Prep–Year 6 Dance

Australian Curriculum Version 9.0: Sequence of achievement standards

The table below provides a sequence of achievement standards for Prep-Year 6 Dance, organised by Responding and Making. A similar resource is available for Years 7-10 Dance and Prep-Year 6 The Arts.

	Ргер	Years 1–2 band	Years 3–4 band	Years 5–6
Responding	By the end of the Prep year, students describe experiences, observations, ideas and/or feelings about arts works they encounter at school, home and/or in the community.	By the end of Year 2, students identify where they experience dance. They describe where, why and/or how people across cultures, communities and/or other contexts experience dance.	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.	By the end dance are and/or exp cultures, ti ideas, per dance is u
Making	Students use play, imagination, arts knowledge, processes and/or skills to create and share arts works in different forms.	Students use the elements of dance to structure dance sequences. They demonstrate fundamental movement skills and safe dance practice. They perform their dance in informal settings.	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.	Students of devices to perspective dance pra They perfe

More information

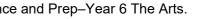
If you would like more information, please visit the QCAA website www.qcaa.qld.edu.au. Alternatively, email the K-10 Curriculum and Assessment branch at australiancurriculum@qcaa.qld.edu.au.

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-6 band

end of Year 6, students explain how the elements of re used in dance that they choreograph, perform experience. They describe how dance from across times, places and/or other contexts communicates erspectives and/or meaning. They describe how used to continue and revitalise cultures.

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s use the elements of dance and/or choreographic to choreograph dances that communicate ideas, tives and/or meaning. They demonstrate safe ractice and use of technical, and expressive skills. erform dances in informal and/or formal settings.

