



Draft ARTS Curriculum Phase 1-4: Dance Subject Association Summary

This information sheet is created by the Dance Subject Association of New Zealand (DSANZ) to support submissions on the draft year 1-10 curriculum for the Arts. Choose some points. Add examples from your own experience.

- The Dance sections of the Phase 1-4 draft Arts curriculum significantly lack coherence, clarity and sequencing.
- Teaching and Learning is out of order and not at appropriate year levels. E.g. In year 3, 'Contrast' and 'Combining elements' belong in year 11-12.
- Incorrect terminology or outdated language is used. E.g. confusing certain dance elements with devices, 'locomotive' when it should be 'locomotor'.
- Lots of important knowledge is missing.
- Students are required to do very complex tasks without ever learning basic knowledge or skills first. eg Tasks at Year 9 look like Year 13 / tertiary.
- Dance and Drama must be separate, not collapsed into 'Performing Arts' year 1-8.
 - Performing Arts is not a subject or discipline. In comparison to Visual Arts, Music, Dance and Drama, Performing Arts in Education has no defined terminology, history, knowledge or skills. In some cases, in the past, Performing Arts has been used to describe Dance, Drama AND Music.
 - Collapsing Dance and Drama into Performing Arts impacts the ability to teach Dance and Drama authentically, using specific terminology etc.
 - It has created inaccuracies in writing. Curriculum language and content is often not appropriate for either Dance or Drama. E.g. 'performance' used when 'choreography' is intended.
 - Naming the subject Performing Arts conveys that Dance and Drama are only about performing, when in fact, at primary school it is more likely that they will be creative arts that involve very little performing.
- All Dance content belongs in Dance. Content is currently split between P.E. and Performing Arts. Dance is an art form, not a sport.

- All Arts should be equal.
 - Combining Dance and Drama and calling them Performing Arts makes these subjects appear less important than Music and Art.
 - Performing Arts has only 2 Elements of knowledge where Music has 4. Combining Dance and Drama narrows both disciplines and creates a hierarchy of art forms.
- A lot of the Knowledge and Practice descriptions do not match the heading. eg Under 'Observing and Responding' are knowledge statements about learning, rehearsing and performing dance.
- There is tokenistic use of Toi Māori, often tacked on the end.
- There is no provision for Te Ao Haka, yet it becomes a subject at year 11, showing lack of coherence.
- When Drama references and content are removed from the Performing Arts draft, the remaining Knowledge and Practices for Dance are very uneven.
 - Amount of specified Knowledge varies between year levels.
 - Amount of Knowledge varies between elements e.g. more for Making and Creating, less for Observing and Responding.
 - No equivalence between Knowledge and Practices. E.g. yr 1-2 has 8 bullet points of Knowledge and only 2 Practices. This suggests students are expected to Know without Doing, i.e. rote learn.
- Insufficient time allocations and requirements
 - 1 hour / week for the Arts = 20 mins for Dance and Drama, nil for Te Ao Haka.
 - At year 9, Arts are allocated 1.5 hours / week. Most kura would offer 3 hours / week for an Arts subject at year 9, often rotating each term through all 4 Arts.
 - Year 9-10 students should learn in TWO art forms (not one) as in Technology
- Change from achievement outcomes focus to knowledge-rich focus.
 - Specified content – whose version?
 - Less flexibility for kura and kaiako to adapt for diverse learning needs, community and context.
- Specified content must be realistic and achievable within allowed learning time. Experience thus far is new knowledge-rich curricula seem over-stuffed with content.