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| Years 9–10 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 continues to build on each student’s prior learning and experiences as students develop their capability and confidence across the practices of Dance: choreography, performance and responding. They continue to use dance-specific processes in purposeful and creative ways that are informed by their engagement with the work of living choreographers and performers from across local, regional, national and global cultures, times, places and/or other contexts, such as countries or regions in Asia. This can include use of dance in multi-arts, trans-disciplinary or hybrid forms. This awareness of diverse dance practices, genres and/or styles informs their own work as choreographers and performers. They work collaboratively with peers and teachers.  In this band, the focus is on students:   1. exploring and responding to   choreographers’ and performers’ use of the elements of dance, choreographic devices, genre/style techniques and/or production elements in works or contexts across cultures, times and/or places; for example, through analysis or practical investigations  ways in which dance choreographed and/or performed by First Nations Australians celebrates and challenges multiple perspectives of Australian identity   1. developing practices and skills   building and extending creative practices for performance and choreography, considering prior learning, safe dance practice, experience and interests. For example, students may continue to develop genre- or style-specific techniques and explore new interests to extend and refine technical and expressive skills  building and extending critical practices by taking opportunities to reflect on and evaluate their own work, respond to and analyse their own work   1. creating work to communicate ideas and intentions using the elements of dance, choreographic devices and form. They use choreographic processes that are appropriate to the genre/style. As they develop and refine their work, students consider how they can employ technical and expressive skills to communicate ideas, perspectives and/or meaning in their work. Students may focus on choreographing in a range of dance styles and forms and/or they may choreograph dance for multi-arts, hybrid or trans-disciplinary works; for example, using immersive technologies 2. performing their work using technical and expressive skills and genre- or style-specific techniques to communicate their ideas and intentions to audiences; for example, in planned and rehearsed live or streamed performances. | 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 10, students 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. They 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. They evaluate how dance is used to celebrate and challenge perspectives of Australian identity.  Students select and manipulate the elements of dance, choreographic devices and/or structure to choreograph dances. They demonstrate safe dance practice when choreographing and performing dance. They 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. | | By the end of Year 10, students 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. They 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. They evaluate how dance is used to celebrate and challenge perspectives of Australian identity.  Students select and manipulate the elements of dance, choreographic devices and/or structure to choreograph dances. They demonstrate safe dance practice when choreographing and performing dance. They 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. | | By the end of Year 10, students 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. They 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. They evaluate how dance is used to celebrate and challenge perspectives of Australian identity.  Students select and manipulate the elements of dance, choreographic devices and/or structure to choreograph dances. They demonstrate safe dance practice when choreographing and performing dance. They 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. | | By the end of Year 10, students 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. They 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. They evaluate how dance is used to celebrate and challenge perspectives of Australian identity.  Students select and manipulate the elements of dance, choreographic devices and/or structure to choreograph dances. They demonstrate safe dance practice when choreographing and performing dance. They 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. | |
| 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 performers’ and/or choreographers’ use of elements of dance, choreographic devices, genre- or style-specific techniques, conventions and/or production elements to communicate and/or challenge ideas, perspectives and/or meaning in dance across cultures, times, places and/or other contexts AC9ADA10E01 |  |  |  |  | develop and refine safe dance practice, expressive and technical skills and genre- or style-specific techniques AC9ADA10D01 |  |  |  |  | choreograph dance that communicates ideas, perspectives and/or meaning by selecting and manipulating elements of dance, choreographic devices and/or structure AC9ADA10C01 |  |  |  |  | rehearse and perform dance for audiences, using technical and expressive skills and genre- or style-specific techniques AC9ADA10P01 |  |  |  |  |
| investigate the ways First Nations Australian choreographers and/or performers celebrate and challenge multiple perspectives of Australian identity through dance AC9ADA10E02 |  |  |  |  | reflect on own and others’ use of the elements of dance, choreographic devices, structure, genre- or style-specific techniques and/or technical and expressive skills to inform their choreographic or performance choices AC9ADA10D02 |  |  |  |  | apply technical and expressive skills and genre- or style-specific techniques to enhance communication of ideas, perspectives and/or meaning AC9ADA10C02 |  |  |  |  |  |  |  |  |  |

**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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