

**Regulations  
on changes to the Swedish National Agency for Education's Ordinance  
(SKOLFS 2011:14) on diploma objectives for the Professional Dancer  
Programme at upper secondary school;**

established on 10 June 2015

Pursuant to the Section 14 of Ordinance (2011:7) on dancer education, the Swedish National Agency for Education

prescribes that the Appendix to the Swedish National Agency for Education's Ordinance (SKOLFS 2011:14) on diploma objectives for the Professional Dancer Programme at upper secondary school shall have the following wording.

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These regulations came into force on 01 August 2015.

On behalf of the Swedish National Agency for Education

ANNA EKSTRÖM

Christina Månberg

## Appendix

### Diploma objectives for vocational dance training

The vocational dance training is a nationally recruited, special vocational programme in upper secondary school, which has its own diploma objective. This is an elite programme. After graduating the programme, the pupils will have the knowledge required to work as dancers on the national and international stage, where classical ballet or contemporary dance is performed at a technically and artistically advanced level.

The programme shall develop the pupils' knowledge about and skills in the scenic performance of dance. This entails daily training and involves the pupils having to continuously refine their dance technique, rehearse choreographic material, solve problems relating to dance technique and artistry, and participate in stage productions.

Stage experience is central to the profession. The programme shall therefore provide the pupils with such experience and knowledge of the different professional roles involved in stage art, and how these interact in a production. The programme is intended to develop the pupils' ability to take responsibility, cooperate and see their role as part of an artistic whole. This also means that the programme should lead to the pupils developing an ability to use the codes and conventions used for the stage. This includes both historical knowledge of older traditions and current knowledge within the field of dance.

The developments within the profession requires the ability to dance both historical and contemporary pieces, and to participate in an artistic process together with a choreographer. The programme shall therefore develop the pupils' interpretative abilities and sense of style in terms of different repertoires, along with an ability to improvise, be creative, take initiative and solve problems in a co-creative artistic process. The choreographies may consist of solos, duets or ensembles, and they can be historical or contemporary. The programme shall therefore give the pupils an ability to adapt their dance technique and artistic expression to various contexts and choreographic attitudes, and develop the pupils' ability to work on solos as well as in ensembles.

The programme shall to lead to the pupils developing a high technical quality in their dance, within both ballet or contemporary dance. The technical aspects of classical ballet and contemporary dance include the entire range of motion, step combinations and movement qualities which are used within this field. The programme is to develop the pupils' technical qualities and artistic expression, in accordance with both tradition and current developments. The pupils are also to be given the chance to develop technical and artistic knowledge according to the latest research and developments.

The programme is to give the pupils' the ability to use different approaches to music in different styles and genres, both historic and contemporary. Dance, art and music both reflect and contribute to the creation of cultural values, in terms of body image, gender and ethnicity, and the pupils are to develop an ability to problematise these issues when it comes to technique, interpretation and finished choreography. The programme is also to provide the pupils with knowledge of how to analyse artistic expressions in different contexts and from varying perspectives. The pupils must also be given the tools to develop a professional language.

Within the profession, everyone is expected to take own responsibility for themselves. Individual problem-solving feedback and coaching, focusing on development opportunities, are

important methods for the programme to allow the pupils to evaluate or reflect on their own development, in the manner required in their professional life, when it comes to body awareness, dance technique, interpretation and stage work. The programme is also to provide the pupils with knowledge of how supplementary training methods may strengthen the body and how health, ergonomics and life style affect the body. Using their body as a form of artistic expression also places high demands on a person's ability to handle stress. The programme must therefore give the pupils the ability to use various methods of mental training.

Within the programme, the pupils are to be provided with an opportunity to collaborate with other forms of artistic expressions, and with areas of knowledge where artistic expression has a prominent role, such as cultural studies, history and language. The programme shall also teach the pupils about legal and ethical questions on the freedom of speech, copyright as a culture performer and in communication with an audience.

Work placements must be a part of the programme. These work placements are intended to contribute to the pupils developing a set of professional skills, a professional identity and an understanding of the professional culture, and becoming part of the workplace community. The work placement is also meant to give an insight into the working conditions of stage art.

## **Profiles**

The Professional dancer programme has two national profiles. The profile *classic ballet* can lead to work as a classic dancer. The profile *modern contemporary dance* can lead to work as a modern contemporary dancer.

## **Objectives for the upper secondary diploma project**

The diploma project should show that the pupil is prepared for the work as a dancer. It should test the pupil's ability to carry out commonly occurring professional tasks. The diploma project must involve the pupil planning, implementing and evaluating their task. The diploma project should be designed so as to give the pupils an opportunity to test their professional skills within a stage context.