Years 5–6 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.

For all Queensland schools

Years 5–6 Australian Curriculum: 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.

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-5?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 5–6 Dance standard elaborations

	A	B	C	D	E
The folio of student work contains evidence of the following:					
Exploring and responding	thorough explanation of how the elements of dance are used in dance that they choreograph, perform and/or experience	informed explanation of how the elements of dance are used in dance that they choreograph, perform and/or experience	explanation of how the elements of dance are used in dance that they choreograph, perform and/or experience	description of elements of dance used in dance that they choreograph, perform and/or experience	identification of element/s of dance used in dance that they choreograph, perform and/or experience
	discerning description of how dance: • from across cultures, times, places and/or other contexts communicates ideas, perspectives and/or meaning • is used to continue and revitalise cultures	informed description of how dance: • from across cultures, times, places and/or other contexts communicates ideas, perspectives and/or meaning • is used to continue and revitalise cultures	description of how dance: • from across cultures, times, places and/or other contexts communicates ideas, perspectives and/or meaning • is used to continue and revitalise cultures	identification of how dance: • from across cultures, times, places and/or other contexts communicates ideas, perspectives and/or meaning • is used to continue or revitalise culture/s	identification of dance from across cultures, times, places and/or other contents

	A	B	C	D	E
Creating and making	discerning use of the elements of dance and/or choreographic devices to choreograph dances that communicate ideas, perspectives and/or meaning	informed use of the elements of dance and/or choreographic devices to choreograph dances that communicate ideas, perspectives and/or meaning	use of the elements of dance and/or choreographic devices to choreograph dances that communicate ideas, perspectives and/or meaning	use of the elements of dance and/or choreographic devices to choreograph dance that communicates aspects of ideas, perspectives and/or meaning	fragmented use of the elements of dance and/or choreographic devices to choreograph dance
Presenting and performing	discerning use of technical and expressive skills to perform dances in informal and/or formal settings, demonstrating safe dance practice.	informed use of technical and expressive skills to perform dances in informal and/or formal settings, demonstrating safe dance practice.	use of technical and expressive skills to perform dances in informal and/or formal settings, demonstrating safe dance practice.	variable use of technical and expressive skills to perform dance in informal settings, demonstrating safe dance practice.	fragmented use of technical and/or expressive skills to perform dance in informal settings, demonstrating safe dance practice.

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