

Years 1–2 Dance

Curriculum and assessment plan

Example

Level description	Context and cohort considerations
<p>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.</p> <p>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.</p> <p>In this band, the focus is on students:</p> <ol style="list-style-type: none"> 1. exploring and responding to <ul style="list-style-type: none"> • 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 2. developing critical and creative practices and skills <ul style="list-style-type: none"> • 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 3. 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 4. performing/sharing dance they have learnt and/or choreographed in informal settings such as classroom presentations. 	<p>Across Years 1–2, students study Dance for one lesson per week. The semester units are sequential and build on the knowledge and skills learnt in previous units. Unit 2 provides opportunities to incorporate learning experiences associated with the Mathematics curriculum, and Unit 3 can be best implemented if supported by advice from local Aboriginal or Torres Strait Islander elders. As students also study Visual Arts in Years 1–2, The Arts learning area achievement standard is used across the band as Music is also taught across Years 1–2 for one lesson a week.</p>


Unit 1 — Skills for the stage	Unit 2 — Shape it 'til you make it	Unit 3 — Dynamic dancing	Unit 4 — Leading with lyrics
<p>Timing: Year 1, Semester 1 Duration: 20 weeks</p>	<p>Timing: Year 1, Semester 2 Duration: 20 weeks</p>	<p>Timing: Year 2, Semester 1 Duration: 20 weeks</p>	<p>Timing: Year 2, Semester 2 Duration: 20 weeks</p>
<p>Viewpoint question: How can I use technical and expressive skills when I perform dance?</p> <p>In this unit, students learn through play and games as they experiment with fundamental movement skills. In each lesson, they revise safe dance practices, including starting the lesson with a warm-up, finishing with a cool-down, and understanding expectations of how to learn in a dance space. Students explore texts (e.g. picture books) that relate to being aware of their personal space or their 'shadow'. Students build awareness of their own body and how to safely move in the space. Students learn movement and, through guided tasks, ways to manipulate movement and choreograph their own dance sequence. They learn how to make formations (e.g. lines, windows) as well as experiment with pathways to transition between formations. Extending on this knowledge, students respond to a given pathway (e.g. a zigzag path from right to left across the space), manipulating a sequence to match the pathway provided.</p> <p>Students share where, why and/or how they dance in a context relevant to them. Using games and sequential scaffolding of knowledge, understanding and skills, students explore space, dynamics and clapping to the beat to develop musicality. Over several lessons, students learn a dance to a popular song, applying relevant expressive and technical skills and responding to feedback to refine their skills. Students demonstrate perseverance and develop their confidence as they perform the dance for their peers.</p>	<p>Viewpoint question: How can dance reflect shapes and patterns?</p> <p>In this unit, students extend on their understanding of shapes and patterns learnt in Mathematics to explore how to create shapes and use patterns to choreograph dance sequences. Focusing on one shape at a time, students learn how to make a shape (e.g. circle, square, triangle) with their body, initially using their finger to draw the shape. Students then progress to universal writing where they draw the shape using different body parts. Students share their responses with the class for peers to discuss the use of dynamics and space. Moving from individual shapes to focusing on group formations, students experiment with 2D shapes before progressing to how to represent 3D objects. Using their bodies safely as they interact with their peers, students develop skills to participate cooperatively in groups as well as enhance their verbal and non-verbal communication skills.</p> <p>Students discuss patterns and copy a shape movement pattern modelled by the teacher (e.g. movement changes every 8 counts), experimenting with different levels and directions to manipulate the movement. Using fundamental movement skills and experimenting with locomotor and non-locomotor movement, students create their own 4-count movement sequence reflective of a shape explored in the unit. Students develop their individual decision-making skills as they choreograph movement to communicate a shape, using improvisation and experimentation. They work in pairs to use their sequences to create a dance and extend the movement using formations and by changing levels and direction. Students share their dance with the class for feedback.</p>	<p>Viewpoint question: How can I use dynamics in a dance to communicate an idea?</p> <p>In this unit, students explore how energy and force (dynamics) can be used in dance to communicate an idea or meaning. Through games, storytelling and practical activities, students connect different dynamics to familiar objects, animals or landscapes. They explore how movement can reflect the characteristics of animals, landscapes, and natural forces, drawing on First Nations perspectives of Country/Place and their own lived experiences.</p> <p>Students discuss how dance can communicate an idea or meaning as they respond to examples of dance from First Nations Australians as well as a range of diverse cultures that focus on landscape or the environment. They use still or moving images of natural phenomena (e.g. ripple effect of waterholes in response to seasonal rainfall, deliberate movements of native animals) and brainstorm ways dance could communicate the imagery. The teacher leads students through activities in response to stimulus to create movement, including following the shapes in the image, drawing these shapes using different body parts and adding relevant dynamics. Students develop their critical and creative thinking skills by putting ideas into action and trialling ways to communicate the image through dance. They use safe dance practices as they experiment with ways to reflect shape, direction, dynamics, timing, and repetition as a choreographic device. Students develop personal and social capabilities as they practise both individual and group decision-making. They refine their dance as well as their performance skills in response to feedback and share their final dance with the class.</p> <p>Note: Through consultation with local Traditional Custodians/First Nations community members, students may be guided and given consent to engage in additional Aboriginal and Torres Strait Islander cultural practices and expressions, such as language use, traditional storytelling forms, and dance. When translating Aboriginal and Torres Strait Islander stories, teachers are encouraged to approach this activity with cultural sensitivity, recognising these stories as part of Indigenous Cultural and Intellectual Property (ICIP).</p>	<p>Viewpoint question: How can lyrics inspire movement?</p> <p>In this unit, students respond to texts (e.g. images, videos) of dance, which communicate lyrics across a range of contexts. Through short discussions across several lessons, students discuss and identify where they experience dance and revise their knowledge of dance by describing how people dance in response to viewed texts.</p> <p>In response to a song, students discuss ideas for movement and provide suggestions for actions or movements that could represent the lyrics. Experimenting with movement provided by the teacher, in small groups, students manipulate the movement to communicate the lyrics for the section explored. Students share their dance sequences and describe which actions communicated specific words/lyrics. To extend students' learning, the teacher models how syllables in words are reflected in the movement and timing choices. Students develop their critical and creative thinking by creating alternate movement possibilities for their sequences.</p> <p>Students learn a teacher-choreographed dance that communicates meaning using relevant actions and movements. The teacher revises the technical and expressive skills as each sequence is taught to further highlight the connection between the movement and the music. In response to feedback throughout the rehearsal process, students develop perseverance and adaptability as they develop and refine their performance skills. They perform the dance as a class for the school community during end-of-year school celebrations.</p>

	Unit 1 — Skills for the stage		Unit 2 — Shape it 'til you make it		Unit 3 — Dynamic dancing		Unit 4 — Leading with lyrics	
	Assessment 1 — Skills for the stage performance	Timing/ week	Assessment 2 — Shape it 'til you make it project	Timing/ week	Assessment 3 — Dynamic dancing project	Timing/ week	Assessment 4 — Leading with lyrics short response	Timing/ week
Assessment	<p>Description: Students demonstrate safe dance practices and use performance skills to share (perform) a dance sequence, as learnt in class, for their peers.</p> <p>Technique: Performance Mode: Practical Conditions:</p> <ul style="list-style-type: none"> • up to 30 seconds • performed as a group • assessed individually 	Term 2, Week 8	<p>Description: Students demonstrate safe dance practices to choreograph and share (perform) a dance sequence in a group from a shape pattern provided by the teacher.</p> <p>Technique: Project — Choreograph dance and performance Mode: Practical Conditions:</p> <ul style="list-style-type: none"> • up to 30 seconds • choreographed and performed as a group • assessed individually 	Term 4, Week 8	<p>Description: Students demonstrate safe dance practices as they respond to texts (images) in small groups to choreograph dance sequences over several lessons. Students use performance skills (technical and expressive) to share (perform) their choreography for the class.</p> <p>Technique: Project — Choreograph dance and performance Mode: Practical Conditions:</p> <ul style="list-style-type: none"> • up to 30 seconds • performed as a group • assessed individually 	Term 2, Weeks 6–9	<p>Description: In response to texts, students identify where they experience dance and use provided sentence starters to describe how people across contexts experience dance.</p> <p>Technique: Short response Mode: Spoken/signed Conditions:</p> <ul style="list-style-type: none"> • up to 30 seconds • completed over several lessons 	Term 3, Week 8 ongoing
Learning area achievement standard	<p>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.</p> <p>Students demonstrate arts practices and skills across arts subjects. They create arts works in a range of forms. They share their work in informal settings.</p>		<p>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.</p> <p>Students demonstrate arts practices and skills across arts subjects. They create arts works in a range of forms. They share their work in informal settings.</p>		<p>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.</p> <p>Students demonstrate arts practices and skills across arts subjects. They create arts works in a range of forms. They share their work in informal settings.</p>		<p>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.</p> <p>Students demonstrate arts practices and skills across arts subjects. They create arts works in a range of forms. They share their work in informal settings.</p>	
Moderation	Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area or subject.							

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

General capabilities	Units			
	1	2	3	4
Critical and creative thinking	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Digital literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ethical understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intercultural understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Numeracy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal and social capability	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Cross-curriculum priorities	Units			
	1	2	3	4
Aboriginal and Torres Strait Islander histories and cultures	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Asia and Australia's engagement with Asia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sustainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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