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| Years 7–8 band Dance  Curriculum and assessment plan  [Insert school name, implementation year] |

Use this template to plan an overview or summary of the teaching, learning and assessment for a band 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.

| Level description | Context and cohort considerations (if applicable) |
| --- | --- |
| In this band, learning in Dance builds on each student’s prior learning and experiences. Students learn in and through the practices of Dance: choreography, performance and responding. They use dance-specific processes in purposeful and creative ways, 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 explore dance in local, regional, national and global contexts such as dance in countries or regions of Asia, including use of dance in multi-arts, trans-disciplinary or hybrid forms. They take opportunities to engage with living performers and choreographers, and expand their awareness of the diversity of dance practices, genres and/or styles.  In this band, the focus is on students:   1. exploring and responding to   dance works, the work of performers and choreographers, dance practices across cultures, times and places and/or other contexts; for example, through analysis and/or practical investigations such as improvisation  the diversity of dance choreographed and/or performed by First Nations Australians and how this work demonstrates respect for Indigenous Cultural and Intellectual Property rights   1. developing practices and skills   creative practices for performance and choreography, considering prior learning, safe dance practice, experience and interests. For example, students may focus on individual and ensemble or genre- or style-specific skills, techniques or processes. They build and refine technical and expressive skills, and skills to manipulate the elements of dance  critical practices by taking opportunities to reflect, evaluate or respond to their own work and the work of others; for example, documenting use of a choreographic process or ideas and intentions for a dance work or performance, evaluating their own and others’ responses to dance works, reflecting on development of skills and techniques   1. creating/choreographing dance to communicate their intentions as choreographers, using the elements of dance, choreographic devices and form. Students may focus on choreographing in a range of dance styles and forms and/or choreographing for multi-arts, hybrid or trans-disciplinary work such as screen-based or theatrical forms 2. presenting and performing dance using technical and expressive skills to communicate their ideas and intentions to audiences; for example, through planned and rehearsed live or streamed performances, as appropriate. | 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] |

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

| 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] |

**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 Year 8, students analyse how the elements of dance, choreographic devices and/or production elements are manipulated in dance they create and/or experience. They 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. They describe respectful approaches to creating, performing and/or responding to dance.  Students manipulate the elements of dance and choreographic devices to choreograph dance that communicate ideas, perspectives and/or meaning. They demonstrate safe dance practice when choreographing and performing dance. They employ technical and expressive skills and, as appropriate, genre- or style-specific techniques when performing dances for audiences. | | By the end of Year 8, students analyse how the elements of dance, choreographic devices and/or production elements are manipulated in dance they create and/or experience. They 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. They describe respectful approaches to creating, performing and/or responding to dance.  Students manipulate the elements of dance and choreographic devices to choreograph dance that communicate ideas, perspectives and/or meaning. They demonstrate safe dance practice when choreographing and performing dance. They employ technical and expressive skills and, as appropriate, genre- or style-specific techniques when performing dances for audiences. | | By the end of Year 8, students analyse how the elements of dance, choreographic devices and/or production elements are manipulated in dance they create and/or experience. They 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. They describe respectful approaches to creating, performing and/or responding to dance.  Students manipulate the elements of dance and choreographic devices to choreograph dance that communicate ideas, perspectives and/or meaning. They demonstrate safe dance practice when choreographing and performing dance. They employ technical and expressive skills and, as appropriate, genre- or style-specific techniques when performing dances for audiences. | | By the end of Year 8, students analyse how the elements of dance, choreographic devices and/or production elements are manipulated in dance they create and/or experience. They 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. They describe respectful approaches to creating, performing and/or responding to dance.  Students manipulate the elements of dance and choreographic devices to choreograph dance that communicate ideas, perspectives and/or meaning. They demonstrate safe dance practice when choreographing and performing dance. They employ technical and expressive skills and, as appropriate, genre- or style-specific techniques when performing dances for audiences. | |
| 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 |
| investigate ways that dance works, performers and/or choreographers across cultures, times, places and/or other contexts use the elements of dance, choreographic devices and/or production elements to communicate ideas, perspectives and/or meaning AC9ADA8E01 |  |  |  |  | develop safe dance practice and use of expressive and technical skills and, as appropriate, genre- or style-specific techniques AC9ADA8D01 |  |  |  |  | choreograph dance by selecting and manipulating elements of dance and choreographic devices to communicate ideas, perspectives and/or meaning AC9ADA8C01 |  |  |  |  | rehearse and perform dance for audiences, using technical and expressive skills and, as appropriate genre- or style-specific techniques AC9ADA8P01 |  |  |  |  |
| investigate the diversity of dance choreographed and/or performed by First Nations Australians considering culturally responsive approaches to Indigenous Cultural and Intellectual Property rights AC9ADA8E02 |  |  |  |  | reflect on own and others’ dance works and/or practices to inform choreographic choices and use of technical and expressive skills AC9ADA8D02 |  |  |  |  | apply technical and expressive skills and/or genre- or style-specific techniques to communicate ideas, perspectives and/or meaning AC9ADA8C02 |  |  |  |  |  |  |  |  |  |

**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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