

Prep–Year 10 Dance

Australian Curriculum Version 9.0: Sequence of achievement standards aspects

This resource provides a sequence of achievement standards aspects, for Prep–Year 10 Dance, organised by Responding and Making.

By breaking each achievement standard into discrete aspects, the increasing complexity of the achievement standards can be seen across Prep–Year 10. This supports teachers to identify the knowledge, understanding and skills that come before and after the enrolled year level/band.

When planning teaching, learning and assessment, teachers can use this resource to:

- plan for the range of students within a single year level or band
- determine appropriate curriculum access points for all students
- better understand aspects of achievement standards through consideration of where they are introduced, their progression and where they conclude.

	Prep Students:	Years 1–2 band Students:	Years 3–4 band Students:	Years 5–6 band Students:	Years 7–8 band Students:	Years 9–10 band Students:
Responding	describe experiences, observations, ideas and/or feelings about arts works they encounter at school, home and/or in the community	identify where they experience dance	describe use of the elements of dance in dance they experience, create and/or perform	explain how the elements of dance are used in dance that they choreograph, perform and/or experience	analyse how the elements of dance, choreographic devices and/or production elements are manipulated in dance they create and/or experience	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
		describe where, why and/or how people across cultures, communities and/or other contexts experience dance	describe where, why and/or how dance is choreographed and/or performed across cultures, times, places and/or other contexts	describe how dance from across cultures, times, places and/or other contexts communicates ideas, perspectives and/or meaning	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	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
				describe how dance is used to continue and revitalise cultures	describe respectful approaches to creating, performing and/or responding to dance	evaluate how dance is used to celebrate and challenge perspectives of Australian identity
Making	use play, imagination, arts knowledge, processes and/or skills to create and share arts works in different forms	use the elements of dance to structure dance sequences	use the elements of dance to structure dance sequences that communicate ideas, perspectives and/or meaning	use the elements of dance and/or choreographic devices to choreograph dances that communicate ideas, perspectives and/or meaning	manipulate the elements of dance and choreographic devices to choreograph dance that communicate ideas, perspectives and/or meaning	select and manipulate the elements of dance, choreographic devices and/or structure to choreograph dances
		demonstrate fundamental movement skills and safe dance practice	demonstrate fundamental movement skills and safe dance practice	demonstrate safe dance practice and use of technical, and expressive skills	demonstrate safe dance practice when choreographing and performing dance	demonstrate safe dance practice when choreographing and performing dance
		perform their dance in informal settings	perform their dance in informal settings	perform dances in informal and/or formal settings	employ technical and expressive skills and, as appropriate, genre- or style-specific techniques when performing dances for audiences	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

More information

If you would like more information, please visit the QCAA website www.qcaa.qld.edu.au or email the K–10 Curriculum and Assessment Branch at australiancurriculum@qcaa.qld.edu.au.

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