

Years 3–4 standard elaborations — Australian Curriculum v9.0: Dance

Purpose

The standards elaborations (SEs) support teachers to connect curriculum to evidence in assessment so that students are assessed on what they have had the opportunity to learn. The SEs can be used to:

- make consistent and comparable judgments, on a five-point scale, about the evidence of learning in a folio of student work across a year/band
- develop task-specific standards (or marking guides) for individual assessment tasks
- quality assure planning documents to ensure coverage of the achievement standard across a year/band.

Structure

The SEs have been developed using the Australian Curriculum achievement standard. The achievement standard for Dance describes what students are expected to know and be able to do at the end of each year/band. Teachers use the SEs during and at the end of a teaching period to make on-balance judgments about the qualities in student work that demonstrate the depth and breadth of their learning.

In Queensland, the achievement standard represents the C standard — a sound level of knowledge and understanding of the content, and application of skills. The SEs are presented in a matrix where the discernible differences and/or degrees of quality between each performance level are highlighted. Teachers match these discernible differences and/or degrees of quality to characteristics of student work to make judgments across a five-point scale.



Years 3–4 Australian Curriculum: 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.

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum Version 9.0 Dance for Foundation–10*
<https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/dance/year-4?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0>

Years 3–4 Dance standard elaborations

	A	B	C	D	E
	The folio of student work contains evidence of the following:				
Exploring and responding	<p><u>discerning</u> description of:</p> <ul style="list-style-type: none"> the use of the elements of dance in dance they experience, create and/or perform where, why and/or how dance is choreographed and/or performed across cultures, times, places and/or other contexts 	<p><u>informed</u> description of:</p> <ul style="list-style-type: none"> the use of the elements of dance in dance they experience, create and/or perform where, why and/or how dance is choreographed and/or performed across cultures, times, places and/or other contexts 	<p>description of:</p> <ul style="list-style-type: none"> the use of the elements of dance in dance they experience, create and/or perform where, why and/or how dance is choreographed and/or performed across cultures, times, places and/or other contexts 	<p><u>identification</u> of:</p> <ul style="list-style-type: none"> elements of dance in dance they experience, create and/or perform where, why and/or how dance is choreographed and/or performed across cultures, times, places and/or other contexts 	<p><u>identification</u> of:</p> <ul style="list-style-type: none"> <u>element/s</u> of dance in dance they experience, create and/or perform dance choreographed and/or performed across cultures, times, places and/or other contexts

	A	B	C	D	E
Creating and making	<u>discerning</u> use of the elements of dance to structure dance sequences that communicate ideas, perspectives and/or meaning	<u>informed</u> use of the elements of dance to structure dance sequences that communicate ideas, perspectives and/or meaning	use of the elements of dance to structure dance sequences that communicate ideas, perspectives and/or meaning	use of the elements of dance to structure a dance sequence to communicate <u>aspects of</u> ideas, perspectives and/or meaning	<u>fragmented</u> use of the elements of dance to structure a dance sequence
Presenting and performing	<u>discerning</u> [use of performance skills to] perform their dance in informal settings, demonstrating fundamental movement skills and safe dance practice.	<u>informed</u> [use of performance skills to] perform their dance in informal settings, demonstrating fundamental movement skills and safe dance practice.	[use of performance skills to] perform their dance in informal settings, demonstrating fundamental movement skills and safe dance practice.	<u>variable</u> [use of performance skills to] perform their dance in informal settings, demonstrating fundamental movement skills and safe dance practice.	<u>fragmented</u> [use of performance skills to] perform <u>aspects of</u> their dance in informal settings, demonstrating fundamental movement skills and safe dance practice.

Note: Words in the square brackets are not part of the achievement standard. However, they have been included to clarify that performance skills are used to assess this aspect of the achievement standard.

Key shading emphasises the qualities that discriminate between the A–E descriptors



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