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Curriculum elements

Foundation

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| **Year level description** |
| In Foundation, learning in The Arts builds on the Early Years Learning Framework and each student’s prior learning and experiences. The curriculum allows for play-based approaches that integrate arts learning experiences across the 5 Arts subjects and/or specialist teaching. There are examples in the content elaborations for each subject and examples that span across the subjects.In Foundation, Arts learning fosters students’ understanding of how the arts enrich their lives and the lives of all people. Engagement with the arts strengthens students’ sense of wellbeing and develops their connections with the world. Arts learning involves exploration and purposeful, creative play, together with structured learning appropriate for their level of development. In The Arts, students work individually and collaboratively with peers and teachers, drawing on their imaginations, stimulus materials such as images or works of fiction, and real-life experiences. Students explore the arts in their lives and communities. They learn that the arts are central to all cultures and explore the diversity of arts works across cultures. They build empathy and understanding that what is familiar to one person can be new to somebody else. Students use arts knowledge and skills to make arts works that represent their ideas about the world and share their work with peers in informal settings. They experience being an audience. As they make and respond, students learn about safe practices in the arts. In Foundation, learning in Dance can involve students:* developing body awareness and learning about how body bases, parts and zones are used in dance; for example exploring how different body parts move
* exploring the elements of dance: space, time, dynamics and relationships, as they make and observe dances; for example, exploring and creating movement patterns
* using fundamental movement skills and combining movements to create dance sequences that use locomotor movements (travelling); for example, walking or rolling, and non-locomotor movements (not travelling); for example, bending, melting, balancing, or being as tall or as small as they can be
* experimenting with simple technical skills such as posture or coordination, and expressive skills such as facial expression or gesture, as they select and organise movements in their own dances.
 |
| **Achievement standard** |
| By the end of the Foundation year, students describe experiences, observations, ideas and/or feelings about arts works they encounter at school, home and/or in the community.Students use play, imagination, arts knowledge, processes and/or skills to create and share arts works in different forms. |

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| **Strand: Exploring and responding** | **Foundation** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| explore how and why the arts are important for people and communities AC9ADAFE01 | * exploring how facial expressions, gestures and other ways of moving, and using voice or language, can communicate emotions and feelings in arts works; for example, characters in portraits, cartoons, songs, chants or dances from different times and cultures
* identifying and/or learning social or cultural dances that have meaning for people and communities, taking care to observe relevant protocols; for example, working with community representatives or using accredited resources
* using dramatic play to explore ideas or understandings they observe or perceive in a text or image (print or screen); for example, exploring questions such as “What is happening?”, “What will happen next?”
* identifying arts works and experiences in their lives, such as songs they sing, dances or drama they watch or perform, animations, computer games or music videos, public art, 2D, 3D or screen-based works they encounter at school or in community settings, and sharing ideas and feelings about the works with peers and teachers
* singing songs that are used for celebrations, such as school songs, anthems, sports teams’ songs, birthday songs and songs that help teach content or concepts from other learning areas, such as health messages
* exploring how illustrations/images in a text (fiction or non-fiction, print or screen) help to communicate narrative or information about characters, settings and/or mood
* listening to First Nations Australians talk about the importance of the arts for connecting to people, culture and Country/Place; for example, using resources created or co-created by First Nations Australians
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| **Strand: Developing practices and skills** | **Foundation** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| use play, imagination, arts knowledge, processes and/or skills to discover possibilities and develop ideas AC9ADAFD01 | * playing with the tactile qualities of a range of materials (rough, smooth, spikey, gooey) and exploring how they feel about these qualities to develop ideas for a visual artwork, dance or soundscape; for example, using art materials, movement and/or voice to depict or embody the tactile qualities they have discovered; moving their body to communicate the smooth or rough qualities of a stone or ball
* imagining how the characters in a story they are reading might dress or move, and making still or moving images to communicate ideas about the characters; for example, working in groups and using dramatic play to imagine possibilities about characters and situations or asking questions such as “What happens next?”
* identifying and describing shapes, colours and lines they observe in their environment and exploring ways to use these shapes creatively; for example, imagining and trialling ways to use geometric and organic shapes and collage techniques to represent a familiar object such as a face; improvising movements that trace a series of shapes such as circle, rectangle and triangle; improvising a melody that follows the contour of the shape or working collaboratively to form frozen or still images of each shape
* playing games to develop subject-specific practices such as pitch, beat and/or rhythm recognition; exploring ways that body parts, zones and bases can be moved safely and expressively; taking on the point of view of a fictional character in dramatic play
* responding to the emotions they experience while listening to different pieces of music and using movement to share their response; for example, using scarves and movement, or creating visual images using materials such as crayons or paint
* improvising rhythmic patterns for clapping or stamping or inventing new movements for familiar action songs, and interpreting these visually by using elements of art/design such as shapes, lines and/or colours, and materials such as paper and pencil or string
* exploring their speaking and singing voices and discovering ways to use their voices/vocalisation to communicate ideas and feelings
* improvising movements to explain the steps in a process, and then using a camera to capture a series of images or a photographic story that can be displayed in the classroom to remind everybody about the process
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| **Strand: Creating and making** | **Foundation** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| create arts works that communicate ideasAC9ADAFC01 | * creating arts works in a range of forms to communicate ideas from lived personal or social experiences; for example, creating a dance or scenes showing favourite activities such as games; using digital devices to record their peers playing a game and creating a voice-over that describes what's happening; composing a song or chant about a favourite food or activity; drawing a home scene of people and animals
* creating works in response to inspiration from sources such as play, imagination, observation, literature, artworks from their cultures and communities or arts knowledge and skill development activities
* extending and varying known songs, chants or rhymes; for example, changing words, interpreting without using voice, adding movements/actions or improvising rhythm patterns as accompaniment
* manipulating objects, puppets, 2D images and/or available technologies to create or retell stories
* devising a chant/rap that a character from an animated series, a text or a fictional hero could use to communicate a health or sustainability message or to learn the steps in a process; recording the chant/rap using an available digital device and sharing live or via a school-managed space such as a learning management system
* repurposing materials and objects such as clothing or packing boxes as starting points for imagining and developing scenes and scenarios; for example, using packing boxes to create an imagined environment or vehicle
* considering as a class the characters and situations associated with a story and then re-imagining them by asking questions of the story, such as “What’s up?”, “What happens next?” or “What else might/could happen?" to support the development of their own socio-dramatic or miniature worlds play
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| **Strand: Presenting and performing** | **Foundation** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| share their arts works with audiences AC9ADAFP01 | * sharing their artworks with the class via a “gallery” or “performance walk”; for example, walking around the space looking at the works and using positive language to comment on the works and identify features such as similarities or differences, use of materials and elements of art/design, such as line
* performing songs, soundscapes or chants/raps, using music skills they have learnt and practised, such as listening to and aiming to match starting pitch, staying in time with the group or following the agreed plan; for example, following a graphic score when performing a soundscape
* taking images of class arts events (with permission from the people involved), creating an image sequence to document the occasion, and adding sound; for example, importing the images to a software program, sequencing the images, and using instruments and voices to create a soundscape to accompany the images
* talking about ideas such as themes, processes used to make the work, or features of the work such as patterns, pathways or lines; for example, talking with the teacher and explaining the important features of their work
* presenting retellings of stories to peers; for example, through dramatic play using repurposed objects, toys or puppets they have made
* sharing their work with their teacher and responding to questions such as “What is going on in your work?”, “Tell me the story of what is happening?”, “What did you enjoy about making this work?”
* performing movement/dance sequences they have created for other groups in their class and introducing their work by describing their favourite moments in the sequence or explaining why they chose a particular movement
* using digital devices to record their arts explorations; for example, curating (selecting, ordering) a sequence of digital images (photos) to show the steps in a process; for example, images that show how they created new colours by mixing primary colours (using playdough or paint) and adding commentary that expresses their feelings, emotions and understandings
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Years 1–2

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| **Band level description** |
| In this band, learning in The Arts builds on each student’s prior learning and experiences. Students continue to learn through purposeful and creative play in structured learning programs designed to foster a strong sense of wellbeing, and develop their connection with and contribution to the world. They work individually and in collaboration with peers and teachers, drawing on their imaginations, real-life experiences, stimulus materials and learnings from across the curriculum.Students explore dance that they experience at home, school and/or through family and community events. They connect with choreographers and/or performers who live and work in the community; for example, by experiencing live or virtual performances. They use stimulus materials such as images, events, texts, questions and observations as inspiration for their own dance practices. These experiences support students to develop aesthetic knowledge across cognitive, sensory, emotive and physical domains, and to value arts works and practices from across cultures, communities and/or other contexts.In this band, the focus is on students:* exploring and responding to
	+ dance across cultures, communities and/or other contexts through inquiry and practical investigations, such as learning dances
	+ examples of dance choreographed and/or performed by First Nations Australians
* developing critical and creative practices and skills
	+ creative practices for choreography and performance using safe dance practice, fundamental movement skills, the elements of dance, imagination and processes such as improvisation
	+ critical practices by observing, reflecting on and responding to dance they experience, including their own dance
* creating dance sequences by selecting and combining movements that communicate ideas and intentions using fundamental movement skills, the elements of dance and imagination. Students may focus on choreographing dance sequences, or they may create work that combines dance and other arts forms, such as a dance sequence for use in a dramatic re-telling of a story
* performing/sharing dance they have learnt and/or choreographed in informal settings such as classroom presentations.
 |
|  **Dance Achievement standard** |
| By the end of Year 2, students identify where they experience dance. They describe where, why and/or how people across cultures, communities and/or other contexts experience dance.Students use the elements of dance to structure dance sequences. They demonstrate fundamental movement skills and safe dance practice. They perform their dance in informal settings. |

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| **Learning area Achievement standard** |
| By the end of Year 2, students identify where they experience the arts. They describe where, why and/or how people across cultures, communities and/or other contexts experience the arts. Students demonstrate arts practices and skills across arts subjects. They create arts works in a range of forms. They share their work in informal settings. |

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| **Strand: Exploring and responding** | **Years 1–2** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| explore where, why and how people across cultures, communities and/or other contexts experience dance AC9ADA2E01 | * identifying features of dances that communicate cultural knowledge, such as stories, traditions or dances used in ceremonies
* using Viewpoints to ask questions about dances they experience; for example, “What sort of movements did the dancers perform?”, “What are they wearing?”, “What kind of music are they dancing to?”, “How are they communicating the ideas or intentions in this dance?”
* recognising and describing patterns of movement in dances, using their own words and learnt dance terminology
* identifying similarities and differences in dances by sharing, viewing and/or learning dances that they are familiar with or have experienced with their families and communities
* identifying how dance can show what feelings people have about places, people or experiences
 |
| explore examples of dance choreographed and/or performed by First Nations Australians   AC9ADA2E02 | * exploring when, where, how and why First Nations Australians use dance to share knowledge about their cultures; for example, during celebrations such as National Aboriginal and Torres Strait Islander Children’s Day, NAIDOC Week, Reconciliation Week or the acknowledgement of significant occasions including Sorry Day
* observing how the elements of dance are used in choreography and/or performance by First Nations Australians; for example, exploring the movements with representatives of the First Nations Australian community or by using resources that are created or co-created by First Nations Australians
* identifying where they might experience dance in First Nations Australians’ cultural expressions, such as in ceremonies at their school, in their community, or as part of state and national events, and taking notice of ways the performers and audiences observe protocols and respect Elders or knowledge holders
* learning about First Nations Australians’ interpretations of the night sky; for example, working with First Nations Australians who have cultural authority to co-create movements to represent shapes and patterns that can be seen at different times of the year
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| **Strand: Developing practices and skills** | **Years 1–2** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| experiment with ways to move safely and expressively using fundamental movement skills and the elements of danceAC9ADA2D01 | * developing awareness of, and taking responsibility for, their own safe dance practice; for example, being aware of self and others in the dance space, moving with care, respecting others dancing in the space; developing an awareness of the boundaries of the dance space and an awareness of what their bodies need; for example, getting a drink to hydrate themselves after dance activities
* using improvisation to explore movement possibilities in response to a stimulus such as imagery, music or shared stories; for example, improvising movements in response to prompts such as “Make a long, narrow shape”, “Stretch the shape as wide as possible”, “Make your shape long, narrow and low/high”, “Connect your shape with the shape another person has made”, “Make your combined shape move sideways/forwards/in a circle/ backwards”
* using Viewpoints to ask questions and identify movement possibilities, such as “What levels are you using in this dance, and why?”, “How are you communicating your ideas and intentions in this dance?”, “Are there other body parts you can use for this movement?”
* exploring fundamental movements safely to develop ideas for movement; for example, ideas about familiar situations, objects, animals or environmental features, such as running in a race, jumping like a frog, stomping like a giant, rolling like a log, falling like an autumn leaf, floating like a cloud, gliding like a bird
* moving around open and crowded spaces safely and using a variety of travelling steps, such as running, skipping, rolling, jumping, walking backwards and sideways movements; identifying the distance between themselves and others when dancing and using props such as scarves; and responding by reflecting on the space and movements that made them feel safe or unsafe
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| **Strand: Creating and making** | **Years 1–2** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| use the elements of dance to choreograph dance sequencesAC9ADA2C01 | * using improvised movements to create a dance sequence that represents a weather event, or shows how they might take care of a place that is important to them
* using music they have created as inspiration for a dance, considering how they can use movement to communicate the rhythm/beat, texture (layers) or timbre (unique sound of each instrument/voice) in the music
* devising a dance sequence; for example, devising a starting shape, a way of moving to another place in the dance space (considering level, direction, locomotor and non-locomotor movements) and then combining their ideas with a partner or a small group to extend the sequence
* using ideas from an exploration of how they maintain balance, manipulate their posture, or move specific body parts, noting similarities and differences across individuals, groups or the whole class, to create a dance sequence
* using patterns of movement such as a sequence of locomotor movements (travelling movements) they have improvised, sharing/teaching these movements to a partner (and learning the partner’s movements), and working collaboratively to combine and extend these movement ideas to create a dance sequence
* using their own words and learnt dance terminology to share ideas about the dance they are creating and recognising and accepting constructive feedback from peers or teachers; for example, in response to a “work-in-progress” sharing
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| **Strand: Presenting and performing** | **Years 1–2** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| share dance sequences in informal settingsAC9ADA2P01 | * presenting a learned sequence of movements or performing dances they have learnt to peers and teachers
* performing a dance they have co-created with a First Nations Australian person who has cultural authority, and following protocols to ensure they are using any Indigenous Cultural and Intellectual Property with permission
* expressing ideas to an audience through movement; for example, showing contrasting dynamics by stamping heavily and tip­toeing lightly or using movement qualities, such as slow controlled sinking to the floor to express melting ice or sharp jerky movement to express a robot
* using Viewpoints to develop questions when responding to dances they experience in order to reflect on their choreography and/or performance; for example, “What did this dance make you think about?”, “Did the dance movements remind you of anything?”, “How did you communicate the ideas or intention in this dance?”
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Years 3–4

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| **Band level description** |
| In this band, learning in The Arts builds on each student’s prior learning and experiences. Arts learning in this band continues to use purposeful and creative play-based activities that foster development of students’ identity and wellbeing, and their connection with and contribution to the world. Students further develop their capability and confidence in using subject-specific skills, and creative and critical practices. They work individually and in collaboration with peers and teachers. Students continue to explore dance that they experience at home, school or through family and community events. They connect with choreographers and/or performers who live and work in the community; for example, by experiencing live or virtual performances. They use stimulus materials, such as images, events, texts, questions and observations, as inspiration for their own dance. These experiences support students to develop aesthetic knowledge across cognitive, sensory, emotive and physical domains, and to value arts works and practices from across cultures, times, places and/or other contexts such as countries or cultures in Asia. In this band, the focus is on students:* exploring and responding to
	+ works and experiences that showcase where, why and/or how dance is choreographed and/or performed across cultures, times, places and/or other contexts; for example, participating in dance events or learning dances choreographed for a specific purpose
	+ examples of dance choreographed and/or performed by First Nations Australians that communicate connection to and responsibility for Country/Place
* developing creative and critical practices and skills
	+ creative practices for choreography and performance using safe dance practice, fundamental movement skills, the elements of dance, imagination and processes such as improvisation
	+ critical practices by observing, reflecting on and responding to dance they experience, including their own dance
* creating dance by selecting and combining movements and structuring dance sequences that communicate ideas and intentions using fundamental movement skills, the elements of dance and imagination. Students use processes such as improvisation to develop and extend ideas for their dance. They may focus on choreographing dance sequences or they may create work that combines dance and other arts forms, such as a dance sequence they will perform to accompany a song
* performing dance they have learnt and/or choreographed in informal settings, such as spaces within the school.
 |
| **Dance Achievement standard** |
| By the end of Year 4, students describe use of the elements of dance in dance they experience, create and/or perform. They describe where, why and/or how dance is choreographed and/or performed across cultures, times, places and/or other contexts. Students use the elements of dance to structure dance sequences that communicate ideas, perspectives and/or meaning. They demonstrate fundamental movement skills and safe dance practice. They perform their dance in informal settings. |
| **Learning area Achievement standard** |
| By the end of Year 4, students describe use of elements, concepts and/or conventions in arts works they create and/or experience. They describe where, why and/or how arts works are created and presented across cultures, times and/or places and/or other contexts. Students use arts knowledge and skills to create arts works in a range of forms that communicate ideas, perspectives and/or meaning. They present and/or perform their work in informal settings. |

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| **Strand: Exploring and responding** | **Years 3–4** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| explore where, why and how dance is choreographed and/or performed across cultures, times, places and/or other contextsAC9ADA4E01 | * identifying meaning and describing purposes that dance can be created for; for example, exploring dances from a range of cultures from their local community and/or neighbouring countries, such as countries in Asia, that are performed for celebrations or narrative dances that share stories
* learning dances created for different purposes such as entertainment; for example, dances from a range of cultures, times or places that are/have been a dance craze or are a dance that “everyone” knows
* using Viewpoints to ask questions about dance they are experiencing, such as “Are the movements in this dance similar to movements in dances that you know?”, “Where are these dances performed?”
 |
| explore how First Nations Australians use dance to communicate their connection to and responsibility for Country/PlaceAC9ADA4E02 | * collecting and sharing information about dances choreographed and/or performed by First Nations Australians for occasions such as festivals or ceremonies; reflecting on how these dances can communicate important information or knowledge about Country/Place
* exploring how First Nations Australians use dance to express connection to and responsibility for Country/Place, culture and people, such as communicating knowledge about the local seasons
* exploring First Nations Australians’ use of dance to express connection to and responsibility for Country/Place such as communicating knowledge about the local season, or screen-based storytelling to maintain unique ways of life
* observing how the elements of dance are used in dances choreographed and performed by First Nations Australians to communicate connection to and responsibility for Country/Place; for example, in dance about wind, water or fire
* exploring the movements in dances with representatives of a First Nations Australian community or through resources created or co-created by First Nations Australians; for example, dances that share cultural accounts of Country/Place
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| **Strand: Developing practices and skills** | **Years 3–4** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| experiment with and practise skills for moving safely and expressively using fundamental movement skills and the elements of danceAC9ADA4D01 | * exploring known movements to find alternative ways of performing them; for example, waving hello or shaking hands and then doing the same action/s at different levels, in different directions, bigger/smaller or using a different body part, zone or base
* using contrast and repetition (choreographic devices) to explore and generate new movement in response to stimuli such as stories, memories or the environment
* exploring how the elements of dance can be used to communicate ideas, such as exploring how cultural stories can be shared through dance; for example, using the elements of dance to develop locomotor and non-locomotor movements to represent different aspects of a story (how a character walks, their emotions or the mood of a place in the story)
* developing the habit of always using safe dance practice; for example, warming up their bodies before executing more complex movement patterns in dance sequences and cooling/calming down afterwards, removing socks if the floor surface is slippery
* developing body awareness and refining technical skills of body control, accuracy, alignment, strength, balance and coordination in fundamental movements; for example, in response to teacher feedback
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| **Strand: Creating and making** | **Years 3–4** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| use the elements of dance to choreograph dance that communicates ideas, perspectives and/or meaningAC9ADA4C01 | * improvising using movements (locomotor and non-locomotor) from a dance they have learnt or experienced and using the elements of dance, such as space, time, dynamics and relationships, to develop sequences based on the original movements and then combining the sequences to create a longer dance
* using Viewpoints to frame questions about dances they are choreographing; for example, “How will the dance begin?”, “When does the middle part begin?”, “What shapes will we make?”, “How will the dance end?”
* creating dance sequences by combining fundamental locomotor and non-locomotor movements, such as running and sliding, bending and stretching, running, swinging and walking, and using a variety of levels and directions
* using Viewpoints to ask questions when making choices about ideas and intentions for a dance; for example, “How can we connect these 2 parts of our dance?” or “What level should we choose for the start of the dance?”
* using learning from explorations of dances that communicate First Nations Australians’ connection to and responsibility for Country/Place to devise dance that communicates their own connection to and responsibility for Country/Place; for example, devising a dance that communicates their feelings about a “favourite” place or shows how they care for a place in their community, taking care to follow protocols for respecting Indigenous Cultural and Intellectual Property rights
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| **Strand: Presenting and performing** | **Years 3–4** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| practise and perform dances in informal settings AC9ADA4P01 | * using expressive skills such as projection and focus to communicate dance ideas to an audience; for example, looking out and up to the ceiling and extending movements outwards to express a feeling of joy
* presenting their dance using screen-based technologies or through an online platform such as a school learning management system
* being an attentive audience member during class performances and providing constructive feedback to peers
* sharing with others the meaning and intended purposes of their own dance; for example, in a class debrief discussion after a performance; using their own words, images and some learnt dance terminology or responding through movement or by drawing (visual)
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Years 5–6

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| **Band level description** |
| In this band, students continue to learn in and through the practices of The Arts subjects, building on their prior learning and experiences. They work creatively and purposefully, and continue to develop their connection with and contribution to the world as artist and as audience. They work individually and in collaboration with peers and teachers. Students engage with dance works, choreographers and/or performers across cultures, times, places and/or other contexts; for example, exploring dance in their local area, state/territory or a country or region of Asia. They take opportunities to engage with living choreographers and/or performers and their works; for example, by experiencing live or virtual performances. They continue to use stimulus materials such as images, events, texts, questions and observations as inspiration for their own dance. These experiences support students to develop aesthetic knowledge across cognitive, sensory, emotive and physical domains and to value arts works and practices from diverse cultures. In In this band, the focus is on students: * exploring and responding to
	+ dance from local, regional, national and global cultures, times, places and/or other contexts that shows how the elements of dance can be used to communicate ideas, perspectives and/or meaning
	+ dance that showcases how First Nations Australians are continuing and revitalising cultures
* developing creative and critical practices and skills
	+ creative practices for choreography and performance using safe dance practice, fundamental movement skills, the elements of dance, imagination, and processes such as improvisation that allow them to extend and refine their movement capabilities
	+ critical practices by observing, reflecting on and responding to dance they experience, including their own dance
* creating dances by developing ideas and structuring movements to communicate their intentions as choreographers. They may focus on creating a dance work or they may create work that combines dance and another arts form, such as a dance for a media arts production
* presenting and performing dance they have learnt and/or choreographed for audiences, in available, informal and/or formal settings including, as appropriate, school-hosted digital spaces such as a school learning management system.
 |
| **Dance Achievement standard** |
| By the end of Year 6, students explain how the elements of dance are used in dance that they choreograph, perform and/or experience. They describe how dance from across cultures, times, places and/or other contexts communicates ideas, perspectives and/or meaning. They describe how dance is used to continue and revitalise cultures.Students use the elements of dance and/or choreographic devices to choreograph dances that communicate ideas, perspectives and/or meaning. They demonstrate safe dance practice and use of technical, and expressive skills. They perform dances in informal and/or formal settings. |
| **Learning area Achievement standard** |
| By the end of Year 6, students explain the use of elements, concepts and/or conventions in arts works they create and/or experience. They describe how the arts communicate ideas, perspectives and/or meaning across cultures, times, places and/or other contexts. They describe how the arts are used to continue and revitalise cultures.Students use subject-specific knowledge, elements, concepts, conventions, materials, skills and/or processes to create arts works that communicate ideas, perspectives and/or meaning. They demonstrate safe practices. They present and perform their arts works in formal and/or informal settings. |

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| **Strand: Exploring and responding** | **Years 5–6** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| explore ways that the elements of dance are combined to communicate ideas, perspectives and/or meaning in dance across cultures, times, places and/or other contexts AC9ADA6E01 | * exploring how dances they experience use the elements of dance and choreographic devices such as repetition, unison or contrast; for example, exploring culturally specific dance from a country or region in Asia, or dance on screen
* seeking feedback about how ideas in a dance were perceived/understood by the audience; for example, checking how the audience interpreted movements such as stop and start/percussive arm and upper body movements intended to express basketball actions in a game, or rhythmic and accented movement intended to express the passage of time, or the actions of a clock
* discussing the purpose of movements, elements of dance, production elements, technical and expressive skills, such as use of projection and focus, and how these affect the mood of audience and the relationship between dancers and the audience
* asking questions based on Viewpoints to explore similarities and differences in ways that choreographers or performers and audiences experience/respond to aspects of a dance; for example, “How were elements of dance used to communicate the main idea in the dance?”, “How was your mood changed by this dance?” and developing and asking questions that refer to energy, shape, tempo or use of production elements such as props or music
* exploring how dance is used to communicate cultural traditions; for example, considering dance from a country or region in Asia and asking, “What stories, narratives or ways of being and doing does this dance reflect?”, “Is this dance communicating something about the culture where it originated that we can’t learn any other way?”, “How is this dance evolving over time? For example, are costumes now made from different materials?”
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| explore the ways that First Nations Australians use dance to continue and revitalise culturesAC9ADA6E02 | * exploring, using resources created or co-created by First Nations Australians, how and why cultural expressions are critical for sharing continuing or revitalising cultures
* investigating how meaning and purpose are communicated in dance choreographed and/or performed by First Nations Australians; for example, observing how movements are used to share cultural knowledge with the broader community in a dance performed at a community event, or using resources created or co-created by First Nations Australians
* experiencing how First Nations Australians’ telling of ways stories and ideas communicate connection to and responsibility for Country/Place; for example, exploring how dance communicates knowledge about weather events or knowledge of sustainable practices for caring for land, sea, sky and waterways
* using Viewpoints to develop questions to build understanding about First Nations Australians’ dances and exploring what they could investigate further, such as “What do I already know about this dance practice?”, “What do I need to learn to have a better understanding?”, “What knowledge can I share with others?”, “What questions would I ask the dancers about this performance?”
* exploring how dances that tell stories maintain culture; for example, narrative dances that communicate knowledge about sustainable approaches to locating and gathering food or stories about how places got their names
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| **Strand: Developing practices and skills** | **Years 5–6** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| develop and practise technical and expressive skills using safe dance practice and the elements of danceAC9ADA6D01 | * improvising new movement to communicate ideas in response to stimulus; for example, exploring how they can use different body parts, zones, bases and elements of dance to communicate/represent ideas about overcrowded cities; for example, groups of dancers in close proximity to each other
* developing technical and expressive skills to refine their execution of fundamental movements such as galloping, jumping, sliding, rolling, slithering, spinning, shrinking, exploding or collapsing
* developing expressive skills of focus, clarity of the movement, confidence and facial expression/character
* exploring an element of dance; for example, experimenting with shapes and considering ideas such as positive and negative space or use of contrasting dynamics
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| **Strand: Creating and making** | **Years 5–6** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| manipulate the elements of dance and/or choreographic devices to choreograph dances that communicate ideas, perspectives and/or meaningAC9ADA6C01 | * exploring character and mood by experimenting with the elements of dance, developing ideas for a narrative dance such as retelling a story and combining ideas for each section of the story to structure the dance
* exploring a stimulus or analysing other dances to devise a variety of movement possibilities, such as different ways to jump and land, roll and stand or spiral down to the ground, and then selecting, combining, arranging and refining the movements to structure a dance; for example, using some movements in a repeating section that alternates with contrasting sections
* using Viewpoints to frame questions when reflecting on development of their dance, “How is the movement of the body used to represent a story, character or idea?”, “How can we use space, costume or multimedia to communicate meaning in this dance?”
* creating a dance that focuses on use of technical and expressive skills such as control, coordination and balance
* creating a dance that explores a theme or an issue such as a theme from a known text or an issue relating to sustainable ways of living
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| **Strand: Presenting and performing** | **Years 5–6** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| practise and perform dances using technical and expressive skills in informal and/or formal settingsAC9ADA6P01 | * rehearsing and performing a range of learnt dance and/or dance they have choreographed with an awareness of how they are working within their body capabilities and applying technical and expressive skills
* using specific technical and expressive skills in their performance to communicate ideas, perspectives and/or meaning to the audience; for example, creating tension through use of a series of slow, controlled movements performed with neutral (blank) facial expressions
* presenting dances, using production elements such as music, costumes and props where appropriate to enhance different contexts; for example, using traditional music when performing dances with representatives of the cultural group from the community
* using questions based on Viewpoints such as questions about forms and elements to reflect on their performance; for example, “How did the dancers/you use space and energy to create a feeling of strength/isolation/happiness?”, “What relationship are you aiming to create between the dancers and the audience?”
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