce.org
http://www.ndt.nl/English
http://www.nla.gov.au/ausdance/
http://www.riverbed.com

VCE VET program structure

Board of Studies
Curriculum Branch – Vocational Education
Tel: (03) 9651 4458
Fax: (03) 9651 4324
http://www.bos.vic.edu.au/vce/vet/vetgate.htm

Student enrolment

Board of Studies
VASS Unit
Hotline (metro):   (03) 9651 4482
Hotline (country):   1800 801 402
Fax: (03) 9651 4324

VCE certification/eligibility

Board of Studies
Certification Unit
Hotline (metro):   (03) 9651 4402
Hotline (country):   1800 653 045
Fax: (03) 9651 4324

VET certification/eligibility

The Registered Training Organisation is responsible for certification.

Program support

Department of Education
Vocational Education Section
Tel: (03) 9637 2314
Fax: (03) 9637 2160
http://www.sofweb.vic.edu.au/voced

Registration

Office of Post Compulsory Education, Training and Employment (PETE)
Training Recognition Branch
Tel: (03) 9637 2762
Fax: (03) 9637 2520
http://www.otfe.vic.gov.au/provider/index.htm

Tertiary entrance requirements

Victorian Tertiary Admissions Centre (VTAC)
Tel: 1300 364 133
http://www.vtac.edu.au

Board of Studies publications

The VCE BULLETIN (published monthly) provides administrative information and documents developments in VET in the VCE. Schools should ensure relevant information is circulated to appropriate staff.

VCE Administrative Handbook (for the current year)

VASS Manual

VASS Users Quick Guide

VASS VET in Schools Supplement

VASS VET in Schools Tutorial Exercises.

Glossary

Auspice

A process whereby an RTO authorises delivery and/or assessment to be carried out by industry, individual enterprises or schools.

Australian Recognition Framework (ARF)

A new approach to national recognition of vocational education and training. Includes processes for registering training organisations as a quality assurance mechanism for the training system. It replaces the National Framework for the Recognition of Training and is part of the National Training Framework.

Curriculum Maintenance Managers (CMMs)

Seven TAFE Institutes responsible for the maintenance and distribution of Victorian Crown copyright curriculum. CMMs also advise on the practical implementation of training packages in Victoria.

Industry Training Boards (ITBs)

Bodies with responsibility for identifying and representing the training needs of specific industries at the State level. National responsibility for representing the training needs of specific industries rests with Industry Training Advisory Boards (ITABs).

Module

A distinct component of the training curriculum, comprising specified learning outcomes, assessment criteria and other information to support the delivery of training and conduct of assessment.

National Training Framework

Industry based, flexible regulatory arrangements. Includes training packages and the Australian Recognition Framework.

PETE

The Office of Post Compulsory Education, Training and Employment, formerly the Office of Training and Further Education.

Registered Training Organisation (RTO)

A nationally recognised provider of training registered with the relevant State/Territory Training Authority (in Victoria, PETE).

VASS

VCE Administrative Software System.

VCE unit

A unit of study within the VCE, normally undertaken over one school semester and contributing towards the satisfactory completion of VCE.

VCE VET unit

A group of VET units of competence or curriculum-based modules deemed to be equivalent to one VCE unit.

VET

Vocational Education and Training. A generic term applying both to the training sector generally and to a variety of forms of post-compulsory education and training which focus on the development of work-related competencies and provide pathways into employment and further training.

VET in the VCE

A set of vocational courses approved by the Board of Studies as appropriate for delivery within a school's VCE program. This is part of the Victorian implementation of a national initiative, VET in Schools, supporting the provision of vocational education programs for secondary school students.