

Years 9–10 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 9–10 Australian Curriculum: Dance achievement standard

By the end of Year 10, students analyse how and/or why the elements of dance, choreographic devices, genre- or style-specific techniques, production elements, and/or technical and expressive skills are manipulated in dance they create and/or experience. They evaluate how 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 evaluate how dance is used to celebrate and challenge perspectives of Australian identity.

Students select and manipulate the elements of dance, choreographic devices and/or structure to choreograph dances. They demonstrate safe dance practice when choreographing and performing dance. They employ technical and expressive skills and genre- or style-specific techniques to enhance communication of ideas, perspectives and/or meaning when performing dance 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-10?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 9–10 Dance standard elaborations

	A	B	C	D	E
The folio of student work contains evidence of the following:					
Exploring and responding	<p>discerning analysis of how and/or why the elements of dance, choreographic devices, genre- or style-specific techniques, production elements, and/or technical and expressive skills are manipulated in dance they create and/or experience</p>	<p>informed analysis of how and/or why the elements of dance, choreographic devices, genre- or style-specific techniques, production elements, and/or technical and expressive skills are manipulated in dance they create and/or experience</p>	<p>analysis of how and/or why the elements of dance, choreographic devices, genre- or style-specific techniques, production elements, and/or technical and expressive skills are manipulated in dance they create and/or experience</p>	<p>description of how and/or why the elements of dance, choreographic devices, genre- or style-specific techniques, production elements, and/or technical and expressive skills are used in dance they create and/or experience</p>	<p>identification of elements of dance, choreographic devices, genre- or style-specific techniques, production elements, and/or technical and expressive skills in dance they create and/or experience</p>
	<p>discerning evaluation of how:</p> <ul style="list-style-type: none"> • 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 • dance is used to celebrate and challenge perspectives of Australian identity 	<p>informed evaluation of how:</p> <ul style="list-style-type: none"> • 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 • dance is used to celebrate and challenge perspectives of Australian identity 	<p>evaluation of how:</p> <ul style="list-style-type: none"> • 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 • dance is used to celebrate and challenge perspectives of Australian identity 	<p>description of how:</p> <ul style="list-style-type: none"> • 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 • dance is used to celebrate or challenge perspective/s of Australian identity 	<p>identification of:</p> <ul style="list-style-type: none"> • dance works and/or performances in a range of styles and/or from across cultures, times, places and/or other contexts • dance used to celebrate or challenge perspective/s of Australian identity

	A	B	C	D	E
Creating and making	discerning selection and manipulation of the elements of dance, choreographic devices and/or structure to choreograph dance [that communicates ideas, perspectives and/or meaning], demonstrating safe dance practice	informed selection and manipulation of the elements of dance, choreographic devices and/or structure to choreograph dance [that communicates ideas, perspectives and/or meaning], demonstrating safe dance practice	selection and manipulation of the elements of dance, choreographic devices and/or structure to choreograph dance [that communicates ideas, perspectives and/or meaning], demonstrating safe dance practice	use of the elements of dance, choreographic devices and/or structure to choreograph dance [that communicates aspects of ideas, perspectives and/or meaning], demonstrating safe dance practice	fragmented use of the elements of dance to choreograph dance, demonstrating safe dance practice
Presenting and performing	discerning employment of technical and expressive skills and genre- or style-specific techniques to enhance communication of ideas, perspectives and/or meaning when performing dance for audiences, demonstrating safe dance practice.	informed employment of technical and expressive skills and genre- or style-specific techniques to enhance communication of ideas, perspectives and/or meaning when performing dance for audiences, demonstrating safe dance practice.	employment of technical and expressive skills and genre- or style-specific techniques to enhance communication of ideas, perspectives and/or meaning when performing dance for audiences, demonstrating safe dance practice.	variable employment of technical and expressive skills or genre- or style-specific techniques, when performing dance for audiences, demonstrating safe dance practice.	fragmented employment of technical and/or expressive skills or genre- or style-specific techniques when performing dance demonstrating safe dance practice.

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

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