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Dance 11–12, Dance Life Skills 11–12, Drama 11–12, Drama Life Skills 11–12, Music 1 11–12, Music 2 11–12, Music Extension 11–12 and Music Life Skills 11–12 Draft Syllabuses – 'Have your say' Survey 2024

Introduction

Thank you for participating in this survey about the Dance 11–12, Dance Life Skills 11–12, Drama 11–12, Drama Life Skills 11–12, Music 1 11–12, Music 2 11–12, Music Extension 11–12 and Music Life Skills 11–12 Draft Syllabuses.

View the draft syllabuses and the assessment and examination requirements [here](#).

Read this [privacy notice](#) to learn how NESA will use the data collected in the survey.

The survey should take 10 minutes to complete for each draft syllabus. There are a number of specific questions as well as the opportunity to make general comments in the survey.

Please note that questions marked with an asterisk require a response.

You must press the 'Submit' button at the end of the survey for your response to be included.

The survey will be open until 20 December 2024.

All consultation feedback will be considered.

For more information contact: nswcurriculumreform@nesa.nsw.edu.au

Dance 11–12, Dance Life Skills 11–12, Drama 11–12, Drama Life Skills 11–12, Music 1 11–12, Music 2 11–12, Music Extension 11–12 and Music Life Skills 11–12 Draft Syllabuses – 'Have your say' Survey 2024

1. * Please select **all** the syllabuses that you would like to comment on.

If you are not able to complete the whole survey in one go, your browser will save your progress when you press 'Next' on each page so you can return to your responses at a later time.

- Dance 11–12
- Dance Life Skills 11–12
- Drama 11–12
- Drama Life Skills 11–12
- Music 1 11–12
- Music 2 11–12
- Music Extension 11–12
- Music Life Skills 11–12

Dance 11–12, Dance Life Skills 11–12, Drama 11–12, Drama Life Skills 11–12, Music 1 11–12, Music 2 11–12, Music Extension 11–12 and Music Life Skills 11–12 Draft Syllabuses – 'Have your say' Survey 2024

Dance 11–12: Syllabus Elements

The key features of the Dance 11–12 Draft Syllabus include:

- clearly defined essential knowledge, understanding and skills, providing students with access to rich learning opportunities
- a reduced breadth of content that allows teachers to plan for deeper learning and skill development
- Aboriginal and Torres Strait Islander Peoples' Histories and Cultures content, including content about the Cultural significance and protocols of Aboriginal and Torres Strait Islander dance
- Life Skills outcomes and content that support students with intellectual disability to develop knowledge and skills in real-world contexts, such as safety, receptive and expressive communication and self-advocacy.

View the draft syllabus [here](#).

Dance 11–12, Dance Life Skills 11–12, Drama 11–12, Drama Life Skills 11–12, Music 1 11–12, Music 2 11–12, Music Extension 11–12 and Music Life Skills 11–12 Draft Syllabuses – 'Have your say' Survey 2024

Dance 11–12: Syllabus Elements

2. * To what extent do you agree with the following statements?

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree	Not in a position to comment
The rationale provides a common understanding of the value and importance of the subject for student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The aim provides a succinct statement of the overall purpose of the syllabus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you have further feedback on any of these questions, you can submit it through the additional comments box at the end of the Dance 11–12 section.

4. * How well does the syllabus enable you to meet the needs of the diversity of learners in your class? Please note there is a maximum of 600 characters (approximately 100 words) allowed for this response.

If you have further feedback on any of these questions, you can submit it through the additional comments box at the end of the Dance 11–12 section.

Dance 11–12, Dance Life Skills 11–12, Drama 11–12, Drama Life Skills 11–12, Music 1 11–12, Music 2 11–12, Music Extension 11–12 and Music Life Skills 11–12 Draft Syllabuses – 'Have your say' Survey 2024

Dance 11–12: Assessment

The following question regarding assessment will inform the ongoing work in Curriculum Reform.

5. *To what extent do you agree with the following statement?

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree	Not in a position to comment
The assessment and examination requirements for 11–12 courses provide sufficient opportunities for students to demonstrate their knowledge, understanding and skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Comments (optional). Please note there is a maximum of 1200 characters (approximately 200 words) allowed for this response.

If you have further feedback on any of these questions, you can submit it through the additional comments box at the end of the Dance 11–12 section.

Dance 11–12, Dance Life Skills 11–12, Drama 11–12, Drama Life Skills 11–12, Music 1 11–12, Music 2 11–12, Music Extension 11–12 and Music Life Skills 11–12 Draft Syllabuses – 'Have your say' Survey 2024

Dance 11–12: NSW Government Response

The NSW Government response to the NSW curriculum review final report supported the following recommendations:

1.1 Identify essential facts, concepts and principles, the understanding of which is developed in increasing depth over time, and where required, use this to identify content that is more peripheral and could be removed.

1.2 Decide how this core content is to be sequenced through new syllabuses, informed by evidence of how increasingly deep knowledge and understandings in a subject commonly unfold and are best developed over time.

2.1 Make explicit in new syllabuses for every subject that skills in applying knowledge are part of the intended learning, and show how these skills are to be developed over time. These skills include subject-specific skills, but also skills in using technologies, sourcing and analysing information, critical and creative thinking, collaborating, and communicating.

View the full [NSW Government Response to the NSW Curriculum Review final report](#).

7. * To what extent do you agree that the draft outcomes and content appropriately reflect each recommendation?

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree	Not in a position to comment
The draft syllabus appropriately reflects recommendation 1.1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The draft syllabus appropriately reflects recommendation 1.2.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The draft syllabus appropriately reflects recommendation 2.1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you have further feedback on any of these questions, you can submit it through the additional comments box at the end of the Dance 11–12 section.

9. What are the strengths of the Dance 11–12 Draft Syllabus? Please note there is a maximum of 600 characters (approximately 100 words) allowed for this response.

10. Are there any aspects of the current syllabus that could use further development and that have not been addressed in this draft syllabus? Please note there is a maximum of 600 characters (approximately 100 words) allowed for this response.

11. Please provide any additional feedback (optional). Please note there is a maximum of 1200 characters (approximately 200 words) allowed for this response.

Thank you, this is the end of the Dance 11–12 section.

Dance 11–12, Dance Life Skills 11–12, Drama 11–12, Drama Life Skills 11–12, Music 1 11–12, Music 2 11–12, Music Extension 11–12 and Music Life Skills 11–12 Draft Syllabuses – 'Have your say' Survey 2024

Dance Life Skills 11–12: Syllabus Elements

The key features of the Dance Life Skills 11–12 Draft Syllabus include:

- clearly defined essential knowledge, understanding and skills, providing students with access to rich learning opportunities
- a reduced breadth of content that allows teachers to plan for deeper learning and skill development
- Aboriginal and Torres Strait Islander Peoples' Histories and Cultures content, including content about the Cultural significance and protocols of Aboriginal and Torres Strait Islander dance
- Life Skills outcomes and content that support students with intellectual disability to develop knowledge and skills in real-world contexts, such as safety, receptive and expressive communication and self-advocacy.

View the draft syllabus [here](#).

Dance 11–12, Dance Life Skills 11–12, Drama 11–12, Drama Life Skills 11–12, Music 1 11–12, Music 2 11–12, Music Extension 11–12 and Music Life Skills 11–12 Draft Syllabuses – 'Have your say' Survey 2024

Dance Life Skills 11–12: Syllabus Elements

12. * To what extent do you agree with the following statements?

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree	Not in a position to comment
The rationale provides a common understanding of the value and importance of the subject for student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The aim provides a succinct statement of the overall purpose of the syllabus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you have further feedback on any of these questions, you can submit it through the additional comments box at the end of the Dance Life Skills 11–12 section.

If you have further feedback on any of these questions, you can submit it through the additional comments box at the end of the Dance Life Skills 11–12 section.

Dance 11–12, Dance Life Skills 11–12, Drama 11–12, Drama Life Skills 11–12, Music 1 11–12, Music 2 11–12, Music Extension 11–12 and Music Life Skills 11–12 Draft Syllabuses – 'Have your say' Survey 2024

Dance Life Skills 11–12: NSW Government Response

The NSW Government response to the NSW curriculum review final report supported the following recommendations:

1.1 Identify essential facts, concepts and principles, the understanding of which is developed in increasing depth over time, and where required, use this to identify content that is peripheral and could be removed.

1.2 Decide how this core content is to be sequenced through new syllabuses, informed by evidence of how increasingly deep knowledge and understandings in a subject commonly unfold and are best developed over time.

2.1 Make explicit in new syllabuses for every subject that skills in applying knowledge are part of the intended learning, and show how these skills are to be developed over time. These skills include subject-specific skills, but also skills in using technologies, sourcing and analysing information, critical and creative thinking, collaborating, and communicating.

View the full [NSW Government Response to the NSW Curriculum Review final report](#).

14. * To what extent do you agree that the draft outcomes and content appropriately reflect each recommendation?

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree	Not in a position to comment
The draft syllabus appropriately reflects recommendation 1.1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The draft syllabus appropriately reflects recommendation 1.2.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The draft syllabus appropriately reflects recommendation 2.1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you have further feedback on any of these questions, you can submit it through the additional comments box at the end of the Dance Life Skills 11–12 section.

16. What are the strengths of the Dance Life Skills 11–12 Draft Syllabus? Please note there is a minimum of 600 characters (approximately 100 words) allowed for this response.

17. Are there any areas of the draft syllabus that require further development? Please note there is a minimum of 600 characters (approximately 100 words) allowed for this response.

18. Please provide any additional feedback (optional). Please note there is a maximum of 1200 characters (approximately 200 words) allowed for this response.

Thank you, this is the end of the Dance Life Skills 11–12 section.

Dance 11–12, Dance Life Skills 11–12, Drama 11–12, Drama Life Skills 11–12, Music 1 11–12, Music 2 11–12, Music Extension 11–12 and Music Life Skills 11–12 Draft Syllabuses – 'Have your say' Survey 2024

Drama 11–12: Syllabus Elements

The key features of the Drama 11–12 Draft Syllabus include:

- clearly defined essential knowledge, understanding and skills, providing students with access to rich learning opportunities
- reduced and refined outcomes to increase clarity for teachers and students
- essential knowledge and understanding of protocols and dramatic contexts of Aboriginal and Torres Strait Islander Practitioners and dramatic works
- Life Skills outcomes and content that support students with intellectual disability to develop knowledge and skills in real-world contexts, such as collaboration, receptive and expressive communication and self-advocacy.

View the draft syllabus [here](#).

Dance 11–12, Dance Life Skills 11–12, Drama 11–12, Drama Life Skills 11–12, Music 1 11–12, Music 2 11–12, Music Extension 11–12 and Music Life Skills 11–12 Draft Syllabuses – 'Have your say' Survey 2024

Drama 11–12: Syllabus Elements

19. * To what extent do you agree with the following statements?

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree	Not in a position to comment
The rationale provides a common understanding of the value and importance of the subject for student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The aim provides a succinct statement of the overall purpose of the syllabus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you have further feedback on any of these questions, you can submit it through the additional comments box at the end of the Drama 11–12 section.

21. * How well does the syllabus enable you to meet the needs of the diversity of learners in your class? Please note there is a maximum of 600 characters (approximately 100 words) allowed for this response.

If you have further feedback on any of these questions, you can submit it through the additional comments box at the end of the Drama 11–12 section.

Dance 11–12, Dance Life Skills 11–12, Drama 11–12, Drama Life Skills 11–12, Music 1 11–12, Music 2 11–12, Music Extension 11–12 and Music Life Skills 11–12 Draft Syllabuses – 'Have your say' Survey 2024

Drama 11–12: Assessment

The following question regarding assessment will inform the ongoing work in Curriculum Reform.

22. * To what extent do you agree with the following statement?

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree	Not in a position to comment
The assessment and examination requirements for 11–12 courses provide sufficient opportunities for students to demonstrate their knowledge, understanding and skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23. Comments (optional). Please note there is a maximum of 1200 characters (approximately 200 words) allowed for this response.

If you have further feedback on any of these questions, you can submit it through the additional comments box at the end of the Drama 11–12 section.

Dance 11–12, Dance Life Skills 11–12, Drama 11–12, Drama Life Skills 11–12, Music 1 11–12, Music 2 11–12, Music Extension 11–12 and Music Life Skills 11–12 Draft Syllabuses – 'Have your say' Survey 2024

Drama 11–12: NSW Government Response

The NSW Government response to the NSW curriculum review final report supported the following recommendations:

1.1 Identify essential facts, concepts and principles, the understanding of which is developed in increasing depth over time, and where required, use this to identify content that is more peripheral and could be removed.

1.2 Decide how this core content is to be sequenced through new syllabuses, informed by evidence of how increasingly deep knowledge and understandings in a subject commonly unfold and are best developed over time.

2.1 Make explicit in new syllabuses for every subject that skills in applying knowledge are part of the intended learning, and show how these skills are to be developed over time. These skills include subject-specific skills, but also skills in using technologies, sourcing and analysing information, critical and creative thinking, collaborating, and communicating.

View the full [NSW Government Response to the NSW Curriculum Review final report](#).

24. * To what extent do you agree that the draft outcomes and content appropriately reflect each recommendation?

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree	Not in a position to comment
The draft syllabus appropriately reflects recommendation 1.1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The draft syllabus appropriately reflects recommendation 1.2.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The draft syllabus appropriately reflects recommendation 2.1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you have further feedback on any of these questions, you can submit it through the additional comments box at the end of the Drama 11–12 section.

Dance 11–12, Dance Life Skills 11–12, Drama 11–12, Drama Life Skills 11–12, Music 1 11–12, Music 2 11–12, Music Extension 11–12 and Music Life Skills 11–12 Draft Syllabuses – 'Have your say' Survey 2024

Drama 11–12: Other Feedback

25. To what extent do you agree with the following statements?

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree	Not in a position to comment
The content described in each focus area captures the essential knowledge, understanding and skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The organisation of content between Year 11 and Year 12 is clear and appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

26. What are the strengths of the Drama 11–12 Draft Syllabus? Please note there is a maximum of 600 characters (approximately 100 words) allowed for this response.

27. Are there any aspects of the current syllabus that could use further development and that have not been addressed in this draft syllabus? Please note there is a maximum of 600 characters (approximately 100 words) allowed for this response.

28. Please provide any additional feedback (optional). Please note there is a maximum of 1200 characters (approximately 200 words) allowed for this response.

Thank you, this is the end of the Drama 11–12 section.

Dance 11–12, Dance Life Skills 11–12, Drama 11–12, Drama Life Skills 11–12, Music 1 11–12, Music 2 11–12, Music Extension 11–12 and Music Life Skills 11–12 Draft Syllabuses – 'Have your say' Survey 2024

Drama Life Skills 11–12: Syllabus Elements

The key features of the Drama Life Skills 11–12 Draft Syllabus include:

- clearly defined essential knowledge, understanding and skills, providing students with access to rich learning opportunities
- reduced and refined outcomes to increase clarity for teachers and students
- essential knowledge and understanding of protocols and dramatic contexts of Aboriginal and Torres Strait Islander Practitioners and dramatic works
- Life Skills outcomes and content that support students with intellectual disability to develop knowledge and skills in real-world contexts, such as collaboration, receptive and expressive communication and self-advocacy.

View the draft syllabus [here](#).

Dance 11–12, Dance Life Skills 11–12, Drama 11–12, Drama Life Skills 11–12, Music 1 11–12, Music 2 11–12, Music Extension 11–12 and Music Life Skills 11–12 Draft Syllabuses – 'Have your say' Survey 2024

Drama Life Skills 11–12: Syllabus Elements

29. * To what extent do you agree with the following statements?

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree	Not in a position to comment
The rationale provides a common understanding of the value and importance of the subject for student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The aim provides a succinct statement of the overall purpose of the syllabus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you have further feedback on any of these questions, you can submit it through the additional comments box at the end of the Drama Life Skills 11–12 section.

Dance 11–12, Dance Life Skills 11–12, Drama 11–12, Drama Life Skills 11–12, Music 1 11–12, Music 2 11–12, Music Extension 11–12 and Music Life Skills 11–12 Draft Syllabuses – 'Have your say' Survey 2024

Drama Life Skills 11–12: Draft Syllabus

30. * To what extent do you agree with the following statements for the Life Skills outcomes and content?

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree	Not in a position to comment
The outcomes are explicit and clear statements of the essential knowledge, understanding and skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The outcomes provide appropriate expectations of learning for the range of students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The content is appropriate for the outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The headings used to group the content are clear and appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The content is accessible for the range of students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you have further feedback on any of these questions, you can submit it through the additional comments box at the end of the Drama Life Skills 11–12 section.

Dance 11–12, Dance Life Skills 11–12, Drama 11–12, Drama Life Skills 11–12, Music 1 11–12, Music 2 11–12, Music Extension 11–12 and Music Life Skills 11–12 Draft Syllabuses – 'Have your say' Survey 2024

Drama Life Skills 11–12: NSW Government Response

The NSW Government response to the NSW curriculum review final report supported the following recommendations:

1.1 Identify essential facts, concepts and principles, the understanding of which is developed in increasing depth over time, and where required, use this to identify content that is more peripheral and could be removed.

1.2 Decide how this core content is to be sequenced through new syllabuses, informed by evidence of how increasingly deep knowledge and understandings in a subject commonly unfold and are best developed over time.

2.1 Make explicit in new syllabuses for every subject that skills in applying knowledge are part of the intended learning, and show how these skills are to be developed over time. These skills include subject-specific skills, but also skills in using technologies, sourcing and analysing information, critical and creative thinking, collaborating, and communicating.

View the full [NSW Government Response to the NSW Curriculum Review final report](#).

31. * To what extent do you agree that the draft outcomes and content appropriately reflect each recommendation?

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree	Not in a position to comment
The draft syllabus appropriately reflects recommendation 1.1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The draft syllabus appropriately reflects recommendation 1.2.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The draft syllabus appropriately reflects recommendation 2.1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you have further feedback on any of these questions, you can submit it through the additional comments box at the end of the Drama Life Skills 11–12 section.

Dance 11–12, Dance Life Skills 11–12, Drama 11–12, Drama Life Skills 11–12, Music 1 11–12, Music 2 11–12, Music Extension 11–12 and Music Life Skills 11–12 Draft Syllabuses – 'Have your say' Survey 2024

Drama Life Skills 11–12: Other Feedback

32. To what extent do you agree with the following statements?

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree	Not in a position to comment
The alignment between Drama 11–12 and Drama Life Skills 11–12 is clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Drama Project provides relevant and meaningful opportunities for students to apply their learning to an area of interest.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

33. What are the strengths of the Drama Life Skills 11–12 Draft Syllabus? Please note there is a maximum of 600 characters (approximately 100 words) allowed for this response.

34. Are there any areas of the draft syllabus that require further development? Please note there is a maximum of 600 characters (approximately 100 words) allowed for this response.

35. Please provide any additional feedback (optional). Please note there is a maximum of 1200 characters (approximately 200 words) allowed for this response.

Thank you, this is the end of the Drama Life Skills 11–12 section.

Dance 11–12, Dance Life Skills 11–12, Drama 11–12, Drama Life Skills 11–12, Music 1 11–12, Music 2 11–12, Music Extension 11–12 and Music Life Skills 11–12 Draft Syllabuses – 'Have your say' Survey 2024

Music 1 11–12: Syllabus Elements

The key features of the Music 1 11–12 Draft Syllabus include:

- essential learning that provides every student with the opportunity to develop musical knowledge through singing, playing instruments, improvising, composing, analysing and appreciating music
- clearly defined outcomes and content to support teacher planning while providing students with access to rich learning opportunities
- a sequential approach to the development of musical knowledge, understanding and skills in Years 11 and 12
- Life Skills outcomes and content that support students with intellectual disability to develop knowledge and skills in real-world contexts, such as collaboration, receptive and expressive communication and the use of technology.

View the draft syllabus [here](#).

Dance 11–12, Dance Life Skills 11–12, Drama 11–12, Drama Life Skills 11–12, Music 1 11–12, Music 2 11–12, Music Extension 11–12 and Music Life Skills 11–12 Draft Syllabuses – 'Have your say' Survey 2024

Music 1 11–12: Syllabus Elements

36. * To what extent do you agree with the following statements?

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree	Not in a position to comment
The rationale provides a common understanding of the value and importance of the subject for student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The aim provides a succinct statement of the overall purpose of the syllabus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you have further feedback on any of these questions, you can submit it through the additional comments box at the end of the Music 1 11–12 section.

38. * How well does the syllabus enable you to meet the needs of the diversity of learners in your class? Please note there is a maximum of 600 characters (approximately 100 words) allowed for this response.

If you have further feedback on any of these questions, you can submit it through the additional comments box at the end of the Music 1 11–12 section.

Dance 11–12, Dance Life Skills 11–12, Drama 11–12, Drama Life Skills 11–12, Music 1 11–12, Music 2 11–12, Music Extension 11–12 and Music Life Skills 11–12 Draft Syllabuses – 'Have your say' Survey 2024

Music 1 11–12: Assessment

The following question regarding assessment will inform the ongoing work in Curriculum Reform.

39. * To what extent do you agree with the following statement?

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree	Not in a position to comment
The assessment and examination requirements for 11–12 courses provide sufficient opportunities for students to demonstrate their knowledge, understanding and skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

40. Comments (optional). Please note there is a maximum of 1200 characters (approximately 200 words) allowed for this response.

If you have further feedback on any of these questions, you can submit it through the additional comments box at the end of the Music 1 11–12 section.

Dance 11–12, Dance Life Skills 11–12, Drama 11–12, Drama Life Skills 11–12, Music 1 11–12, Music 2 11–12, Music Extension 11–12 and Music Life Skills 11–12 Draft Syllabuses – 'Have your say' Survey 2024

Music 1 11–12: NSW Government Response

The NSW Government response to the NSW curriculum review final report supported the following recommendations:

1.1 Identify essential facts, concepts and principles, the understanding of which is developed in increasing depth over time, and where required, use this to identify content that is more peripheral and could be removed.

1.2 Decide how this core content is to be sequenced through new syllabuses, informed by evidence of how increasingly deep knowledge and understandings in a subject commonly unfold and are best developed over time.

2.1 Make explicit in new syllabuses for every subject that skills in applying knowledge are part of the intended learning, and show how these skills are to be developed over time. These skills include subject-specific skills, but also skills in using technologies, sourcing and analysing information, critical and creative thinking, collaborating, and communicating.

View the full [NSW Government Response to the NSW Curriculum Review final report](#).

41. * To what extent do you agree that the draft outcomes and content appropriately reflect each recommendation?

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree	Not in a position to comment
The draft syllabus appropriately reflects recommendation 1.1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The draft syllabus appropriately reflects recommendation 1.2.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The draft syllabus appropriately reflects recommendation 2.1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you have further feedback on any of these questions, you can submit it through the additional comments box at the end of the Music 1 11–12 section.

Dance 11–12, Dance Life Skills 11–12, Drama 11–12, Drama Life Skills 11–12, Music 1 11–12, Music 2 11–12, Music Extension 11–12 and Music Life Skills 11–12 Draft Syllabuses – 'Have your say' Survey 2024

Music 1 11–12: Other Feedback

42. To what extent do you agree with the following statements?

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree	Not in a position to comment
The syllabus provides opportunity for students and teachers to engage with a broad range of repertoire.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The repertoire requirements provide effective guidance for the selection of repertoire in the focus areas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Music technologies are appropriately represented in the syllabus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Music language content enables students to decode and interpret documented music.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

43. What are the strengths of the Music 1 11–12 Draft Syllabus? Please note there is a maximum of 600 characters (approximately 100 words) allowed for this response.

44. Please provide any additional feedback (optional). Please note there is a maximum of 1200 characters (approximately 200 words) allowed for this response.

Thank you, this is the end of the Music 1 11–12 section.

Dance 11–12, Dance Life Skills 11–12, Drama 11–12, Drama Life Skills 11–12, Music 1 11–12, Music 2 11–12, Music Extension 11–12 and Music Life Skills 11–12 Draft Syllabuses – 'Have your say' Survey 2024

Music 2 11–12: Syllabus Elements

The key features of the Music 2 11–12 Draft Syllabus include:

- content that builds on the knowledge and skills in the Music 7–10 Syllabus
- essential learning that provides every student with the opportunity to develop musical literacies through singing, playing instruments, improvising, composing, analysing and appreciating music
- clearly defined outcomes and content to support teacher planning while providing students with access to rich learning opportunities
- a sequential approach to the development of musical knowledge, understanding and skills in Years 11 and 12.

View the draft syllabus [here](#).

Dance 11–12, Dance Life Skills 11–12, Drama 11–12, Drama Life Skills 11–12, Music 1 11–12, Music 2 11–12, Music Extension 11–12 and Music Life Skills 11–12 Draft Syllabuses – 'Have your say' Survey 2024

Music 2 11–12: Syllabus Elements

45. * To what extent do you agree with the following statements?

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree	Not in a position to comment
The rationale provides a common understanding of the value and importance of the subject for student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The aim provides a succinct statement of the overall purpose of the syllabus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you have further feedback on any of these questions, you can submit it through the additional comments box at the end of the Music 2 11–12 section.

47. * How well does the syllabus enable you to meet the needs of the diversity of learners in your class? Please note there is a maximum of 600 characters (approximately 100 words) allowed for this response.

If you have further feedback on any of these questions, you can submit it through the additional comments box at the end of the Music 2 11–12 section.

Dance 11–12, Dance Life Skills 11–12, Drama 11–12, Drama Life Skills 11–12, Music 1 11–12, Music 2 11–12, Music Extension 11–12 and Music Life Skills 11–12 Draft Syllabuses – 'Have your say' Survey 2024

Music 2 11–12: Assessment

The following question regarding assessment will inform the ongoing work in Curriculum Reform.

48. * To what extent do you agree with the following statement?

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree	Not in a position to comment
The assessment and examination requirements for 11–12 courses provide sufficient opportunities for students to demonstrate their knowledge, understanding and skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

49. Comments (optional). Please note there is a maximum of 1200 characters (approximately 200 words) allowed for this response.

If you have further feedback on any of these questions, you can submit it through the additional comments box at the end of the Music 2 11–12 section.

Dance 11–12, Dance Life Skills 11–12, Drama 11–12, Drama Life Skills 11–12, Music 1 11–12, Music 2 11–12, Music Extension 11–12 and Music Life Skills 11–12 Draft Syllabuses – 'Have your say' Survey 2024

Music 2 11–12: NSW Government Response

The NSW Government response to the NSW curriculum review final report supported the following recommendations:

1.1 Identify essential facts, concepts and principles, the understanding of which is developed in increasing depth over time, and where required, use this to identify content that is more peripheral and could be removed.

1.2 Decide how this core content is to be sequenced through new syllabuses, informed by evidence of how increasingly deep knowledge and understandings in a subject commonly unfold and are best developed over time.

2.1 Make explicit in new syllabuses for every subject that skills in applying knowledge are part of the intended learning, and show how these skills are to be developed over time. These skills include subject-specific skills, but also skills in using technologies, sourcing and analysing information, critical and creative thinking, collaborating, and communicating.

View the full [NSW Government Response to the NSW Curriculum Review final report](#).

50. * To what extent do you agree that the draft outcomes and content appropriately reflect each recommendation

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree	Not in a position to comment
The draft syllabus appropriately reflects recommendation 1.1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The draft syllabus appropriately reflects recommendation 1.2.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The draft syllabus appropriately reflects recommendation 2.1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you have further feedback on any of these questions, you can submit it through the additional comments box at the end of the Music 2 11–12 section.

Dance 11–12, Dance Life Skills 11–12, Drama 11–12, Drama Life Skills 11–12, Music 1 11–12, Music 2 11–12, Music Extension 11–12 and Music Life Skills 11–12 Draft Syllabuses – 'Have your say' Survey 2024

Music 2 11–12: Other Feedback

51. To what extent do you agree with the following statements?

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree	Not in a position to comment
The content within the focus areas provides an appropriate level of challenge for students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The repertoire requirements provide effective guidance for the selection of repertoire in the focus areas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Music language content enables students to decode and interpret documented music.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Music technologies are appropriately represented in the syllabus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

52. What are the strengths of the Music 2 11–12 Draft Syllabus? Please note there is a maximum of 600 characters (approximately 100 words) allowed for this response.

53. Please provide any additional feedback (optional). Please note there is a maximum of 1200 characters (approximately 200 words) allowed for this response.

Thank you, this is the end of the Music 2 11–12 section.

Dance 11–12, Dance Life Skills 11–12, Drama 11–12, Drama Life Skills 11–12, Music 1 11–12, Music 2 11–12, Music Extension 11–12 and Music Life Skills 11–12 Draft Syllabuses – 'Have your say' Survey 2024

Music Extension 11–12 : Syllabus Elements

The key features of the Music Extension 11–12 Draft Syllabus include:

- content that builds on the knowledge and skills in the Music 7–10 Syllabus
- essential learning that provides every student with the opportunity to develop musical literacies through singing, playing instruments, improvising, composing, analysing and appreciating music
- clearly defined outcomes and content to support teacher planning while providing students with access to rich learning opportunities
- a sequential approach to the development of musical knowledge, understanding and skills in Years 11 and 12.

View the draft syllabus [here](#).

Dance 11–12, Dance Life Skills 11–12, Drama 11–12, Drama Life Skills 11–12, Music 1 11–12, Music 2 11–12, Music Extension 11–12 and Music Life Skills 11–12 Draft Syllabuses – 'Have your say' Survey 2024

Music Extension 11–12: Syllabus Elements

54. * To what extent do you agree with the following statements?

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree	Not in a position to comment
The rationale provides a common understanding of the value and importance of the subject for student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The aim provides a succinct statement of the overall purpose of the syllabus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you have further feedback on any of these questions, you can submit it through the additional comments box at the end of the Music Extension 11–12 section.

56. * How well does the syllabus enable you to meet the needs of the diversity of learners in your class? Please note there is a maximum of 600 characters (approximately 100 words) allowed for this response.

If you have further feedback on any of these questions, you can submit it through the additional comments box at the end of the Music Extension 11–12 section.

Dance 11–12, Dance Life Skills 11–12, Drama 11–12, Drama Life Skills 11–12, Music 1 11–12, Music 2 11–12, Music Extension 11–12 and Music Life Skills 11–12 Draft Syllabuses – 'Have your say' Survey 2024

Music Extension 11–12: Assessment

The following question regarding assessment will inform the ongoing work in Curriculum Reform.

57. * To what extent do you agree with the following statement?

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree	Not in a position to comment
The assessment and examination requirements for 11–12 courses provide sufficient opportunities for students to demonstrate their knowledge, understanding and skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

58. Comments (optional). Please note there is a maximum of 1200 characters (approximately 200 words) allowed for this response.

If you have further feedback on any of these questions, you can submit it through the additional comments box at the end of the Music Extension 11–12 section.

Dance 11–12, Dance Life Skills 11–12, Drama 11–12, Drama Life Skills 11–12, Music 1 11–12, Music 2 11–12, Music Extension 11–12 and Music Life Skills 11–12 Draft Syllabuses – 'Have your say' Survey 2024

Music Extension 11–12: NSW Government Response

The NSW Government response to the NSW curriculum review final report supported the following recommendations:

1.1 Identify essential facts, concepts and principles, the understanding of which is developed in increasing depth over time, and where required, use this to identify content that is more peripheral and could be removed.

1.2 Decide how this core content is to be sequenced through new syllabuses, informed by evidence of how increasingly deep knowledge and understandings in a subject commonly unfold and are best developed over time.

2.1 Make explicit in new syllabuses for every subject that skills in applying knowledge are part of the intended learning, and show how these skills are to be developed over time. These skills include subject-specific skills, but also skills in using technologies, sourcing and analysing information, critical and creative thinking, collaborating, and communicating.

View the full [NSW Government Response to the NSW Curriculum Review final report](#).

59. * To what extent do you agree that the draft outcomes and content appropriately reflect each recommendation?

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree	Not in a position to comment
The draft syllabus appropriately reflects recommendation 1.1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The draft syllabus appropriately reflects recommendation 1.2.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The draft syllabus appropriately reflects recommendation 2.1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you have further feedback on any of these questions, you can submit it through the additional comments box at the end of the Music Extension 11–12 section.

Dance 11–12, Dance Life Skills 11–12, Drama 11–12, Drama Life Skills 11–12, Music 1 11–12, Music 2 11–12, Music Extension 11–12 and Music Life Skills 11–12 Draft Syllabuses – 'Have your say' Survey 2024

Music Extension 11–12: Other Feedback

60. To what extent do you agree with the following statements?

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree	Not in a position to comment
The syllabus provides appropriate opportunities for students to extend their knowledge and understanding.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The content described in each focus area captures the essential knowledge, understanding and skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The syllabus appropriately extends on the knowledge, understanding and skills in the Music 2 syllabus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

61. What are the strengths of the Music Extension 11–12 Draft Syllabus? Please note there is a maximum of 600 characters (approximately 100 words) allowed for this response.

62. Please provide any additional feedback (optional). Please note there is a maximum of 1200 characters (approximately 200 words) allowed for this response.

Thank you, this is the end of the Music Extension 11–12 section.

Dance 11–12, Dance Life Skills 11–12, Drama 11–12, Drama Life Skills 11–12, Music 1 11–12, Music 2 11–12, Music Extension 11–12 and Music Life Skills 11–12 Draft Syllabuses – 'Have your say' Survey 2024

Music Life Skills 11–12: Syllabus Elements

The key features of the Music Life Skills 11–12 Draft Syllabus include:

- essential learning that provides every student with the opportunity to develop musical knowledge through singing, playing instruments, improvising, composing, analysing and appreciating music
- clearly defined outcomes and content to support teacher planning while providing students with access to rich learning opportunities
- a sequential approach to the development of musical knowledge, understanding and skills in Years 11 and 12
- Life Skills outcomes and content that support students with intellectual disability to develop knowledge and skills in real-world contexts, such as collaboration, receptive and expressive communication and the use of technology.

View the draft syllabus [here](#).

Dance 11–12, Dance Life Skills 11–12, Drama 11–12, Drama Life Skills 11–12, Music 1 11–12, Music 2 11–12, Music Extension 11–12 and Music Life Skills 11–12 Draft Syllabuses – 'Have your say' Survey 2024

Music Life Skills 11–12: Syllabus Elements

63. * To what extent do you agree with the following statements?

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree	Not in a position to comment
The rationale provides a common understanding of the value and importance of the subject for student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The aim provides a succinct statement of the overall purpose of the syllabus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you have further feedback on any of these questions, you can submit it through the additional comments box at the end of the Music Life Skills 11–12 section.

If you have further feedback on any of these questions, you can submit it through the additional comments box at the end of the Music Life Skills 11–12 section.

Dance 11–12, Dance Life Skills 11–12, Drama 11–12, Drama Life Skills 11–12, Music 1 11–12, Music 2 11–12, Music Extension 11–12 and Music Life Skills 11–12 Draft Syllabuses – 'Have your say' Survey 2024

Music Life Skills 11–12: NSW Government Response

The NSW Government response to the NSW curriculum review final report supported the following recommendations:

1.1 Identify essential facts, concepts and principles, the understanding of which is developed in increasing depth over time, and where required, use this to identify content that is more peripheral and could be removed.

1.2 Decide how this core content is to be sequenced through new syllabuses, informed by evidence of how increasingly deep knowledge and understandings in a subject commonly unfold and are best developed over time.

2.1 Make explicit in new syllabuses for every subject that skills in applying knowledge are part of the intended learning, and show how these skills are to be developed over time. These skills include subject-specific skills, but also skills in using technologies, sourcing and analysing information, critical and creative thinking, collaborating, and communicating.

View the full [NSW Government Response to the NSW Curriculum Review final report](#).

65. * To what extent do you agree that the draft outcomes and content appropriately reflect each recommendation?

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree	Not in a position to comment
The draft syllabus appropriately reflects recommendation 1.1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The draft syllabus appropriately reflects recommendation 1.2.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The draft syllabus appropriately reflects recommendation 2.1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you have further feedback on any of these questions, you can submit it through the additional comments box at the end of the Music Life Skills 11–12 section.

Dance 11–12, Dance Life Skills 11–12, Drama 11–12, Drama Life Skills 11–12, Music 1 11–12, Music 2 11–12, Music Extension 11–12 and Music Life Skills 11–12 Draft Syllabuses – 'Have your say' Survey 2024

Music Life Skills 11–12: Other Feedback

66. To what extent do you agree with the following statements?

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree	Not in a position to comment
The alignment between Music 1 11–12 and Music Life Skills 11–12 is clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Music Project provides relevant and meaningful opportunities for students to apply their learning to an area of interest.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

67. What are the strengths of the Music Life Skills 11–12 Draft Syllabus? Please note there is a maximum of 600 characters (approximately 100 words) allowed for this response.

68. Are there any areas of the draft syllabus that require further development? Please note there is a maximum of 600 characters (approximately 100 words) allowed for this response.

69. Please provide any additional feedback (optional). Please note there is a maximum of 1200 characters (approximately 200 words) allowed for this response.

Thank you, this is the end of the Music Life Skills 11–12 section.

Dance 11–12, Dance Life Skills 11–12, Drama 11–12, Drama Life Skills 11–12, Music 1 11–12, Music 2 11–12, Music Extension 11–12 and Music Life Skills 11–12 Draft Syllabuses – 'Have your say' Survey 2024

General Information

In the following section you will be asked to provide general information about you and your role for the purpose of understanding your context in relation to your feedback.

NESA will only use the information provided to assist in the performance of its functions directly related to the survey content or purpose. NESA will neither use nor disclose for any other purpose the information collected in this survey, unless required or permitted by law.

Read this [privacy notice](#) to learn how NESA will use the data collected in this survey.

Dance 11–12, Dance Life Skills 11–12, Drama 11–12, Drama Life Skills 11–12, Music 1 11–12, Music 2 11–12, Music Extension 11–12 and Music Life Skills 11–12 Draft Syllabuses – 'Have your say' Survey 2024

General Information

70. * I am responding:

- as an individual
- on behalf of a group

71. * This response is from a/group of: (Please select up to 2 choices)

- Early Childhood teacher
- Primary teacher
- Secondary teacher
- Head teacher
- Member of a school executive
- Principal
- Academic
- Pre-service teacher
- Special Education teacher (mainstream setting)
- Special Education teacher (specialist setting)
- EAL/D teacher
- Gifted Education teacher
- Student
- Parent/carer
- Community member
- Home-schooling parent
- Other (please specify)

Dance 11–12, Dance Life Skills 11–12, Drama 11–12, Drama Life Skills 11–12, Music 1 11–12, Music 2 11–12, Music Extension 11–12 and Music Life Skills 11–12 Draft Syllabuses – 'Have your say' Survey 2024

General Information

72. * Name of your group:

73. Number of people represented in this feedback:

Dance 11–12, Dance Life Skills 11–12, Drama 11–12, Drama Life Skills 11–12, Music 1 11–12, Music 2 11–12, Music Extension 11–12 and Music Life Skills 11–12 Draft Syllabuses – 'Have your say' Survey 2024

General Information

74. * Number of years you have taught **Dance 11–12**:

- 0–5
- 6–10
- 11–15
- 16–20
- More than 20
- Other (please specify)

75. * Number of years you have taught **Dance Life Skills 11–12**:

- 0–5
- 6–10
- 11–15
- 16–20
- More than 20
- Other (please specify)

76. * Number of years you have taught **Drama 11–12**:

- 0–5
- 6–10
- 11–15
- 16–20
- More than 20
- Other (please specify)

77. * Number of years you have taught **Drama Life Skills 11–12**:

- 0–5
- 6–10
- 11–15
- 16–20
- More than 20
- Other (please specify)

78. * Number of years you have taught **Music 1 11–12**:

- 0–5
- 6–10
- 11–15
- 16–20
- More than 20
- Other (please specify)

79. * Number of years you have taught **Music 2 11–12:**

- 0–5
- 6–10
- 11–15
- 16–20
- More than 20
- Other (please specify)

80. * Number of years you have taught **Music Extension 11–12:**

- 0–5
- 6–10
- 11–15
- 16–20
- More than 20
- Other (please specify)

81. * Number of years you have taught **Music Life Skills 11–12:**

- 0–5
- 6–10
- 11–15
- 16–20
- More than 20
- Other (please specify)

82. * Number of years as a practising teacher:

- 0–5
- 6–10
- 11–15
- 16–20
- More than 20
- Other (please specify)

Dance 11–12, Dance Life Skills 11–12, Drama 11–12, Drama Life Skills 11–12, Music 1 11–12, Music 2 11–12, Music Extension 11–12 and Music Life Skills 11–12 Draft Syllabuses – 'Have your say' Survey 2024

General Information

83. *School Sector:

- Catholic
- Government
- Independent
- Not applicable

84. * Type of school:

- K–2 school
- K–6 school
- K–12 school
- 7–10 school
- 7–12 school
- 11–12 school
- Not applicable
- Other (please specify)

85. * In which region is your school community or workplace located?

86. * Other (Please specify)

Dance 11–12, Dance Life Skills 11–12, Drama 11–12, Drama Life Skills 11–12, Music 1 11–12, Music 2 11–12, Music Extension 11–12 and Music Life Skills 11–12 Draft Syllabuses – 'Have your say' Survey 2024

General Information

87. * I am:

- an Aboriginal person
- a Torres Strait Islander person
- an Aboriginal and Torres Strait Islander person
- not an Aboriginal or Torres Strait Islander person

Dance 11–12, Dance Life Skills 11–12, Drama 11–12, Drama Life Skills 11–12, Music 1 11–12, Music 2 11–12, Music Extension 11–12 and Music Life Skills 11–12 Draft Syllabuses – 'Have your say' Survey 2024

General Information

88. * To what extent do you agree with the following statements?

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree	Not in a position to comment
The survey questions were clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The survey was easy to navigate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The survey allowed me to effectively give my feedback.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

89. Do you have any suggestions about how we can improve our survey?

This is the end of the Dance 11–12, Dance Life Skills 11–12, Drama 11–12, Drama Life Skills 11–12, Music 1 11–12, Music 2 11–12, Music Extension 11–12 and Music Life Skills 11–12 'Have your say' survey. Thank you for your feedback. We appreciate your time.

Please press the 'Submit' button to complete the survey.