

Years 7–8 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 7–8 Australian Curriculum: Dance achievement standard

By the end of Year 8, students analyse how the elements of dance, choreographic devices and/or production elements are manipulated in dance they create and/or experience. They evaluate the ways that dance works and/or performances in a range of styles and/or from across cultures, times, places and/or other contexts communicate ideas, perspectives and/or meaning. They describe respectful approaches to creating, performing and/or responding to dance.

Students manipulate the elements of dance and choreographic devices to choreograph dance that communicate ideas, perspectives and/or meaning. They demonstrate safe dance practice when choreographing and performing dance. They employ technical and expressive skills and, as appropriate, genre- or style-specific techniques when performing dances for audiences.

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-7?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 7–8 Dance standard elaborations

	A	B	C	D	E
	The folio of student work contains evidence of the following:				
Exploring and responding	<u>discerning</u> analysis of how the elements of dance, choreographic devices and/or production elements are manipulated in dance they create and/or experience	<u>informed</u> analysis of how the elements of dance, choreographic devices and/or production elements are manipulated in dance they create and/or experience	analysis of how the elements of dance, choreographic devices and/or production elements are manipulated in dance they create and/or experience	<u>description</u> of how the elements of dance, choreographic devices and/or production elements are manipulated in dance they create and/or experience	<u>identification</u> of the elements of dance, choreographic devices and/or production elements in dance they create and/or experience
	<u>discerning</u> evaluation of the ways that dance works and/or performances in a range of styles and/or from across cultures, times, places and/or other contexts communicate ideas, perspectives and/or meaning	<u>informed</u> evaluation of the ways that dance works and/or performances in a range of styles and/or from across cultures, times, places and/or other contexts communicate ideas, perspectives and/or meaning	evaluation of the ways that dance works and/or performances in a range of styles and/or from across cultures, times, places and/or other contexts communicate ideas, perspectives and/or meaning	<u>description</u> of the ways dance works and/or performances in a range of styles and/or from across cultures, times, places and/or other contexts communicate ideas, perspectives and/or meaning	<u>identification</u> of dance works and/or performances in a range of styles and/or from across cultures, times, places and/or other contexts

	A	B	C	D	E
	<u>discerning</u> description of respectful approaches to creating, performing and/or responding to dance	<u>informed</u> description of respectful approaches to creating, performing and/or responding to dance	description of respectful approaches to creating, performing and/or responding to dance	<u>identification</u> of respectful approaches to creating, performing, or responding to dance	<u>statement/s about</u> respect in dance
Creating and making	<u>discerning</u> manipulation of the elements of dance and choreographic devices to choreograph dance that communicates ideas, perspectives and/or meaning, demonstrating safe dance practice	<u>informed</u> manipulation of the elements of dance and choreographic devices to choreograph dance that communicates ideas, perspectives and/or meaning, demonstrating safe dance practice	manipulation of the elements of dance and choreographic devices to choreograph dance that communicates ideas, perspectives and/or meaning, demonstrating safe dance practice	manipulation of the elements of dance to choreograph dance that communicates <u>aspects of</u> ideas, perspectives and/or meaning, demonstrating safe dance practice	<u>fragmented use</u> of the elements of dance to choreograph dance, demonstrating safe dance practice
Presenting and performing	<u>discerning</u> employment of technical and expressive skills and, as appropriate, genre- or style-specific techniques when performing dances for audiences, demonstrating safe dance practice.	<u>informed</u> employment of technical and expressive skills and, as appropriate, genre- or style-specific techniques when performing dances for audiences, demonstrating safe dance practice.	employment of technical and expressive skills and, as appropriate, genre- or style-specific techniques when performing dances for audiences, demonstrating safe dance practice.	<u>variable</u> employment of technical and expressive skills when performing dances for audiences, demonstrating safe dance practice.	<u>fragmented</u> employment of technical <u>and/or</u> expressive skills when performing dance for audiences, demonstrating safe dance practice.

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



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