



Australian Curriculum - Dance

Band Descriptions, Achievement Standards and Content Descriptors

Foundation to Year 8

Foundation to Year 2

Foundation to Year 2 Band Description

In Dance, students:

- become aware of their bodies and learn about the body bases, parts and zones used in dance
- explore space, time, dynamics and relationships as they make and observe dances
- explore locomotor (moving from place to place) and non-locomotor (stationary, on the spot) movements and use these fundamental movement skills in their own dance
- experiment with simple technical and expressive skills and begin to learn about choreographic devices through selecting and organising movements in their own dances.

Achievement Standard: Students use the elements of dance to make and perform dance sequences that [demonstrate](#) fundamental movement skills to [represent](#) ideas. Students [demonstrate](#) safe practice.

Years 3 and 4

Years 3 and 4 Band Description

In Dance, students:

- extend their awareness of the body as they incorporate actions using different body parts, body zones and bases
- explore and experiment with directions, time, dynamics and relationships using groupings, objects and props
- extend their fundamental movement skills by adding and combining more complex movements
- use technical skills including accuracy and awareness of body alignment
- explore meaning and interpretation, elements and forms including shapes and sequences of dances as they make and respond to dance
- use expressive skills including projection and focus when performing dance for themselves and others.

Achievement Standard: Students structure movements into dance sequences and use the elements of dance and choreographic devices to represent a story or mood. They collaborate to make dances and perform with control, accuracy, projection and focus.

Years 5 and 6

Years 5 and 6 Band Description

In Dance, students:

- extend their awareness of the body as they combine movements that use body parts and actions with those involving body zones and bases
- extend their understanding and use of space, time, dynamics and relationships including performing in groups of varying sizes
- extend their use of various combinations of fundamental movement skills and technical skills, developing competence, body control and accuracy
- explore meaning and interpretation, forms and elements of dance, including the use of space and energy in dances as they make and respond to dance.

Achievement Standard: Students structure movements in dance sequences and use the elements of dance and choreographic devices to make dances that communicate meaning. They work collaboratively to perform dances for audiences, demonstrating technical and expressive skills.

Years 7 and 8

Years 7 and 8 Band Description

In Dance, students:

- make and respond to dance independently and with their classmates, teachers and communities
- explore dance as an art form through choreography, performance and appreciation
- build on their awareness of the body through body part articulation
- extend their understanding and use of space, time, dynamics and relationships including performing in groups, spatial relationships and using interaction to communicate their choreographic intention
- extend the combinations of fundamental movement skills to explore dance styles
- extend technical skills from the previous band, increasing their confidence, accuracy, clarity of movement and projection
- draw on dances from a range of cultures, times and locations as they experience dance
- explore the dance and influences of Aboriginal and Torres Strait Islander Peoples and of the Asia region
- learn about style and choreographic intent in Aboriginal and Torres Strait Islander dances, and how these dances communicate social contexts and relationships
- learn about sustainability through the arts and sustainability of practices in the arts
- explore meaning and interpretation, forms and elements, and social, cultural and historical contexts of dance as they make and respond to dance
- evaluate choreographers' intentions and expressive skills in dances they view and perform
- understand that safe dance practices underlie all experiences in the study of dance
- perform within their own body capabilities and work safely in groups.

Examples of knowledge and skills in Dance

Foundation to Year 2

In this band students are introduced to the ways that ideas and intentions are communicated in and through dance. They develop knowledge, understanding and skills through dance practices focusing on:

Body

- body awareness – awareness of body in space in relation to objects in class; awareness of position
- body zones/parts – whole body/parts of the body
- body bases (what supports the body) – feet, hands or knees

Elements of dance

Space

- level – for example, moving through low (ground), medium (standing) and high (head height) levels
- directions – for example, forwards, backwards, sideways
- shapes – for example, angular, twisted, curved, straight, closed circular
- dimension – for example, big, small
- personal (kinesphere) and general space – for example, moving within the space around the body; extending as far as the body and body parts can reach without travelling; sharing the general dance space with other students
- pathways – for example, tracing patterns in the air with the arms, or on the floor by moving the body around, under, over

Time

- tempo – for example, fast/slow, slowing down, speeding up, moving versus freezing
- rhythm – for example, even, uneven

Dynamics

- gaining control over own energy levels
- moving to illustrate different environments – for example, melting ice, windy weather
- using different dynamics – for example, heavy/light, sharp/soft movements
- movement qualities – melting, jerky, percussive
- force – bouncing, exploding, shaking

Relationships

- groupings – for example, dancing as an individual within a group
- spatial relationships – for example, around, side-by-side
- interaction – for example, mirroring movement with a partner
- use of simple objects/props – for example, moving in and around an object or prop

Fundamental movement skills

- locomotor movements – for example, walking, running, marching, galloping, skipping, crawling, rolling
- non-locomotor movements – for example, bending, stretching, twisting, turning, growing, melting to the ground

Technical skills

- with teacher guidance, practising to develop body control, posture, strength, balance and coordination

Expressive skills

- for example, facing the audience, looking out to audience (as appropriate) and using facial expression

Safe dance practices

- awareness of, care, respect and responsibility for other students dancing in the dance space
- awareness of the boundaries of the dance space
- awareness of their own body's needs, for example, getting a drink after dance activities for hydration

Choreographic devices

- selecting meaningful movements
- combining movements.

Years 3 and 4

In this band students develop their knowledge of how ideas and intentions are communicated in and through dance. They build on and refine their knowledge, understanding and skills through dance practices focusing on:

Body

- body parts/actions – for example, gestures
- body zones – for example, body areas of front and back; cross-lateral – left arm and right leg
- body bases – for example, seat as base

Elements of dance

Space

- level – for example, moving at a level, moving between levels
- directions – for example, diagonal, circular
- shapes – for example, symmetry versus asymmetry, organic versus geometric shape, angular versus curved shape
- dimension – size of movement, for example, large, small, narrow, wide
- pathways – for example, in air, on floor
- positive and negative space

Time

- tempo – for example, sustained, increasing and decreasing speeds
- rhythm – for example, regular, irregular
- stillness – for example, pausing; freezing; holding a shape for a moment, then continuing with a dance sequence

Dynamics

- controlling and combining different movement qualities, for example, a smooth, sustained movement followed by a percussive, jagged movement; limp, floppy movements followed by stiff, sharp movements
- force – for example, lightness/strength

Relationships

- groupings – solo; connected; group formations, for example, conga line dances, making group shapes
- spatial relationships – for example, over, under, near, far
- interaction – for example, lead/follow, meet/part with a partner/group
- relationships between different body parts
- use of objects/props to communicate dance ideas

Fundamental movement skills

- locomotor movements – adding and combining more complex movements, for example, running, galloping, sliding, crawling
- non-locomotor movements – for example, rising, pulling, swinging, spinning, twisting, collapsing, curling

Technical skills

- body control
- accuracy
- body awareness
- alignment
- strength
- balance and coordination

Expressive skills

- for example, projection and focus

Safe dance practices

- warming up their bodies before executing more complex and contrasting movement patterns in dance sequences and cooling/calming down afterwards
- removing socks if the floor surface is slippery (and clean)

Choreographic devices

- contrast
- repetition

Years 5 and 6

In this band students develop their knowledge of how ideas and intentions are communicated in and through dance. They build on and refine their knowledge, understanding and skills through dance practices focusing on:

Body

- body zones/parts/actions – for example, arm and leg gestures that lead toward, away from and around own body

Elements of dance

Space

- shapes – for example, complementary and contrasting, centred and off-centre
- dimension – amount of space, for example, big/little, narrow/wide
- group formations – for example, small or large groups of dancers in lines, circles, diagonals, clusters, squares throughout the space
- pathways – patterns on the floor (feet on ground), for example, curved, straight, zigzag, random; patterns in the air (arms or legs in the air), for example, straight, angular, twisting, etc.

Time

- rhythm – for example, combinations of regular, irregular
- duration – for example, short, long movements

- acceleration/deceleration
- accent – emphasis placed on a movement

Dynamics

- varying dynamics within a sequence/dance
- force – for example, slash, press, flick

Relationships

- groupings – solo, connections between one or more dancers (duet, ensemble)
- spatial relationships – for example, using a partner as support
- interaction – for example, performing movement in canon in a group, meeting and parting
- manipulation of objects/props

Fundamental movement skills

- combining locomotor movements and non-locomotor movements and incorporating spatial and dynamic changes, for example, galloping, jumping, sliding, rolling, slithering, spinning, shrinking, exploding, collapsing

Technical skills

- developing technical competence in relation to body control, accuracy, alignment, strength, balance and coordination

Expressive skills

- projection
- focus
- clarity of movement
- confidence and facial expression/character

Safe dance practices

- identifying and following appropriate warm-up and cool down procedures
- performing dance movement with an awareness of own body capabilities
- developing an understanding of body alignment when dancing
- working safely in groups
- preparing for dance by bringing appropriate clothing for moving

Choreographic devices

- canon
- unison

Years 7 and 8

In this band students develop their knowledge of how ideas and intentions are communicated in and through dance. They build on and refine their knowledge, understanding and skills through dance practices focusing on:

Body

- body part articulations - for example, isolation of body parts in combination with each other

- weight transfer - for example, lunge, leap, roll
- body awareness, body bases, body parts, body zones

Elements of dance

Space

- using performance space - for example, confined, large
- using level, dimension, direction, shape, active space, positive space, negative space, planes, pathways, general space and personal space with increasing complexity/combinations

Time

- using metre, tempo, momentum, accent, duration, phrasing, rhythmic patterns, stillness and beat with increasing complexity/combinations

Dynamics

- inaction versus action, percussion, fluidity - for example, wring, dab, mould, flow, bind
- using weight, force, energy and movement qualities with increasing complexity/combinations

Relationships

- groupings – for example, large and small groups, meet/part, follow/lead
- spatial relationships – dancers to objects, between dancers
- interaction – emotional connections between dancers
- style-specific use of props
- opposition of body parts
- using groupings, spatial relationships, interaction with increasing complexity/combinations

Fundamental movement skills

- combining fundamental movements in increasingly complex ways
- considering conventions and vocabulary of selected dance styles and applying this knowledge to developing movement vocabulary and dance techniques, for example, theatrical styles: modern dance, jazz, street dance, musical theatre

Technical skills

- increasing technical competence in control, accuracy, alignment, strength, balance, coordination, placement, flexibility, endurance and articulation

Expressive skills

- increasing confidence, clarity of movement and intention, projection, focus and musicality

Safe dance practices

- awareness of their own and others' physical capabilities when performing a specific dance style;
- knowledge of the musculoskeletal system

Choreographic devices

- unison
- contrast
- repetition

- sequence
- variation
- abstraction
- transition
- canon

Choreographic forms

- binary
- ternary
- narrative

Content Descriptors

Foundation to Year 2 Content Descriptions

- Explore, improvise and organise ideas to make dance sequences using the elements of dance ([ACADAM001](#))
- Use fundamental [movement](#) skills to develop [technical skills](#) when practising dance sequences ([ACADAM002](#))
- Present dance that communicates ideas to an [audience](#), including dance used by cultural groups in the community ([ACADAM003](#))
- Respond to dance and consider where and why people dance, starting with dances from Australia including dances of Aboriginal and Torres Strait Islander Peoples ([ACADAR004](#))

Years 3 and 4 Content Descriptions

- Improvise and structure [movement](#) ideas for dance sequences using the elements of dance and [choreographic devices](#) ([ACADAM005](#))
- [Practise technical skills](#) safely in fundamental movements ([ACADAM006](#))
- Perform dances using [expressive skills](#) to communicate ideas, including telling cultural or community stories ([ACADAM007](#))
- Identify how the elements of dance and production elements express ideas in dance they make, perform and experience as [audience](#), including exploration of Aboriginal and Torres Strait Islander dance ([ACADAR008](#))

Years 5 and 6 Content Descriptions

- Explore [movement](#) and [choreographic devices](#) using the elements of dance to choreograph dances that communicate meaning ([ACADAM009](#))
- Develop technical and [expressive skills](#) in fundamental movements including body control, accuracy, alignment, strength, balance and coordination ([ACADAM010](#))
- Perform dance using [expressive skills](#) to communicate a choreographer's ideas, including performing dances of cultural groups in the community ([ACADAM011](#))
- Explain how the elements of dance and production elements communicate meaning by comparing dances from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander dance ([ACADAR012](#))

Years 7 and 8 Content Descriptions

- Combine elements of dance and improvise by making literal movements into abstract movements ([ACADAM013](#))
- Develop their choreographic intent by applying the elements of dance to select and organise [movement](#) ([ACADAM014](#))
- [Practise](#) and refine [technical skills](#) in style-specific techniques ([ACADAM015](#))
- Structure dances using [choreographic devices](#) and form ([ACADAM016](#))
- Rehearse and perform focusing on [expressive skills](#) appropriate to [style](#) and/or choreographic intent ([ACADAM017](#))
- Analyse how choreographers use elements of dance and production elements to communicate intent ([ACADAR018](#))
- Identify and connect specific features and purposes of dance from contemporary and past times to explore [viewpoints](#) and enrich their dance-making, starting with dance in Australia and including dance of Aboriginal and Torres Strait Islander Peoples ([ACADAR019](#))