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| Prep–Year 6 multi-age Dance Curriculum and assessment plan  [Insert school name, implementation year] |

Use this template in a multi-age context to plan an overview or summary of the teaching, learning and assessment for multiple year levels in the Australian Curriculum: Dance. For planning advice, refer to the *Planning for teaching, learning and assessment* document available on the Planning tab for each learning area at [www.qcaa.qld.edu.au/p-10/aciq/version-9/learning-areas](http://www.qcaa.qld.edu.au/p-10/aciq/version-9/learning-areas).

**How to use this template:** Type information into the fields (yellow shading). When the plan is complete, delete the highlighted instructions (blue shading). To do so, select the instruction text, click the **Home tab > Styles dropdown > Clear All/Clear Formatting >** text will revert to Normal style and you can delete the text.

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| Context and cohort considerations (if applicable) |
| Describe the context and cohort.  Consider the following to make informed professional decisions during the planning process:   * + relevant student data and information, e.g. achievement data   + available resources, e.g. timetabling   + school and sector priorities.   [Insert context and cohort considerations] |

| Level description — Prep | Level description — Years 1–2 | Level description — Years 3–4 | Level description — Years 5–6 |
| --- | --- | --- | --- |
| In Foundation, learning in The Arts builds on the Early Years Learning Framework and each student’s prior learning and experiences. The curriculum allows for play-based approaches that integrate arts learning experiences across the 5 Arts subjects and/or specialist teaching. There are examples in the content elaborations for each subject and examples that span across the subjects.  In Foundation, Arts learning fosters students’ understanding of how the arts enrich their lives and the lives of all people. Engagement with the arts strengthens students’ sense of wellbeing and develops their connections with the world. Arts learning involves exploration and purposeful, creative play, together with structured learning appropriate for their level of development. In The Arts, students work individually and collaboratively with peers and teachers, drawing on their imaginations, stimulus materials such as images or works of fiction, and real-life experiences.  Students explore the arts in their lives and communities. They learn that the arts are central to all cultures and explore the diversity of arts works across cultures. They build empathy and understanding that what is familiar to one person can be new to somebody else. Students use arts knowledge and skills to make arts works that represent their ideas about the world and share their work with peers in informal settings. They experience being an audience. As they make and respond, students learn about safe practices in the arts.  In Foundation, learning in Dance can involve students:   * developing body awareness and learning about how body bases, parts and zones are used in dance, for example exploring how different body parts move * exploring the elements of dance: space, time, dynamics and relationships, as they make and observe dances; for example, exploring and creating movement patterns * using fundamental movement skills and combining movements to create dance sequences that use locomotor movements (travelling); for example, walking or rolling, and non-locomotor movements (not travelling); for example, bending, melting, balancing, or being as tall or as small as they can be * experimenting with simple technical skills such as posture or coordination, and expressive skills such as facial expression or gesture, as they select and organise movements in their own dances. | In this band, learning in The Arts builds on each student’s prior learning and experiences. Students continue to learn through purposeful and creative play in structured learning programs designed to foster a strong sense of wellbeing and develop their connection with and contribution to the world. They work individually and in collaboration with peers and teachers, drawing on their imaginations, real-life experiences, stimulus materials and learnings from across the curriculum.  Students explore dance that they experience at home, school and/or through family and community events. They connect with choreographers and/or performers who live and work in the community; for example, by experiencing live or virtual performances. They use stimulus materials such as images, events, texts, questions and observations as inspiration for their own dance practices. These experiences support students to develop aesthetic knowledge across cognitive, sensory, emotive and physical domains, and to value arts works and practices from across cultures, communities and/or other contexts.  In this band, the focus is on students:   1. exploring and responding to  * dance across cultures, communities and/or other contexts through inquiry and/or practical investigations, such as learning dances * examples of dance choreographed and/or performed by First Nations Australians  1. developing critical and creative practices and skills  * creative practices for choreography and performance using safe dance practice, fundamental movement skills, the elements of dance, imagination and processes such as improvisation * critical practices by observing, reflecting on and responding to dance they experience, including their own dance  1. creating dance sequences by selecting and combining movements that communicate ideas and intentions using fundamental movement skills, the elements of dance and imagination. Students may focus on choreographing dance sequences, or they may create work that combines dance and other arts forms, such as a dance sequence for use in a dramatic re-telling of a story 2. performing/sharing dance they have learnt and/or choreographed in informal settings such as classroom presentations. | In this band, learning in The Arts builds on each student’s prior learning and experiences. Arts learning in this band continues to use purposeful and creative play-based activities that foster development of students’ identity and wellbeing, and their connection with and contribution to the world. Students further develop their capability and confidence in using subject-specific skills, and creative and critical practices. They work individually and in collaboration with peers and teachers.  Students continue to explore dance that they experience at home, school or through family and community events. They connect with choreographers and/or performers who live and work in the community; for example, by experiencing live or virtual performances. They use stimulus materials, such as images, events, texts, questions and observations, as inspiration for their own dance. These experiences support students to develop aesthetic knowledge across cognitive, sensory, emotive and physical domains, and to value arts works and practices from across cultures, times, places and/or other contexts such as countries or cultures in Asia.  In this band, the focus is on students:   1. exploring and responding to  * works and experiences that showcase where, why and/or how dance is choreographed and/or performed across cultures, times, places and/or other contexts; for example, participating in dance events or learning dances choreographed for a specific purpose * examples of dance choreographed and/or performed by First Nations Australians that communicate connection to and responsibility for Country/Place  1. developing creative and critical practices and skills  * creative practices for choreography and performance using safe dance practice, fundamental movement skills, the elements of dance, imagination and processes such as improvisation * critical practices by observing, reflecting on and responding to dance they experience, including their own dance  1. creating dance by selecting and combining movements and structuring dance sequences that communicate ideas and intentions using fundamental movement skills, the elements of dance and imagination. Students use processes such as improvisation to develop and extend ideas for their dance. They may focus on choreographing dance sequences or they may create work that combines dance and other arts forms, such as a dance sequence they will perform to accompany a song 2. performing dance they have learnt and/or choreographed in informal settings, such as spaces within the school. | In this band, students continue to learn in and through their practices of The Arts subjects, building on their prior learning and experiences. They work creatively and purposefully, and continue to develop their connection with and contribution to the world as artist and as audience. They work individually and in collaboration with peers and teachers.  Students engage with dance works, choreographers and/or performers across cultures, times, places and/or other contexts; for example, exploring dance in their local area, state/territory or a country or region of Asia. They take opportunities to engage with living choreographers and/or performers and their works; for example, by experiencing live or virtual performances. They continue to use stimulus materials such as images, events, texts, questions and observations as inspiration for their own dance. These experiences support students to develop aesthetic knowledge across cognitive, sensory, emotive and physical domains and to value arts works and practices from diverse cultures.  In this band, the focus is on students:   1. exploring and responding to  * dance from local, regional, national and global cultures, times, places and/or other contexts that shows how the elements of dance that can be used to communicate ideas, perspectives and/or meaning * dance that showcases how First Nations Australians are continuing and revitalising cultures  1. developing creative and critical practices and skills  * creative practices for choreography and performance using safe dance practice, fundamental movement skills, the elements of dance, imagination, and processes such as improvisation that allow them to extend and refine their movement capabilities * critical practices by observing, reflecting on and responding to dance they experience, including their own dance  1. creating dances by developing ideas and structuring movements to communicate their intentions as choreographers. They may focus on creating a dance work or they may create work that combines dance and another arts form, such as a dance for a media arts production 2. presenting and performing dance they have learnt and/or choreographed for audiences, in available, informal and/or formal settings including, as appropriate, school-hosted digital spaces such as a school learning management system. |

**Note:** Insert/delete rows/columns, as required, to provide an overview of the teaching, learning and assessment sequence across the bands.

|  | Unit 1 — [Insert unit title] | Unit 2 — [Insert unit title] | Unit 3 — [Insert unit title] | Unit 4 — [Insert unit title] |
| --- | --- | --- | --- | --- |
|  | Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] |
|  | [Insert unit description and learning focus] | [Insert unit description and learning focus] | [Insert unit description and learning focus] | [Insert unit description and learning focus] |
| Prep | [Insert relevant band-specific detail] | [Insert relevant band-specific detail] | [Insert relevant band-specific detail] | [Insert relevant band-specific detail] |
| Years 1–2 | [Insert relevant band-specific detail] | [Insert relevant band-specific detail] | [Insert relevant band-specific detail] | [Insert relevant band-specific detail] |
| Years 3–4 | [Insert relevant band-specific detail] | [Insert relevant band-specific detail] | [Insert relevant band-specific detail] | [Insert relevant band-specific detail] |
| Years 5–6 | [Insert relevant band-specific detail] | [Insert relevant band-specific detail] | [Insert relevant band-specific detail] | [Insert relevant band-specific detail] |

# Prep

**Note:**

Adjust the table to reflect the number of units you will offer.

Highlight the aspects of the achievement standard that will be assessed within each unit.

|  | Unit 1 | | Unit 2 | | Unit 3 | | Unit 4 | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing |
| Assessment | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] |
| Achievement standard | By the end of the Foundation year, students describe experiences, observations, ideas and/or feelings about arts works they encounter at school, home and/or in the community.  Students use play, imagination, arts knowledge, processes and/or skills to create and share arts works in different forms. | | By the end of the Foundation year, students describe experiences, observations, ideas and/or feelings about arts works they encounter at school, home and/or in the community.  Students use play, imagination, arts knowledge, processes and/or skills to create and share arts works in different forms. | | By the end of the Foundation year, students describe experiences, observations, ideas and/or feelings about arts works they encounter at school, home and/or in the community.  Students use play, imagination, arts knowledge, processes and/or skills to create and share arts works in different forms. | | By the end of the Foundation year, students describe experiences, observations, ideas and/or feelings about arts works they encounter at school, home and/or in the community.  Students use play, imagination, arts knowledge, processes and/or skills to create and share arts works in different forms. | |
| Moderation | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| Content descriptions | Unit | | | | Content descriptions | Unit | | | | Content descriptions | Unit | | | | Content descriptions | Unit | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Exploring and responding | 1 | 2 | 3 | 4 | Developing practices and skills | 1 | 2 | 3 | 4 | Creating and making | 1 | 2 | 3 | 4 | Presenting and performing | 1 | 2 | 3 | 4 |
| explore how and why the arts are important for people and communities  AC9ADAFE01 |  |  |  |  | use play, imagination, arts knowledge, processes and/or skills to discover possibilities and develop ideas  AC9ADAFD01 |  |  |  |  | create arts works that communicate ideas  AC9ADAFC01 |  |  |  |  | share their arts works with audiences  AC9ADAFP01 |  |  |  |  |

# Years 1–2

**Note:**

Adjust the table to reflect the number of units you will offer.

Highlight the aspects of the achievement standard that will be assessed within each unit. A learning area achievemenet standard is provided if a multi-arts subject is offered.

|  | Unit 1 | | Unit 2 | | Unit 3 | | Unit 4 | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing |
| Assessment | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | |
| Achievement standard | [By the end of Year 2, students identify where they experience dance.](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/dance/foundation-year_year-1_year-2_year-3_year-4_year-5_year-6_year-7_year-8_year-9_year-10?view=quick&detailed-content-descriptions=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&hide-ccp=0&hide-gc=0&load-extra-subject=ARTDANFY_ARTDANY12_ARTDANY34_ARTDANY56_ARTDANY78_ARTDANY910&achievement-standard=0d68107d-b1b3-4322-8fc4-f0c20ef100bc) [They describe where, why and/or how people across cultures, communities and/or other contexts experience dance.](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/dance/foundation-year_year-1_year-2_year-3_year-4_year-5_year-6_year-7_year-8_year-9_year-10?view=quick&detailed-content-descriptions=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&hide-ccp=0&hide-gc=0&load-extra-subject=ARTDANFY_ARTDANY12_ARTDANY34_ARTDANY56_ARTDANY78_ARTDANY910&achievement-standard=0d68107d-b1b3-4322-8fc4-f0c20ef100bc)  [Students use the elements of dance to structure dance sequences.](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/dance/foundation-year_year-1_year-2_year-3_year-4_year-5_year-6_year-7_year-8_year-9_year-10?view=quick&detailed-content-descriptions=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&hide-ccp=0&hide-gc=0&load-extra-subject=ARTDANFY_ARTDANY12_ARTDANY34_ARTDANY56_ARTDANY78_ARTDANY910&achievement-standard=0d68107d-b1b3-4322-8fc4-f0c20ef100bc) [They demonstrate fundamental movement skills and safe dance 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cultures, communities and/or other contexts experience dance.](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/dance/foundation-year_year-1_year-2_year-3_year-4_year-5_year-6_year-7_year-8_year-9_year-10?view=quick&detailed-content-descriptions=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&hide-ccp=0&hide-gc=0&load-extra-subject=ARTDANFY_ARTDANY12_ARTDANY34_ARTDANY56_ARTDANY78_ARTDANY910&achievement-standard=0d68107d-b1b3-4322-8fc4-f0c20ef100bc)  [Students use the elements of dance to structure dance sequences.](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/dance/foundation-year_year-1_year-2_year-3_year-4_year-5_year-6_year-7_year-8_year-9_year-10?view=quick&detailed-content-descriptions=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&hide-ccp=0&hide-gc=0&load-extra-subject=ARTDANFY_ARTDANY12_ARTDANY34_ARTDANY56_ARTDANY78_ARTDANY910&achievement-standard=0d68107d-b1b3-4322-8fc4-f0c20ef100bc) [They demonstrate fundamental movement skills and safe dance practice.](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/dance/foundation-year_year-1_year-2_year-3_year-4_year-5_year-6_year-7_year-8_year-9_year-10?view=quick&detailed-content-descriptions=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&hide-ccp=0&hide-gc=0&load-extra-subject=ARTDANFY_ARTDANY12_ARTDANY34_ARTDANY56_ARTDANY78_ARTDANY910&achievement-standard=0d68107d-b1b3-4322-8fc4-f0c20ef100bc) [They perform their dance in informal settings.](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/dance/foundation-year_year-1_year-2_year-3_year-4_year-5_year-6_year-7_year-8_year-9_year-10?view=quick&detailed-content-descriptions=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&hide-ccp=0&hide-gc=0&load-extra-subject=ARTDANFY_ARTDANY12_ARTDANY34_ARTDANY56_ARTDANY78_ARTDANY910&achievement-standard=0d68107d-b1b3-4322-8fc4-f0c20ef100bc) | |
| Learning area achievement standard | By the end of Year 2, students identify where they experience the arts. [They describe where, why and/or how people across cultures, communities and/or other contexts experience the arts.](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/dance_drama_media-arts_music_visual-arts/year-1?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0)  [Students demonstrate arts practices and skills across arts subjects.](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/dance_drama_media-arts_music_visual-arts/year-1?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0) [They create arts works in a range of forms.](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/dance_drama_media-arts_music_visual-arts/year-1?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0) [They share their work in informal settings.](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/dance_drama_media-arts_music_visual-arts/year-1?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0) | | By the end of Year 2, students identify where they experience the arts. [They describe where, why and/or how people across cultures, communities and/or other contexts experience the arts.](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/dance_drama_media-arts_music_visual-arts/year-1?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0)  [Students demonstrate arts practices and skills across arts subjects.](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/dance_drama_media-arts_music_visual-arts/year-1?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0) [They create arts works in a range of forms.](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/dance_drama_media-arts_music_visual-arts/year-1?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0) [They share their work in informal settings.](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/dance_drama_media-arts_music_visual-arts/year-1?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0) | | By the end of Year 2, students identify where they experience the arts. [They describe where, why and/or how people across cultures, communities and/or other contexts experience the arts.](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/dance_drama_media-arts_music_visual-arts/year-1?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0)  [Students demonstrate arts practices and skills across arts subjects.](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/dance_drama_media-arts_music_visual-arts/year-1?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0) [They create arts works in a range of forms.](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/dance_drama_media-arts_music_visual-arts/year-1?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0) [They share their work in informal settings.](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/dance_drama_media-arts_music_visual-arts/year-1?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0) | | By the end of Year 2, students identify where they experience the arts. [They describe where, why and/or how people across cultures, communities and/or other contexts experience the arts.](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/dance_drama_media-arts_music_visual-arts/year-1?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0)  [Students demonstrate arts practices and skills across arts subjects.](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/dance_drama_media-arts_music_visual-arts/year-1?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0) [They create arts works in a range of forms.](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/dance_drama_media-arts_music_visual-arts/year-1?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0) [They share their work in informal settings.](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/dance_drama_media-arts_music_visual-arts/year-1?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0) | |
| Moderation | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| Content descriptions | Unit | | | | Content descriptions | Unit | | | | Content descriptions | Unit | | | | Content descriptions | Unit | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Exploring and responding | 1 | 2 | 3 | 4 | Developing practices and skills | 1 | 2 | 3 | 4 | Creating and making | 1 | 2 | 3 | 4 | Presenting and performing | 1 | 2 | 3 | 4 |
| explore where, why and how people across cultures, communities and/or other contexts experience dance  AC9ADA2E01 |  |  |  |  | experiment with ways to move safely and expressively using fundamental movement skills and the elements of dance  AC9ADA2D01 |  |  |  |  | use the elements of dance to choreograph dance sequences  AC9ADA2C01 |  |  |  |  | share dance sequences in informal settings  AC9ADA2P01 |  |  |  |  |
| explore examples of dance choreographed and/or performed by First Nations Australians  AC9ADA2E02 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

# Years 3–4

**Note:**

Adjust the table to reflect the number of units you will offer.

Highlight the aspects of the achievement standard that will be assessed within each unit. A learning area achievemenet standard is provided if a multi-arts subject is offered.

|  | Unit 1 | | Unit 2 | | Unit 3 | | Unit 4 | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing |
| Assessment | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] |
| Achievement standard | 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.  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. | | 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.  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. | | 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.  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. | | 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.  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. | |
| Learning area achievement standard | By the end of Year 4, students describe use of elements, concepts and/or conventions in arts works they create and/or experience. They describe where, why and/or how arts works are created and presented across cultures, times and/or places, and/or other contexts.  Students use arts knowledge and skills to create arts works in a range of forms that communicate ideas, perspectives and/or meaning. They present and/or perform their work in informal settings. | | By the end of Year 4, students describe use of elements, concepts and/or conventions in arts works they create and/or experience. They describe where, why and/or how arts works are created and presented across cultures, times and/or places, and/or other contexts.  Students use arts knowledge and skills to create arts works in a range of forms that communicate ideas, perspectives and/or meaning. They present and/or perform their work in informal settings. | | By the end of Year 4, students describe use of elements, concepts and/or conventions in arts works they create and/or experience. They describe where, why and/or how arts works are created and presented across cultures, times and/or places, and/or other contexts.  Students use arts knowledge and skills to create arts works in a range of forms that communicate ideas, perspectives and/or meaning. They present and/or perform their work in informal settings. | | By the end of Year 4, students describe use of elements, concepts and/or conventions in arts works they create and/or experience. They describe where, why and/or how arts works are created and presented across cultures, times and/or places, and/or other contexts.  Students use arts knowledge and skills to create arts works in a range of forms that communicate ideas, perspectives and/or meaning. They present and/or perform their work in informal settings. | |
| Moderation | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| Content descriptions | Unit | | | | Content descriptions | Unit | | | | Content descriptions | Unit | | | | Content descriptions | Unit | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Exploring and responding | 1 | 2 | 3 | 4 | Developing practices and skills | 1 | 2 | 3 | 4 | Creating and making | 1 | 2 | 3 | 4 | Presenting and performing | 1 | 2 | 3 | 4 |
| explore where, why and how dance is choreographed and/or performed across cultures, times, places and/or other contexts  AC9ADA4E01 |  |  |  |  | experiment with and practise skills for moving safely and expressively using fundamental movement skills and the elements of dance  AC9ADA4D01 |  |  |  |  | use the elements of dance to choreograph dance that communicates ideas, perspectives and/or meaning  AC9ADA4C01 |  |  |  |  | practise and perform dances in informal settings  AC9ADA4P01 |  |  |  |  |
| explore how First Nations Australians use dance to communicate their connection to and responsibility for Country/Place  AC9ADA4E02 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

# Years 5–6

**Note:**

Adjust the table to reflect the number of units you will offer.

Highlight the aspects of the achievement standard that will be assessed within each unit. A learning area achievemenet standard is provided if a multi-arts subject is offered.

|  | Unit 1 | | Unit 2 | | Unit 3 | | Unit 4 | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing |
| Assessment | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] |
| 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. | | 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. | | 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. | | 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. | |
| Learning area achievement standard | By the end of Year 6, students explain the use of elements, concepts and/or conventions in arts works they create and/or experience. They describe how the arts communicate ideas, perspectives and/or meaning across cultures, times, places and/or other contexts. They describe how the arts are used to continue and revitalise cultures.  Students use subject-specific knowledge, elements, concepts, conventions, materials, skills and/or processes to create arts works that communicate ideas, perspectives and/or meaning. They demonstrate safe practices. They present and perform their arts works in formal and/or informal settings. | | By the end of Year 6, students explain the use of elements, concepts and/or conventions in arts works they create and/or experience. They describe how the arts communicate ideas, perspectives and/or meaning across cultures, times, places and/or other contexts. They describe how the arts are used to continue and revitalise cultures.  Students use subject-specific knowledge, elements, concepts, conventions, materials, skills and/or processes to create arts works that communicate ideas, perspectives and/or meaning. They demonstrate safe practices. They present and perform their arts works in formal and/or informal settings. | | By the end of Year 6, students explain the use of elements, concepts and/or conventions in arts works they create and/or experience. They describe how the arts communicate ideas, perspectives and/or meaning across cultures, times, places and/or other contexts. They describe how the arts are used to continue and revitalise cultures.  Students use subject-specific knowledge, elements, concepts, conventions, materials, skills and/or processes to create arts works that communicate ideas, perspectives and/or meaning. They demonstrate safe practices. They present and perform their arts works in formal and/or informal settings. | | By the end of Year 6, students explain the use of elements, concepts and/or conventions in arts works they create and/or experience. They describe how the arts communicate ideas, perspectives and/or meaning across cultures, times, places and/or other contexts. They describe how the arts are used to continue and revitalise cultures.  Students use subject-specific knowledge, elements, concepts, conventions, materials, skills and/or processes to create arts works that communicate ideas, perspectives and/or meaning. They demonstrate safe practices. They present and perform their arts works in formal and/or informal settings. | |
| Moderation | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| Content descriptions | Unit | | | | Content descriptions | Unit | | | | Content descriptions | Unit | | | | Content descriptions | Unit | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Exploring and responding | 1 | 2 | 3 | 4 | Developing practices and skills | 1 | 2 | 3 | 4 | Creating and making | 1 | 2 | 3 | 4 | Presenting and performing | 1 | 2 | 3 | 4 |
| explore ways that the elements of dance are combined to communicate ideas, perspectives and/or meaning in dance across cultures, times, places and/or other contexts  AC9ADA6E01 |  |  |  |  | develop and practise technical and expressive skills using safe dance practice and the elements of dance  AC9ADA6D01 |  |  |  |  | manipulate the elements of dance and/or choreographic devices to choreograph dances that communicate ideas, perspectives and/or meaning  AC9ADA6C01 |  |  |  |  | practise and perform dances using technical and expressive skills in informal and/or formal settings  AC9ADA6P01 |  |  |  |  |
| explore the ways that First Nations Australians use dance to continue and revitalise cultures  AC9ADA6E02 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| General capabilities | Units | | | |  | Cross-curriculum priorities | Units | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 |  |  | 1 | 2 | 3 | 4 |
| Critical and creative thinking |  |  |  |  |  | Aboriginal and Torres Strait Islander histories and cultures |  |  |  |  |
| Digital literacy |  |  |  |  |  | Asia and Australia’s engagement with Asia |  |  |  |  |
| Ethical understanding |  |  |  |  |  | Sustainability |  |  |  |  |
| Intercultural understanding |  |  |  |  |
| Literacy |  |  |  |  |
| Numeracy |  |  |  |  |
| Personal and social capability |  |  |  |  |

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